



ALAGAPPA UNIVERSITY

[Accredited with 'A+' Grade by NAAC (CGPA:3.64) in the Third Cycle
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(A State University Established by the Government of Tamil Nadu)

KARAIKUDI – 630 003



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Directorate of Distance Education

BA (English)

V - Semester

112 52

ENGLISH FOR COMPETITIVE EXAMINATIONS

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VIKAS® PUBLISHING HOUSE PVT. LTD.
E-28, Sector-8, Noida - 201301 (UP)
Phone: 0120-4078900 • Fax: 0120-4078999
Regd. Office: A-27, 2nd Floor, Mohan Co-operative Industrial Estate, New Delhi 1100 44
• Website: www.vikaspublishing.com • Email: helpline@vikaspublishing.com

Work Order No.AU/DDE/DE12-27/Preparation and Printing of Course Materials/2020 Dated 12.08.2020 Copies.....

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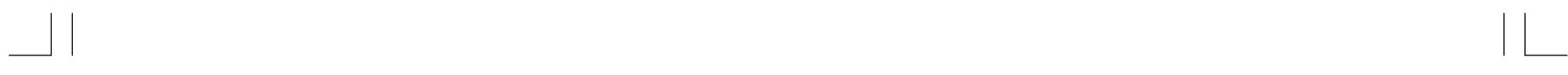
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INTRODUCTION

English is one language that most people all over the world choose to speak or learn to speak, besides their own mother tongue. It is possible to speak English in any which way and get your idea or message across to a listener. However, to speak correctly and to sound pleasant, the knowledge of grammar is extremely important. In other words, successful communication is only possible through correct usage of grammar. As someone has rightly said, grammar is the language that makes it possible for us to talk about language. Knowledge of grammar helps us to put together words in a logical sequence to form complete sentences that make perfect sense. Therefore, it is not really wrong to associate grammar with correctness and identification of errors. Grammar is actually meant to help us speak correctly as you will realize while going through the topics in this book.

This book, *English for Competitive Examinations* deals with grammar proficiency and discusses important topics like phrases and clauses, compound and complex sentences, transformation of sentences, essay writing, précis writing and synonyms and antonyms. Most of us use all of these in our daily lives; however, we have probably not realized that we do so. This book will allow students to appreciate the role of phrases and clauses in speech and learn to use them correctly to form grammatically- sound sentences. This book will be of help to students not only while they are pursuing academic courses but also in their future professional lives.

This book, *English for Competitive Examinations*, is divided into fourteen units that follow the self-instruction mode with each unit beginning with an Introduction to the unit, followed by an outline of the Objectives. The detailed content is then presented in a simple but structured manner interspersed with Check Your Progress Questions to test the student's understanding of the topic. A Summary along with a list of Key Words and a set of Self Assessment Questions and Exercises is also provided at the end of each unit for recapitulation.

BLOCK - I

BASICS OF ENGLISH

*Introduction to
Basics of English*

UNIT 1 INTRODUCTION TO BASICS OF ENGLISH

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Structure

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 - 1.1 Objectives
 - 1.2 Sentence and its Components
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1.0 INTRODUCTION

Word classes are parts of speech. They are the building blocks that form every sentence ever uttered. They are categorized by the role they play in your sentences. The four main word classes are the following:

- (i) Noun
- (ii) Verb
- (iii) Adjective
- (iv) Adverb

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We use words to speak or write. These words are generally used in groups. For example, Jack and Jill went up the hill. Such a group of words which makes complete sense is called a sentence. It can be of four types:

- (a) Declarative or assertive as in ‘The boy kicked the ball’.
- (b) Interrogative as in ‘Who kicked the ball’?
- (c) Imperative as in ‘Kick the ball’.
- (d) Exclamatory as in ‘Hurrah! He kicked the ball’.

When we make a sentence, we name some person or thing and say something about that person or thing. For example, in the sentence ‘Ram kicked the ball’, Ram is the person who is named and kicked the ball is what is said about Ram. Hence, Ram is the subject and what is said about him, ‘kicked the ball’, is the predicate. Every sentence, thus, has a subject and a predicate. In this unit, you will learn about the concept of sentence, phrase words, clauses and morphemes.

1.1 OBJECTIVES

After going through this unit, you will be able to:

- Describe the meaning of phrase words
- Discuss the different forms of clauses
- Examine the concept of morphemes
- Explain the types and rules regarding sentences

1.2 SENTENCE AND ITS COMPONENTS

A sentence is a group of words that create a statement and meaning of its own. The main elements of a sentence are the subject, verb and direct object of the verb or complement of the verb. Many sentences have only a verb and a subject. Other elements are the indirect objects and modifiers.

Subject

A subject is a person or thing that conducts the action indicated by the verb or that is in the state of being described by the verb.

Example:

- Antique pieces are costly.
- Manoranjan meets all his deadlines.
- Trees belong to nature.
- Lily cooks very fast.
- Ambi jogs daily.

Verb

A verb is a word or words that describe the action or state of being of the subject.

Example:

- Ram reads books.
- Ashu plays cricket.
- Seema works as a manager.
- Jyoti dances well.

In the above examples, the verbs ‘reads’, ‘plays’, ‘works’, ‘dances’ describe the actions performed by the subjects ‘Ram’ and ‘Ashu’ respectively.

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Direct Object

The word that receives the action indicated by the verb is called the direct object.

Example:

- Factories cause pollution. (‘Pollution’ is the direct object of the verb ‘cause’)
- The gardener plants trees. (‘Trees’ is the direct object of the verb ‘plants’)
- The thief robbed the whole bank. (‘Bank’ is the direct object of the verb ‘robbed’)
- Sona enjoys writing. (‘Writing’ is the direct object of the verb ‘enjoys’)
- Lalita drives a car. (‘Car’ is the direct object of the verb ‘drives’)

Complement

A complement refers to a word that completes the meaning of verbs which express feeling, appearing, being, and seeming. Such verbs are classified as linking verbs. Linking verbs do not take a direct object. They are completed by complements. For example, all forms of the verb ‘to be’ are linking except when used as auxiliary verbs.

Examples:

Manu seems polite. (The verb ‘seems’ does not describe action but does describe a state of being. Seems links the subject Manu with polite and polite is the complement of seems. The complement ‘polite’ in the sentence is placed in the position of the object. Note that the sentence ‘Manu seems polite’ reports only a state of being and not an action. The verb ‘seems’ carries no meaning without the complement ‘polite’).

Hema is a manager. (The verb ‘is’ links the subject Hema with the noun ‘manager’. No action is being performed. Manager complements the linking verb ‘is’).

She feels anxious during exams. (The linking verb ‘feels’ links she with exams which is the complement of feels. It should be noted here that the verb ‘feels’ does not always function as a linking verb. For example, in the sentence, ‘she felt the

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tremor', an action is being performed that is the action of feeling. In this sentence, 'tremor' is the direct object of the verb 'feels'.

Now, before we learn about the types of sentences, let's discuss some important concepts like phrases and clauses.

1.3 PHRASE

Every language has a basic sentence pattern. In the English language, the basic sentence pattern is Subject – Verb – Object (SVO). For example, in the sentence: 'The boy broke the pen', the boy is the subject, broke is the verb and the pen is the object. In keeping with the SVO pattern, every sentence in the English language has a Noun Phrase (NP) and a Verb Phrase (VP).

A phrase is a group of words which makes sense, but not complete sense. For example:

- Jack and Jill went up the hill.
- Humpty Dumpty sat on a wall.

Phrases typically come in the form of sentence or clause. They differ from clauses in the fact that they do not contain subject a subject and a verb. This is why they are called incomplete. Let's learn about different types of phrases.

1.3.1 Noun Phrase (NP)

The NP can have a wide range of grammatical constituents which can also be represented with the help of a tree diagram. For example:

- (a) NP – Article + Noun (A girl)
- (b) NP – Determiner + Noun (The girl)
- (c) NP – Article + Adjective + Noun (A beautiful girl)
- (d) NP – Determiner + Adjective + Noun (The beautiful girl)

What are determiners?

A determiner is a noun-modifier that shows the reference of a noun or noun-phrase in the context, rather than attributes expressed by adjectives. This function is usually performed by articles, demonstratives, possessive determiners or quantifiers.

Determiners are independent words that precede the rest of the noun phrase. In other languages, determiners are prefixed or suffixed to the noun, or even change the noun's form. For example, in Swedish *bok* book', when definite, becomes *boken* 'the book' (suffixed definite articles are common in Scandinavian languages), while in Romanian *caiet* 'notebook' becomes *caietul* 'the notebook'.

Some constructions, such as those that use names of school subjects do not use a determiner. This condition is called the 'zero determiner'.

The determiner function is not only carried out by the determiner class of words but can also be filled by words from other entities.

- Basic determiners are words from the determiner class (for example, the girl, those pencils) or determiner phrases (for example, almost all employees, more than two problems)
- Subject determiners are possessive noun phrases (for example, his daughter, the boy's friend)
- Minor determiners are simple noun phrases (for example, what colour curtain, 'this' size shoes) and prepositional phrases (under twenty metres, up to twelve people).

A determiner establishes the reference of a noun or noun-phrase, including quantity, rather than its attributes as expressed by adjectives. Despite this tendency, determiners have a variety of functions in English such as being modifiers in adjective phrases and determiner phrases, and even markers of coordination.

This word class, or part of speech, exists in many languages, including English, though most English dictionaries still classify determiners under other parts of speech. Determiners usually include articles, demonstratives, possessive determiners, quantifiers, and cardinal numbers depending on the language.

Determiners form a closed class of words that number about 50 (not counting the cardinal numerals) and include:

- **Alternative determiners:** another, other, somebody else, different
- **Articles:** a, an, the
- **Cardinal numbers:** zero, one, two, fifty, infinite
- **Degree determiners:** many, much, few, little, couple, several, most
- **Demonstratives:** this, that, these, those, which
- **Disjunctive determiners:** either, neither
- **Distributive determiners:** each, every
- **Elective determiners:** any, either, whichever
- **Equative determiners:** the same
- **Evaluative determiners:** such, that, so
- **Exclamative determiners:** what lovely hair!
- **Existential determiners:** some, any
- **Interrogative and relative determiners:** which, what, whichever, whatever
- **Mutual determiners:** a lot of, many, several, much
- **Negative determiners:** no, neither
- **Personal determiners:** we students, you guys
- **Possessive determiners:** my, mine, their, your

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- **Quantifiers:** all, few, many etc.
- **Sufficiency determiners:** enough, sufficient, plenty
- **Uniquitive determiners:** the only
- **Universal determiners:** all, both

All of these determiners can be grouped under the following categories:

- **Definite determiners:** These determiners refer back to a specific already-established entity (cardinals, demonstratives, equatives, evaluatives, exclamatives, relatives, personals, possessives, unquitives).
- **Indefinite determiners:** These determiners broaden their referent to one not previously mentioned, otherwise newly introduced into discourse (disjunctives, electives, existentials, interrogatives, negatives, universals).

Determiners as different from adjectives

According to traditional English grammar, adjectives were called determiners. There are, however, a number of key differences between determiners and adjectives.

In English, articles, demonstratives, and possessive determiners cannot co-occur in the same phrase, while any number of adjectives are typically allowed.

Example: A huge red Italian hat.

- Most determiners cannot occur alone in predicative complement position but most adjectives can.

Example: The worker is joyful.

- Most determiners are not gradable while adjectives typically are.

Example: small, smaller, smallest

- Some determiners have corresponding pronouns, while adjectives do not have the same.

Example: Everybody likes something unique.

- Adjectives can modify singular or plural nouns, while some determiners can only modify one or the other.

Determiners as different from pronouns

Determiners such as *this*, *all*, and *some* can often occur without a noun. In traditional grammar, these are called pronouns. There are, however, a number of key differences between such determiners and pronouns which are as follows:

- Pronouns may occur in tag questions. Determiners cannot.

Example: This is beautiful, isn't it?

- In phrasal verbs, pronouns must appear between the verb and the particle. Determiners may occur after the particle.

Example: Break it down

- All pronouns have distinct possessive forms while determiners do not.
Example: This is hers/mine/theirs

*Introduction to
Basics of English*

1.3.2 Verb Phrase

We have established that a sentence consists of a Noun Phrase (NP) and a Verb Phrase (VP): S = NP + VP.

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Let us now discuss the modifications of the Verb Phrase.

Verb Phrase (VP) – Verb + Noun Phrase (NP)

Or

VP – Verb + NP

VP – Verb + Determiner + Noun

Verbs form the second largest word forms after nouns. They denote action and are, therefore, also called action words. For example, walk, climb, talk and sing. Verbs have three grammatical types – lexical, auxiliary and modal.

Lexical verbs form an open class and include most verbs like run, eat, breathe. Auxiliary verbs form a closed class and consist of words like be, do and have. The main function of auxiliary verbs is to add information to other lexical verbs. Modal verbs consist of words like can, could, shall, should, will, would, must, may, might, etc. They add information to lexical verbs about degrees of certainty and necessity.

A verb phrase contains the following optional features:

A modal verb (e.g., *will*)

- The verb *have* to express perfect aspect (created by the auxiliary ‘have’ and the ‘-ed’ participle form of the lexical verb referring to a time period that includes the present moment). For example: *He might have walked home today*.
- The verb *be* to express progressive aspect (referring to uncompleted action and consists of the auxiliary *be* form and the *-ing* form of the lexical verb). For example: *are going*.
- The verb *be* to express passive voice (formed with the auxiliary ‘be’ and the ‘-ed’ participle form of the lexical verb). For example: *She was criticized by her friends*.
- The modal comes first followed by the auxiliary or several auxiliaries and finally the lexical (main) verb. A verb phrase which is a combination of modals and auxiliaries is structured usually in the following order: modal verb >> perfect *have* >> progressive *be* >> passive *be* >> Lexical verb. Whichever verbs are used in the verb phrase, the first verb is conjugated for tense, person and number.

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1.3.3 Adjective Phrase

An adjective is a word that describes or qualifies a noun/pronoun. An adjective phrase can consist of:

- A single adjective – The girl is *beautiful*.
- An adjective which has been modified by an adverb phrase – The girl is **truly beautiful**.
- An adjective which has been complemented by a prepositional phrase – The girl is *beautiful to look at*.

For example:

- **Adjectives of quality** describe the noun, for example, small, good, honest, clever, pretty, thin.
- **Adjectives of quantity** answer the question ‘how much’. They are used with uncountable nouns, for example, much, little, some, all, any, whole, sufficient.
- **Adjectives of number** answer the question ‘how many’?
- **Demonstrative adjectives** point out which person or thing is meant.
- **Possessive adjectives** show possession, for example, his, her, their, whose, when and so forth.
- **Interrogative adjectives** are used with nouns to ask questions, for example, what, which, whose.

The adjective phrase is a group of words, without a finite verb, which describes a noun and functions like an adjective.

For example:

- The boy *in the blue shirt* is my brother.
- She wore a necklace *made of pearls and rubies*.
- Anita is a girl *with a friendly nature*.

In the above sentences, the three groups of words in italics describe the nouns boy, necklace, and girl; so, they are adjective phrases.

An adjective can sometimes be changed into an adjective phrase.

For example:

A village road	—	A road through the village
A blank page	—	A page with no writing on it
A silk dress	—	A dress made of silk
An intelligent man	—	A man of intelligence
A rich woman	—	A woman of wealth
A smiling face	—	A face with a smile on it

Some more examples of adjective phrases used in sentences are as follows:

- This book has stories about our freedom fighters.
- He is a student of great promise.
- He is a man of great courage.
- Only a person with plenty of money can afford to travel around the world.
- A bird in the hand is worth two in the bush.

Care must be taken to place an adjective phrase next to the noun it describes, or you may get absurd sentences.

For example:

- The dog chased the man with the *curly tail*.
- The chair was sold by the man with a *broken seat*.

The two adjective phrases, with the ‘curly tail’ and ‘broken seat’ describe the dog and the chair respectively, and so should have been placed next to the dog and the chair.

The correct sentences should read:

- The dog with the curly tail chased the man.
- The chair with the broken seat was sold by the man.

1.3.4 Adverb Phrase

An adverb is a part of speech which modifies verbs, adjectives, or other adverbs. Adverbs perform a wide range of functions and are particularly important for indicating time, manner, place, degree, and frequency of an event, action, or process. An adverb phrase can:

- Act as an adverb in a sentence – She came home *too suddenly*.
- Modify verbs – She **talks** *too loudly*.
- Modify adjectives – She was so tired that she fell into a *really deep* sleep.
- Modify adverbs – She fell *very heavily*.

For example:

- Harry worked hard. (Here, *hard* modifies the verb *worked*.)
- It is bitterly cold today. (Here, *bitterly* modifies the adjective *cold*.)
- They behaved rather noisily. (Here, *rather* modifies the verb *noisily*.)

In the above sentences *hard*, *bitterly* and *rather* are adverbs.

An adverb phrase is a group of words without a finite verb, which does the work of an adverb.

For example:

He spoke *rudely*; we can say, he spoke *in a rude manner*.

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‘Rudely’ is an adverb and modifies the verb ‘spoke’. Similarly, ‘in a rude manner’ modifies the verb ‘spoke’. The only difference is that instead of a single word ‘rude’, we have used a group of words to convey the same meaning.

Therefore, a group of words which does not include a finite verb and which does the work of an adverb, is known as an adverb phrase.

Some examples of adverb phrases are as follows:

- next month
- in the morning
- at the end of this road
- with great care
- with great fury
- in a short period

Instead of using a single word, we are using a group of words to do the same thing, that is, modify a verb.

Just as there are several types of adverbs, there are various types of adverb phrases.

For example:

- He searched all over the place for his keys. (**Adverb phrases of place** (shows where)]
- We shall begin the journey soon after sunrise. [**Adverb phrase of time** (shows when)]
- He spoke in a dignified manner. [**Adverb phrase of manner** (shows how)]
- Barking dogs seldom bite. [**Adverb of frequency** (shows how often)]
- I am almost ready. [**Adverb of degree or quantity** (shows how much or to what degree)]
- I do not like milk. [**Adverb phrase of assertion** (shows affirmation or negation)]
- When will he return? [**Interrogative adverb** (used to ask questions)]
- She was, hence, given a punishment. [**Adverb of reason** (shows case or reason)]

An adverb phrase, like an adverb, can also modify an adjective or an adverb.

For example:

- Fruit is *good* for *health*. (‘for health’ modifies the adjective ‘good;’)
- He spoke *well* on the *whole*. (‘On the whole’ modifies the adverb ‘well’.)
- He came *yesterday*, late in the *evening*. (‘Late in the evening’ modifies the adverb ‘yesterday’)

Some important adverbial phrases

- **Above all**—*most important of all*. Send to me all these things and *above all* don't forget to wire me.
- **After all**—*whatever may be against it*. You must help him in his distress; *after all*, he is your own brother.
- **As it were**—*in other words; speaking metaphorically*. After a meeting with his beloved, he was, *as it were*, flying in the air.
- **Again and again, over and over again, time and again**—*repeatedly, often*. I dialled his number *again and again* but every time I found his telephone engaged.
- **At large**—*unconfined*. The murderer is still *at large* and the police are hotly after him.
- **Above board**—*honest and unconcealed*. His conduct has been entirely *above board* and your criticism of him is quite unjustified.
- **At the eleventh hour**—*at the last moment*. He was coming with us but *at the eleventh hour* he changed his mind.
- **At any rate, at all events**—*whatever may happen*. In this matter, you must help your friend *at any rate*.
- **At a stretch**—*continuously*. Yesterday, I worked for ten hours *at a stretch*.
- **By and by**—*after a little while soon*. Do not be impatient, you will come to know everything *by and by*.
- **Before long**—*in a short time*. Please be seated: I'll be here *before long*.
- **By the by or way**—*incidentally*. Yes, I will come to you tomorrow. *By the way*, my brother has come back from England.
- **Few and far between**—*rare, scarce*. Even though he lives in the same city, his visits to us are *few and far between*. My holidays are *few and far between*.
- **Far and away, out and out**—*beyond all comparison*. Murty is *far and away* the best player in the team.
- **Far and near or wide**—*in all directions*. Soon the news spread *far and wide*.

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1.3.5 Prepositional Phrase

A preposition is a word which shows the relation between persons or things mentioned in a sentence. A prepositional phrase is formed when a preposition combines with its complement. For example:

- They are related *to one another*.
- The mouse fell *into the well*.

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A comprehensive list of prepositional phrases combining with their specific complements are as follows:

- at (a) high speed
- at (the) risk (of)
- at / by one's side
- at / for a fraction of
- at / from the outset
- at / in the end
- at / on sight
- at a glance
- at a loose end
- at a loss
- at a low ebb
- at a moment's notice
- at a price
- at a rate of
- at a speed of
- at a standstill
- at all costs
- at all events
- at an advantage
- at any cost
- at any rate
- at breakfast
- at ease (with)
- at face value
- at fault
- at full strength
- at hand
- at heart
- at home (with)
- at issue
- at large
- at least
- at length
- at liberty
- at most
- at night
- at noon
- at odds with
- at once
- at one's best
- at one's discretion
- at one's disposal
- at one's leisure
- at one's request
- at peace / war (with)
- at play
- at present
- at random
- at sea
- at the / in front of
- at the age of
- at the beginning
- at the expense of
- at the foot of
- at the hands of
- at the height of
- at the latest
- at the mercy of
- at the peak of
- at the same time
- at the thought of
- at the time of
- at the top of
- at this juncture
- at times
- at war with

- at work
- behind the scenes
- by (any) chance
- by / under the name of
- by / with luck
- by accident
- by air / sea / land
- by all accounts
- by all means
- by any standard
- by appointment
- by birth
- by check
- by coincidence
- by courtesy of
- by definition
- by degrees
- by design
- by dint of
- by far
- by force
- by hand
- by heart
- by law
- by marriage
- by means of
- by mistake
- by my watch
- by nature
- by no means
- by oneself
- by order of
- by process of
- by profession
- by reason of
- by request
- by rights
- by sight
- by surprise
- by the side of
- by virtue of
- by way of
- for / in a good cause
- for / to the benefit (of)
- for a (good) reason
- for a change
- for certain / sure
- for fear of
- for good
- for granted
- for hire
- for lack of
- for life
- for love
- for my / your, etc. part
- for real
- for the good of
- for the sake of
- for want of
- from experience
- from memory
- in (no) time
- in / at the forefront of
- in / on demand
- in / out of focus
- in / out of one's element
- in / out of prison
- in / out of season
- in / out of stock
- in / out of touch (with)

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- in / out of use
- in / with difficulty
- in / within sight (of)
- in a deep sleep
- in a flash
- in a heap
- in a hurry
- in a mess
- in a pile
- in a sense
- in a temper
- in abeyance
- in abundance
- in accordance with
- in action
- in addition to
- in advance
- in agony
- in agreement with
- in aid of
- in all likelihood
- in an instant
- in an uproar
- in answer to
- in anticipation of
- in arrears
- in awe of
- in blossom
- in brief
- in bulk
- in cash
- in character
- in charge of
- in code
- in collaboration with
- in combination with
- in comfort
- in command of
- in common
- in comparison with
- in compensation for
- in conclusion
- in confidence
- in confinement
- in confusion
- in conjunction with
- in connection with
- in consequence of
- in contact with
- in contrast with / to
- in control of
- in convoy
- in custody
- in danger
- in debt
- in decline
- in defense of
- in detail
- in disgrace
- in disguise
- in disorder
- in dispute
- in distress
- in doubt
- in due course
- in duplicate
- in earnest
- in effect

- in error
- in essence
- in excess of
- in exchange for
- in existence
- in fact
- in fairness to
- in favour of
- in fear of
- in flames
- in flower
- in full
- in future
- in gear
- in general
- in good / bad condition
- in good faith
- in hand
- in harmony (with)
- in haste
- in hiding
- in high spirits
- in honour of
- in horror (of)
- in ink / pencil
- in isolation
- in its infancy
- in jeopardy
- in keeping with
- in labour
- in league with
- in length
- in line with
- in love with
- in memory of
- in mid-air
- in mind
- in moderation
- in mourning (for)
- in name
- in office
- in one's absence / presence
- in one's spare time
- in operation
- in opposition to
- in origin
- in other words
- in pain
- in Parliament
- in particular
- in person
- in pieces
- in place of
- in possession of
- in poverty
- in practice
- in preference to
- in preparation for
- in principle
- in private
- in progress
- in proportion to / with
- in public
- in pursuit of
- in quantity
- in question
- in reality
- in relation to

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- in reply to
- in reserve
- in residence
- in respect of
- in response to
- in retrospect
- in return
- in revenge for
- in reverse
- in ruins
- in safety
- in somebody's interest
- in somebody's opinion
- in search of
- in secret
- in self-defence
- in settlement of
- in short
- in silence
- in small change
- in store for
- in succession
- in support of
- in suspense
- in sympathy with
- in tears
- in terms of
- in terror
- in the absence of
- in the aftermath
- in the balance
- in the case of
- in the course of
- in the distance
- in the event of
- in the extreme
- in the eyes of
- in the flesh
- in the form of
- in the habit of
- in the interests of
- in the lead
- in the light of
- in the long run
- in the making
- in the meantime
- in the midst of
- in the mood for
- in the name of
- in the night
- in the open
- in the process of
- in the right
- in the seclusion of
- in the shade
- in the space of
- in the wake of
- in the way of
- in the wrong
- in theory
- in time for
- in times of
- in town
- in trouble
- in tune with
- in turmoil
- in turn
- in two minds

- in twos / threes / tens
- in uniform
- in unison
- in vain
- in view of
- in vogue
- in words
- of the opinion
- off / on duty
- off school
- off duty
- off their rocker
- off their meds
- on (the) watch (for)
- on / behind schedule
- on / off the record
- on / off the road
- on / under oath
- on / under pain of
- on / of the air
- on / off balance
- on a diet
- on a journey / trip / cruise
- on a pension
- on a regular basis
- on a spree
- on account of
- on an expedition
- on an island
- on approval
- on average
- on bail
- on behalf of
- on board
- on business
- on condition that
- on credit
- on display
- on edge
- on end
- on file
- on fire
- on foot
- on good terms
- on guard
- on hand
- on horseback
- on impulse
- on leave
- on loan
- on no account
- on occasion
- on one's (own) terms
- on one's own
- on one's own initiative
- on order
- on paper
- on parade
- on patrol
- on principle
- on purpose
- on reflection
- on remand
- on sale
- on second thoughts
- on show
- on strike
- on suspicion of

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- on the agenda
- on the assumption
- on the brink of
- on the dot
- on the edge of
- on the eve of
- on the grounds of
- on the horizon
- on the hour
- on the increase
- on the job
- on the move
- on the off-chance
- on the outskirts
- on the part of
- on the phone
- on the point of
- on the run
- on the strength of
- on the stroke of
- on the tip of
- on the top of
- on the understanding that
- on the verge of
- on the way to
- on time
- on tiptoe
- on trial
- on vacation
- out of / in fashion
- out of / in print
- out of / in step
- out of breath
- out of context
- out of control
- out of curiosity / jealousy / love / hatred
- out of date
- out of doors
- out of duty
- out of hand
- out of ideas
- out of one's mind
- out of order
- out of pity
- out of place
- out of practice
- out of reach
- out of respect for
- out of sight
- out of spite
- out of stock
- out of the ordinary
- out of the question
- out of work
- through no fault of
- to / on the contrary
- to an extent
- to excess
- to one's astonishment
- to one's credit
- to one's dismay
- to sb's face
- to the / this day
- to the accompaniment of
- to the best of
- to the detriment of
- to the exclusion of

- to the full
- to the satisfaction of
- under / in the circumstances
- under age
- under arrest
- under consideration
- under construction
- under cover of
- under discussion
- under lock and key
- under one's protection
- under orders
- under pressure
- under regulations
- under repair
- under strain
- under stress
- under suspicion
- under the command of
- under the impression that
- under the influence (of)
- under the misapprehension
- under treatment
- with / in reference to
- with / without success
- with a view to
- with an eye to
- with regard to
- with regret
- with respect to
- with the aid of
- with the compliments of
- with the exception of
- with the help of
- with the intention of
- within / out of earshot
- within / without reason
- within grasp
- within limits
- within one's budget
- within one's power
- within one's rights
- within reach (of)
- within site
- within walking / striking distance
- without (a) doubt
- without a break
- without a hitch
- without delay
- without exception
- without fail
- without foundation
- without precedent
- without question
- without respite
- without warning

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Check Your Progress

1. What are complements in a sentence?
2. What do determiners usually include?
3. List the functions which adverbs perform.

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1.4 TYPES OF CLAUSES-NOUN CLAUSE, ADVERB CLAUSE AND RELATIVE CLAUSE

A group of words which forms a part of a sentence and contains a subject and a predicate is called a clause. For example: I think that *the painting is beautiful*. Clauses are classified as the following:

(a) **Independent clause:** An independent clause is one which has a subject and a predicate without any words or phrases that associate the function of that clause to another clause. An independent clause includes relatively simple sentences. For example:

- My mother cooked my favourite dish.
- I bought a red car.

(b) **Dependent clause or subordinate clause:** A dependent or subordinate clause is one which has a subject and a predicate with a word or phrase that associates the function of that clause to another clause, causing the first clause to become dependent upon the other clause for its greater meaning. Here, some words are added or even a phrase that causes the entire clause to function in a broader sense, such as cause or background. For example:

- Because it was my birthday, my mother cooked my favourite dish.
- Although I like red motorbikes, I bought a red car.

Subordinate clauses can be further classified as:

- Noun clause
- Adjective clause
- Adverb clause

1.4.1 Noun clause

A noun clause behaves like a noun. Noun clauses can perform different functions in a sentence, such as the following:

- (a) the subject of a verb
- (b) the object of a verb
- (c) the complement of a verb
- (d) the object of a preposition
- (e) the apposition to a noun or pronoun

Examples of each type of noun clause are given as follows:

(a) When a noun clause comes before a verb and answers the question:

What? – then the noun clause is the **subject of a verb**.

Example: What we eat and drink affects our health.

- (b) When a noun clause comes after a verb and answers the question: **What?**
– then the noun clause is the **object of a verb**.

Example: She told me she would go to the party.

Example: He has not decided yet which course to study.

- (c) When a noun clause comes *directly* after a verb and answers the question:
What? – then the noun clause is the **complement of a verb**.

Example: I don't believe what he told us.

Example: She could not fully express what she felt.

- (d) When a noun clause comes *directly* after a preposition and answers the question: **What?** – then the noun clause is the object of a preposition.

Example: The doctor told me to exercise daily.

Example: My brother is auditioning for a part in the new play.

- (e) When a noun clause tells us more about a noun or pronoun, then it is said to be the apposition to a noun or pronoun. Such a noun clause is generally located in the middle of a sentence.

Example: Mrs Sethi, our class-teacher, is a wonderful lady.

Example: Shahjahan, the Mughal emperor, loved art and beauty.

1.4.2 Adjective (Relative) clause

The conventional name of the adjective clause is relative clause. An adjective clause is a subordinate clause that behaves like an adjective, qualifying a noun or pronoun in the sentence. Remember that an adjective clause always begins with who, whom, whose, that, which, when, where, or why. The relative clause performs two functions. Firstly, it functions either as the subject or the object of the verb in the relative clause. Secondly, it joins two clauses like a conjunction.

Examples

- The paintings which are in the museum are under extreme security.
- The girl who won the contest is my best friend.
- The student whom the principal praised is the head boy.
- The mountains that you see in the distance are the Nilgiris.

1.4.3 Adverb Clause

An adverb clause is a subordinate clause that behaves like an adverb, qualifying a verb in the sentence. Adverb clauses can be of nine types:

- i. Adverb clause of time
- ii. Adverb clause of place
- iii. Adverb clause of manner

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- iv. Adverb clause of result
 - v. Adverb clause of reason
 - vi. Adverb clause of concession
 - vii. Adverb clause of purpose
 - viii. Adverb clause of condition
 - ix. Adverb clause of contrast or comparison
- Examples of each type of adverb clause are given as follows:
- (a) Adverb clause of time
Example: Tell me when you will be ready.
 - (b) Adverb clause of place
Example: Please put the books back where you found them.
 - (c) Adverb clause of manner
Example: He behaves as if he owns the place.
 - (d) Adverb clause of result
Example: The scene was so beautiful that we could not take our eyes off it.
 - (e) Adverb clause of reason
Example: Since he was already late, he took a taxi.
 - (f) Adverb clause of concession
Example: Although she eats well, she is unable to put on weight.
 - (g) Adverb clause of purpose
Example: We must work hard so that we may progress fast.
 - (h) Adverb clause of contrast or comparison
Example: While Akram is good at acting, Asif is a great mimic.
 - (i) Adverb clause of condition
Example: If all the trees were bread and cheese, there would be considerable deforestation.
A conditional clause states the dependence of one circumstance on another. In this sentence, we are told that deforestation is dependent on the condition that all trees are made of bread and cheese.

1.4.4 How the Clauses Are Conjoined

After having studied about the various kinds of clauses in detail, let us now go through how the clauses are connected to each other. A clause is connected to another clause mostly using conjunctions to make new compound sentences. In other words, conjunctions help us in making a compound sentence. It also avoids repetition and makes a conversation or writing interesting. Though it is generally said that one should use simple English, it does not mean that one should always

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try to use simple sentences. If one does so, then one's language becomes very repetitive and does not become sonorous to the listener or the reader. Therefore, it is significant that we merge together or combine the simple sentences wherever possible into compound sentences so that our language brings out its beauty. The compounding of sentences is usually done with some conjunctions. Language scholars have figured out that in English there are two categories of conjunctions through which we make compound sentences. Depending on the conjunctival category, the scholars have divided compounding into two major categories:

- (i) Coordination
- (ii) Subordination

1. **Coordination and coordinating conjunctions:** Coordinating conjunctions connect or join independent clauses which are at the same level of importance in a single sentence. They avoid paragraphs composed of many short, repetitive simple sentences. Seven different coordinating conjunctions (*and, but, for, nor, or, so, and yet*) allow us to create relationships between clauses.
2. **Subordination or subordinating conjunctions:** A subordinate clause depends upon the independent clause to have its meaning. Therefore, the subordinate clause is called dependent clause. The subordinate clause can be identified by the presence of a subordinating conjunction such as *after, although, before, once and whenever*.

Check Your Progress

4. List the functions of noun clauses.
5. How does an adjective clause begin?
6. Mention some examples of subordinating conjunctions.

1.5 TYPES OF SENTENCES

There are many different ways in which sentences can be classified. On the basis of structure, sentences can be classified as simple, complex, compound or on the basis of communicative function: assertive, imperative, interrogative and exclamatory.

1.5.1 Simple, Complex and Compound Sentences

There are many different types of sentences:

i. Simple Sentences

A simple sentence is a sentence with one independent clause.

ii. Complex Sentences

Complex sentences involve a main clause and one or more subordinate clauses. The subordinate clauses are joined to the main clause by means of a subordinate

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conjunction such as **that, why, what, where, whether, if**, etc. If the subordinate clause is part of the main clause in the same way as a phrase, it is part of the sentence.

For example:

S	V	O
He	confessed	[his crime]
S	V	O
He	confessed	[that he had committed the crime]

There are three types of subordinate clauses:

- Noun clauses
- Adjective clauses
- Adverb clauses

The classification of these clauses depends upon the function they play in the main clause.

You have already learnt about the concept of clauses in the previous section.

iii. Compound Sentences

Compound sentences are the sentences in which two or more main clauses (i.e. equal clauses of equal rank) are conjoined by means of coordinating conjunctions (such as and, but, or, so). The sentences also show how one clause is related (i.e. relationship of addition or contrast of choice) to the other.

The following instances discuss more about coordination in sentences:

(a) Two negative clauses can be joined by **and**:

- I haven't gone to my village for the last four years, **and** I don't intend to go this year also.

(b) Use **or** instead of **and** if both the negative clauses have the same subject and the same auxiliaries:

- He does not speak English **or** French.
- I don't drink **or** chew tobacco as a matter of policy.

(c) Negative clauses can alternatively be linked by using **and, neither, and nor**: In such a case, an auxiliary verb (such as **be** or **do**) is placed before the subject:

- I don't like sweets, **nor** do the rest of my family
- He was not happy with the arrangements made in the party and **neither** were others.
- He is not rich, **nor** is he poor.

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(d) The conjunction and if it comes after an imperative sentence followed by a clause which contains a future tense verb, expresses a condition:

- Pay me ₹ 200 and you'll have no trouble. It is the same as: If you pay me ₹ 200, you will face no trouble.
- Leave now and you will be at the station in time.

(e) Sometimes, a coordinate conjunction is followed by another coordinate conjunction:

- She was rich and yet not happy.
- The college was closed and so I could not collect my certificates back from the clerk.

The following are some instances of differences between complex and simple sentences:

Complex Sentences

This is the house that Jack built.

Simple sentences contained therein

There are two verbs, which creates two simple sentences:

- (i) This is the house.
- (ii) Jack built the house.

This is the cat that lived in the house

There are three verbs, which gives us that Jack built. Three simple sentences:

- (i) This is the cat.
- (ii) The cat lived in the house.
- (iii) Jack built the house.

This is the cat that chased the rat

There are four verbs, which creates that lived in the house that Jack built. four simple sentences:

- (i) This is the cat.
- (ii) The cat chased the rat.
- (iii) The rat lived in the house.
- (iv) Jack built the house.

This is the dog that killed the cat that that lived in the house that Jack built.

There are five verbs, so there are five chased the rat simple sentences:

- (i) This is the dog.
- (ii) The dog killed the cat.
- (iii) The cat chased the rat.
- (iv) The rat lived in the house.
- (v) Jack built the house.



1.5.2 Conditional Sentences

There are three types of conditional sentences in English language:

- i. Open condition
 - ii. Improbable/rejected condition
 - iii. Unfulfilled condition

The following are the instances of these type of sentences:

- If the bus reaches by 10 am, I will be able to reach the MREC by 11 am. (open condition)
 - If the bus did not break down, it would reach Jaipur by 10 am. (improbable condition)
 - (a) If I had started a day earlier, I would have already been in Jaipur. (unfulfilled condition, with past consequence)
(b) If the diamond merchant had not given me lift, I wouldn't be here. (unfulfilled condition with present consequence)

Below we discuss all the three types of conditional clauses with more examples.

i. Open Condition

Study the following sentences:

- If you work hard, you will pass the exam.
 - If Ram goes to Agra, he will see the Taj.
 - If Radha marries Krishna she will be happy.
 - If I am called for the interview, I will be selected.

Notice the following points about the sentences:

If I work hard, I will pass the exam.

The clause beginning with **if** is called the conditional clause and the main clause is called the **result clause**.

In the if clause, we use simple present tense and in the result clause, we use it will + first form of the verb.

In this respect, this type of clause is different from Hindi conditional sentences. In Hindi, in both the clauses, we use simple future tense.

Therefore, a word of caution is required for Hindi speakers using English. They should avoid using will + first form of the verb in the conditional clause.

Though the most common form to be used in this pattern is simple present + will /shall + first form of the verb, other tenses are also possible as illustrated by

the following sentences.

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- If you go past the post office, please post this letter for me. (Simple present + imperative)
- If your car is not working, you can use mine. (present continuous + can + first form of the verb)
- If you heat water at 100°C, it starts boiling. (simple present + simple present)
- If you leave now, you may reach by 10 am. (simple present + may + first form of the verb)
- I shall be grateful if you will do me a favour. (shall + first form + will + first form; shows polite request)
- The *if* clause states a condition and if this condition is satisfied, the result will follow.

The time denoted by this type of conditional sentence is generally future.

ii. Improbable/Rejected Condition

This condition is also called doubtful or hypothetical condition. Look at the following sentences:

a) If you worked hard, you would pass the exam.

Conditional clause result clause.

- b) If a ghost came into your room, what would you do?
- c) If I had wings, I would fly.
- d) If I were the Prime Minister of India, I would make revolutionary changes in the field of IT.

Note the following points about this condition.

- This condition is called improbable or doubtful condition. Look at the sentence (a) above. The teacher is doubtful about the student's working hard and hence he is also doubtful about his passing the exam. In (b) it is improbable that a ghost would come into the room. Sentence (c) states a hypothetical condition, which is unlikely to be fulfilled.
 - The tense used in the conditional clause is simple past and the tense used in the result clause is would + first form of the verb. Other configurations are also possible with might, could, etc.
- (a) If you started earlier, you might reach in time. (You will perhaps reach in time.)
 - (b) If you worked hard, you could pass the exam. (You will perhaps pass the exam.)

The time denoted by this conditional type of sentence is future.

Please note this type of conditional sentences are not available in Hindi. Therefore, Hindi speakers using English make a lot of mistakes.

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iii. Unfulfilled Condition

Look at the following sentences:

- a) If you had worked hard, you would have/could have passed the exam.
(You did not work hard. You did not pass the exam.)
- b) If he had helped her, she could have gotten the job. (He did not help her.
She did not get the job.)
- c) If I had known it before, I would have applied for the job. (I did not know
it before. I did not apply for the job.)
- d) If they had played well, they could have won the match. (They did not play
well. They did not win the match.)

Note the following features about this condition:

- This condition is called unfulfilled condition because the condition was not satisfied and hence the result did not follow. For example, Sentence (a) above shows that he did not work hard and hence he did not pass.
- In this type of sentences, we use had + third form of the verb in the conditional clause and would/could/might + have + third form of the verb in the result clause.

Sometimes, we see a variation in the form:

- (a) If you had not given me a ride, I wouldn't be here. (present consequence of a past action)
 - (b) If you had not given me a ride, I wouldn't have reached the college in time. (past consequence of a past action)
- This type of conditional sentence shows past time.
 - This type of conditional sentence has a negative meaning and can be paraphrased by 'not'.

If you had worked hard, you would have passed the exam.

You did not work hard. You did not pass the exam.

Exercise - 1

Put the verbs in the brackets in the following sentences into the correct form.

1. If you (not) work hard now, you (be) sorry afterwards.
2. If you (earn) 2 lac rupees, you (be able) to buy a car.
3. If you have a car, you (be able) to reach office in time.
4. I don't work hard. If I (work) hard, I (pass) the exam.
5. I don't like him. If I (like him), I (stay) with him in the same room.
6. I don't write letters to him. If I (write) letters to him, I (know) where he is.
7. If you (boil) water, it (start) evaporating at 100°C.

8. If your scooter (go) out of order, (use) my car.
9. I don't have a car. If I (have) a car, I (go) to office by car.
10. You seem to be poor. If you (be) rich, you (send) your kids to a good public school.
11. You 'seem to be weak. If you (be) strong, you (not cry) with pain like this.
12. I am not a rich man's daughter. If I (be) rich, I (distribute) all my wealth among the poor.
13. If I (have) the money, I would have bought a car.
14. If she had money, she (buy) gold ornaments.
15. I don't like wearing gold jewellery. If I (like) it, I (buy) it.
16. I have not seen a ghost till today. If I (see) a ghost now, I (scream) at the top of my voice for help.
17. This plant does not flower in winter. If it (flower) in winter, it (be) a pleasant spectacle.
18. He did not work hard. That is why he failed in the exam. If he (work) hard, he (not fail) in the exam.
19. He did not know how to drive. That is why he did not use a car. If he (know) how to drive, he (use) a car.
20. He did not know how to flatter the management. That is why he lost his job. If he (know) how to flatter the management, he (not lose) his job.
21. I don't like driving fast. If I (drive) fast, I (meet) with an accident.
22. I don't like his tactics. If I (like) his tactics, I (follow) his example.
23. He did not like wearing a dhoti. That is why he was wearing a pair of trousers. If he (not like) wearing a dhoti, he (wear) a pair of trousers.
24. I don't know how to interact with people. If I (know) they (come) to my room too.
25. He did not teach in the class. That is why his result was poor. If he (teach) in the class, his result (not be) so poor.
26. He was no longer popular. That is why his popularity graph declined. If he (be) popular, his popularity graph (not decline).

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Exercise - 2

Complete the following sentences:

1. If you go to Kolkata
2. If you go to college by bus
3. If a ghost came into my room
4. If I had enough money

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5.the result would be good.
6.the what would happen?
7.the plants would be fresh and green.
8. If you had attended the interview
9.the would have been selected.
10. If you go out of the room
11. If you happen to meet him
12. If he had posted the letter in time
13. If you served humanity
14. If you worshipped two hours every day
15. Look me up
16. If you were an MP,
17. If you win a lottery
18. If he had been brought up well
19. If you see a butterfly
20. If it is raining now,

Exercise - 3

Complete the following sentences:

1. If x-rays had not been discovered
2. If you believe in ghosts
3. If they offered him US dollar 1.5 lac
4. I shall never permit you to attend a Refresher Course if
5. If you think it is absolutely necessary
6. If he had not fallen in the pig sty
7. Oil floats if
8. If I met your friend in the street
9. If he wastes his time
10. If I had the sort of son people have these days
11. I'll consent as well.
12. If May had not gone to Italy.
13. If I won a lottery
14. If it rains tomorrow,
15. What will you do if
16. If many people board the boat

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17. If a metro had been built in Chennai
18. Unless you are more careful
19. Would it affect your pension if
20. If I had known there was ginger in it
21. Hurry or else
22. Dial O07 if
23. He will not answer unless
24. If it had not been a hot day
25. If the driver had a nap
26. If you put salt in water
27. If he didn't smoke so much
28. If I pass this exam
29. The milk wouldn't have turned sour if
30. Should you lose your way
31. I would have been seriously injured.
32. you might succeed.
33. What would you do if
34. If he did not return
35. Remind him to phone me if
36. If you had gone to bed earlier
37. Unless he switches off the radio
38. The flight is generally postponed
39. They generally play football if
40. People earn a lot of money if they
41. He could buy a new car if they
42. If I were the Prime Minister, I
43. If the car hadn't broken down, we
44. If the policeman hadn't shown me the way, I
45. He could have never won his case if his lawyer
46. If I worked hard
47. If a ghost came into the room
48. I would have seen the Taj
49. you should have passed the exam
50. If I were rich

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51. If you do not walk carefully
52. If you were to buy a car
53. Were they to arrive tomorrow
54. Had I known he would pass
55. Should you go past the college

Key to Exercise - 1

1. do not work, will be
2. earn, will be able
3. have, will be able
4. worked, would pass
5. liked, would stay
6. wrote, would know
7. boil, starts
8. has gone, use
9. had, would go
10. were, would send
11. were, would not cry
12. were, would distribute
13. had had
14. would have bought
15. liked, would buy
16. saw, would scream
17. flowered, would be
18. had worked, would not have failed
19. had known, would have used
20. had known, would not have lost
21. drove, would meet
22. liked, would follow
23. had not liked, would have worn
24. knew, would come
25. had taught, would not have been
26. had been, would not have declined

Key to Exercise - 2

Note: Other alternatives are possible

1. bring a pair of goggles for me
2. take a bus pass
3. I would chant “Hanuman Chalisa”
4. I would buy a car
5. If I taught well
6. If you kicked the dust
7. If he watered the plants
8. you would have been selected
9. If they had called him for the interview
10. switch off the lights
11. don’t forget to tell him that I still cherish him
12. he would have received it in time
13. God would reward you
14. all your sins would be over
15. if you happen to come this side next time
16. what would you do?
17. what would you do with the money
18. he would have behaved nicely
19. don’t catch it
20. don’t go out

Key to Exercise - 3

1. many people would have died of deadly diseases
2. you will be called anachronistic
3. he would buy a decent house in Mumbai
4. you don’t finish your course in time
5. you should do it
6. he would not have broken his bones
7. you pour it on water
8. I would recognize him
9. he will regret it
10. I would have disinherited him
11. if you agree
12. John would not have fallen in love with Catherine
13. I would buy a car

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14. I won't be able to go to Kolkata
15. you win a lottery
16. the boat will capsize
17. the traffic situation would have been much better
18. you will harm yourself
19. you accepted this job
20. I would not have drunk it
21. you will miss the train
22. you are in trouble
23. you goad him
24. I would not have felt tired
25. he would meet with an accident
26. dissolves
27. he wouldn't be sick
28. I will go abroad
29. you had put it in the fridge
30. you must give me a call
31. If you had not saved me
32. If you worked hard y
33. you won a lottery
34. in time, I would be worried
35. he is in trouble
36. you would have woken up on time
37. I will not be able to concentrate
38. if visibility is low
39. the weather is fine
40. are hard working
41. had money
42. would introduce free education up to secondary schools
43. wouldn't have been late
44. would not have reached here
45. hadn't helped him
46. I would pass the exam
47. I would scream loudly
48. If I had gone to Agra

49. if you had really worked hard
 50. I would distribute my wealth among the poor
 51. you will fall
 52. which brand would you buy?
 53. we should be unprepared
 54. I would not have snubbed him d
 55. give this message to the street vendor there

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1.5.3 Assertive, Imperative, Interrogative and Exclamatory Sentences

Let us analyse the different types of sentences.

i. Statement or Assertive Sentence

An assertive sentence or a statement is a sentence that states a fact.

Rules:

- Remove the quotation marks in the statement
- Use the conjunction ‘that’
- Change the reporting verb ‘say to’ into ‘tell’
- Change the reporting verb ‘said to’ into ‘told’

Note:

- He said that (correct)
- He told me that (correct)
- He told that (incorrect)
 - 1. “I will work hard to top my class” said Steve (Direct)
 Steve said he would work hard to top the class. (Indirect)
 - 2. “You can finish this task” said Mike to Patty (Direct)
 Mike told Patty that she could finish that task. (Indirect)
 - 3. She says, “I am happy to be here this morning” (Direct)
 She says that he is happy to be there that morning. (Indirect)

ii. Imperative Sentence

An imperative sentence is a sentence that gives advice instructions or gives on order or a command.

Rules:

- Remove the quotation marks in an Imperative sentence.
- Use ‘to’ if it is an affirmative sentence. (without don’t)
- Use ‘not to’ if the sentence begins without don’t.

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- Don't use 'that'
- Omit the word 'please'. Use the word 'request' instead of 'say'.
- If the direct speech contains a request or a command, the reporting verb (say, said) changes to **tell, request, order, command** etc. in its correct tense.

1. "Don't laugh in the class" said the teacher to the girls. (Direct)
The teacher advised the girls not to laugh in the class. (Indirect)
2. "Please give me something to drink. I am thirsty" the old lady said to them. (Direct)
The old lady requested them to give her something to drink and said that she was thirsty (Indirect)
3. "Be careful" said he to her. (Direct)
He ordered her to be careful. (Indirect)

iii. Interrogative Sentence

An interrogative sentence is a sentence that asks a question

Rules:

- Remove the quotation marks and question mark in the interrogative sentence.
- Use 'if' or 'whether' if the sentence inside the quotation marks begins with a helping verb (auxiliary verb).
- Use the given interrogative word (what, when, where, why, who, whom, whose, which, now etc.) if it does not begin with the helping verb.
- Don't use 'that'.
- Changing the reporting verb (say, said) into 'ask' or 'enquire' in its correct tense.
- Omit helping verb like 'do, does, did'. But don't omit them when they are with 'not'.
 1. "Won't you help me to carry this package?" said I to my brother. (Direct)
I asked my brother if he would not help me to carry that package. (Indirect)
 2. Manny said to Justin, "Why did you not attend the conference yesterday"? (Direct)
Manny asked Justin why he had not attended the conference the day before. (Indirect)
 3. "How often do you go to the movies?" said Cole to Joe. (Direct)
Cole asked Joe how often he went to the movies. (Indirect)

iv. Exclamatory Sentence

An exclamatory sentence is a sentence that expresses strong feelings by making an exclamation.

Rules:

- Change the exclamatory sentence into statement or assertive sentence.
- Remove the quotation marks and exclamatory mark.
- Use the conjunction ‘that’
- Omit the interjections such as Oh, O, Alas, how, what, hurrah.
- Add the word ‘very’ to the adjective or adverb if necessary.
- If the verb is not given, use ‘Be’ form verb (is, was, are, were, am) in its correct tense according to the subject.
- Change the reporting verb (say, said) to ‘exclaim joyfully’
- Use ‘exclamation’ for sad or happy incidents.
 1. “O, what a pleasant day it is!” said she. (Direct)
She exclaimed joyfully that that was a very pleasant day. (Indirect)
 2. “What a terrible experience!” we all exclaimed. (Direct)
We all exclaimed that it was a very terrible experience. (Indirect)
 3. “Alas! I have misplaced my mother’s necklace” said she. (Direct)
She exclaimed sorrowfully that she had misplaced her mother’s necklace. (Indirect)

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Check Your Progress

7. Which type of conditional sentence is not available in Hindi?
8. What is an imperative sentence?

1.6 MORPHEME

The word ‘Morpheme’ is originated from the Greek word *morphe* which means ‘form’. A ‘Morpheme’ is a small segment of any language. It must stand on following three key criteria:

- i. It should be a word or a component of a word which has some meaning.
- ii. Without altering its meaning or leaving an insignificant residual, it can’t be broken into smaller meaningful pieces.
- iii. In different verbal contexts, it must have the same relatively stable meaning.

A Morpheme can also be defined as a Sequences of Sounds which is meaningful.

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A word cannot be divided into morphemes just by sounding out its syllables. Some morphemes, like *apple*, have more than one syllable; others, like *-s*, are less than a syllable. A morpheme is a form (a sequence of sounds) with a recognizable meaning. Knowing a word's early history, or etymology, may be useful in dividing it into morphemes, but the decisive factor is the form-meaning link. A morpheme may, however, have more than one pronunciation or spelling. For example, the regular noun plural ending has two spellings (*-s* and *-es*) and three pronunciations (an *s*-sound as in *backs*, a *z*-sound as in *bags*, and a vowel plus *z*-sound as in *batches*). Similarly, when the morpheme *-ate* is followed by *-ion* (as in *activate-ion*), the *t* of *-ate* combines with the *i* of *-ion* as the sound 'sh' (so we might spell the word 'activashun'). Such allomorphic variation is typical of the morphemes of English, even though the spelling does not represent it.

—John Algeo, *The Origins and Development of the English Language*, 6th ed. Wadsworth, 2010

A morpheme—the smallest linguistic unit—is thus an arbitrary union of a sound and a meaning (or grammatical function) that cannot be further analysed. So solidly welded is this union in the mind that it is impossible for you to hear or read a word you know and not be aware of its meaning, even if you try! Every word in every language is composed of one or more morphemes.

Example of Morphemes:

One morpheme: rely (One syllable), believe (two syllables),

Two morpheme: rely + able

Believe + able

Three morpheme: rely + able + ity

Believe + able + ity

Four morpheme: un + rely + able + ity

Un + believe + able + ity

More than four morpheme: Anti + dis + establish + ment + ari + an + ism

1.6.1 The Properties of Morphemes

Since morphemes are the smallest meaning carriers, there must be at least one morpheme in each word. The key point regarding morpheme is that they cannot be further dissected into smaller units of significance: they are the smallest ones. The properties which uniquely differentiate morphemes from other linguistic units are these:

- A morpheme is the smallest unit associated with a meaning. E.g. bar, bare, barter, barograph, baring, bartend... Do all these words contain the morpheme bar?

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- Morphemes are reusable units. One of the most important properties of the morpheme is that it can be used again and again to form several words. E.g. Morpheme ‘bare’ can be used to form? In examples barter and barrel is bar a morpheme? One way to find out is to test whether the residual material can be used in building of other words., i.e. whether it is another morpheme. –ter and –rel do not meet our first definition of a morpheme, they are not contributors of independent meanings, nor are they reusable in the way in which the morphemes bar+ing, un+bar+ing, bar+ten+der are.

Reusability can be misleading in some cases such as barberry, barstool, barrier, barely.

While all morphemes in various combinations may be used over and over, non-morphemous sections of words can unintentionally look like common morphemes. A mixture of tests is necessary in some situations.

In other words, the reusability of hap(p)- in the language today confirms its status as a morpheme, even without the etymological information.

1.6.2 Types and Classes of Morphemes

Morphemes can be grouped into two types on the basis of whether or not they can form monomorphemic words that are free and bound morphemes.

- Free morphemes** can stand on its own with a specific meaning. For instance, house, albatross, kangaroo, lullaby, table, etc. are free morphemes.

There are two kinds of free morphemes:

- Lexical morpheme (open class):** They are words that carry content or meaning of the message. For instances teach, elephant, etc

- Functional morpheme (closed class):** They consists of functional words in the language such as articles, conjunctions, pronouns, and prepositions. For instance, and, but, when, because, on, near, above, in, the, that, it, them.

- Bound morphemes** cannot stand alone with meaning. For example, the plural morpheme -s, or the adverb-forming morpheme -ly are bound morphemes.

There are two kinds of bound morphemes:

- Derivation:** only one of the parts is a word; the other is only found in combination, and it functions by changing the word class of the host. Examples are the affixes which we have discussed above (anti-, dis-, -ment).

- Inflection:** one part is an independent word; the other is not. It does however not change the kind, it adds some detail to the kind (inflection of verbs by person, number, tense).

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Classes of Morphemes

Morphemes are consisting of two separate classes called bases (or roots) and affixes.

A. Root/Stem/Base

- **Root:** A root is the irreducible core of a word, with absolutely nothing else attached to it. E.g. jump-jumps, jumping, jumped. Here, jump is the root.
- **Stem:** The stem is that part of a word that exists before the addition of any inflectional morpheme. E.g. worker → workers, shift → shifted
- **Base:** Base is any unit of a word where any kind of affixes can be added. It could be both inflectional or derivational. E.g. boy → boys, boy → boyish, boy → boyhood

B. Affixes

An “affix” is a bound morpheme that appears before or after a base. An affix that comes before a base is called a “prefix.” Some examples of prefixes are **ante-**, **pre-**, **un-**, and **dis-**, as in the following words:

antecedent

prefix

unworthy

dismantle

An affix that comes after a base is called a “suffix.” Some examples of suffixes are **-able**, **-er**, **-ism**, and **-ness**, as in the following words:

believable

quicker

marxism

foolishness

Check Your Progress

9. What are lexical morphemes?
10. Define prefix. Give some examples.

1.7 ANSWERS TO CHECK YOUR PROGRESS QUESTIONS

1. A complement refers to a word that completes the meaning of verbs which express feeling, appearing, being, and seeming. Such verbs are classified as linking verbs. Linking verbs do not take a direct object.
2. Determiners usually include articles, demonstratives, possessive determiners, quantifiers, and cardinal numbers depending on the language.

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3. Adverbs perform a wide range of functions and are particularly important for indicating time, manner, place, degree, and frequency of an event, action, or process.
4. Noun clauses can perform different functions in a sentence, such as the following:
 - (a) the subject of a verb
 - (b) the object of a verb
 - (c) the complement of a verb
 - (d) the object of a preposition
5. An adjective clause always begins with who, whom, whose, that, which, when, where, or why.
6. The subordinate clause can be identified by the presence of a subordinating conjunction such as *after*, *although*, *before*, *once* and *whenever*.
7. Improbable/Rejected Condition type of conditional sentences are not available in Hindi. Therefore, Hindi speakers using English make a lot of mistakes.
8. An imperative sentence is a sentence that gives advice instructions or gives on order or a command.
9. Lexical morpheme (open class) are words that carry content or meaning of the message. For instances teach, elephant, etc
10. An affix that comes before a base is called a “prefix.” Some examples of prefixes are **ante-**, **pre-**, **un-**, and **dis-**,

1.8 SUMMARY

- A phrase is a group of words which makes sense, but not complete sense.
- In keeping with the SVO pattern, every sentence in the English language has a Noun Phrase (NP) and a Verb Phrase (VP).
- The adjective phrase is a group of words, without a finite verb, which describes a noun and functions like an adjective.
- A group of words which does not include a finite verb and which does the work of an adverb, is known as an adverb phrase.
- A prepositional phrase is formed when a preposition combines with its complement.
- A group of words which forms a part of a sentence and contains a subject and a predicate is called a clause.
- Clauses may be classified as independent and dependent clause.
- An independent clause is one which has a subject and a predicate without any words or phrases that associate the function of that clause to another clause.

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- A dependent or subordinate clause is one which has a subject and a predicate with a word or phrase that associates the function of that clause to another clause, causing the first clause to become dependent upon the other clause for its greater meaning.
- Subordinate clauses can be further classified as: Noun clause, Adjective clause and Adverb clause.
- There are many different ways in which sentences can be classified. Sentences many different can be simple sentence and complex sentence.
- Compound sentences are the sentences in which two or more main clauses (i.e. equal clauses of equal rank) are conjoined by means of coordinating conjunctions (such as and, but, or, so).
- There are three types of conditional sentences in English language:
 - o Open condition
 - o Improbable/rejected condition
 - o Unfulfilled condition
- Sentences can also be classified as assertive, interrogative, imperative and exclamatory sentences.
- The word ‘Morpheme’ is originated from the Greek word *morphe* which means ‘form’. A ‘Morpheme’ is a small segment of any language.
- A morpheme—the smallest linguistic unit—is thus an arbitrary union of a sound and a meaning (or grammatical function) that cannot be further analysed.
- Morphemes can be grouped into two types on the basis of whether or not they can form monomorphemic words that are free and bound morphemes.
- Morphemes are consisting of two separate classes called bases (or roots) and affixes.

1.9 KEY WORDS

- **Sentence:** It refers to such group of words which makes complete sense.
- **Phrase:** It is a group of words which makes sense, but not complete sense.
- **Determiner:** It is a noun-modifier that shows the reference of a noun or noun-phrase in the context, rather than attributes expressed by adjectives.
- **Clause:** It refers to the group of words which forms a part of a sentence and contains a subject and a predicate.
- **Morpheme:** It is the the smallest linguistic unit, an arbitrary union of a sound and a meaning (or grammatical function) that cannot be further analysed.

1.10 SELF ASSESSMENT QUESTIONS AND EXERCISES

Short Answer Questions

1. What are the components of a sentence?
2. Write a short note on prepositional phrases.
3. What are independent and dependent clause?
4. What are the different types of adverb clauses?
5. How are clauses conjoined?
6. Briefly explain the concept of simple, complex and compound sentences.
7. List the properties of morphemes.

Long Answer Questions

1. Explain the concept of determiners and how they are different from adjectives and pronouns.
2. Describe noun and adjective phrases.
3. Discuss verb and adverb phrases.
4. Examine the types of conditional sentences.
5. Explain the rules used in case of assertive, imperative, interrogative and exclamatory sentences.
6. Discuss the types and classes of morphemes.
7. Divide the following words into morphemes:
 - a. bowler
 - b. independent
 - c. acknowledgment
 - d. unitary
 - e. rework
 - f. lowest
 - g. disappointment
8. Identify the free and bound morphemes in the following words:
 - a. Redo
 - b. Disappearing
 - c. Graceful
 - d. Nationalization
 - e. Merciless

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BLOCK - II
GRAMMAR

UNIT 2 TENSES

NOTES**Structure**

- 2.0 Introduction
- 2.1 Objectives
- 2.2 Different Kinds of Tenses
- 2.3 Present Tenses: Importance and Uses
- 2.4 Past Tense: Importance and Uses
- 2.5 Future Tense
- 2.6 Answers To Check Your Progress Questions
- 2.7 Summary
- 2.8 Key Words
- 2.9 Self Assessment Questions and Exercises
- 2.10 Further Readings

2.0 INTRODUCTION

You have learnt about the meaning of sentence, its types and the components. In this unit, we move to the concept of tenses. We know that the verb in a sentence describes the action of the sentence. But then how is the time of action denoted in a sentence? The forms of verb which is used to express the time of action are called tenses. In this unit, you will learn about the meaning and kinds of tenses and its various uses.

2.1 OBJECTIVES

After going through this unit, you will be able to:

- Explain the meaning and kinds of tenses
- Discuss the importance and uses of present tense
- Describe the importance and uses of past tense
- Explain the meaning and uses of future tense

2.2 DIFFERENT KINDS OF TENSES

Tenses in grammar are the various forms that indicate primarily different relationships of events in time. In order to understand the difference between different sentences, consider the following three sentences:

NOTES

- She did her homework yesterday
- She does her homework.
- She will do her homework.

These three sentences try to describe the act of doing homework, but at different instants or phases of time. The first sentence defines an event that took place in the past. The second sentence describes an event that takes place but whether it has been completed or not is not evident from this sentence. The third sentence defines an event that has not yet occurred but will occur in the near future.

Thus, we find that the tense of a sentence normally indicates the time of occurrence of an event.

Kinds of Tenses

Tenses can be broadly classified into two forms, which are as follows:

1. Present tense
2. Past tense

As mentioned earlier, there is nothing like a separate future tense corresponding to present tense and past tense. Futurity is implied by using words that express or indicate an act that is to happen in the future. So, instead of future tense, we may talk about forms expressing future time.

In the following sections, you will learn about the importance and uses of different kinds of tenses.

2.3 PRESENT TENSES: IMPORTANCE AND USES

Present tense is often used to express:

- Action at the present time
- A state of being
- A habitual action
- An occurrence in the near future
- An action that occurred in the past and continues till present

It is not sufficient to know the time of occurrence of an event only, it is equally important to know the progress of the action mentioned. Thus, present tense is further classified into subparts that explain the progress of the event mentioned. Present tense is divided into four subparts or has four aspects which are as follows:

- i. Simple present tense
- ii. Present continuous tense

- iii. Present perfect tense
- iv. Present perfect continuous tense

Tenses

Let us now study them in brief.

i. Simple Present Tense

Simple present tense refers to the normal or general events that occur on a daily basis. The general format for a statement in the simple present tense is:

Subject + The first form of the verb +....

When the subject is third person singular, ‘s’ or ‘es’ is added with the first form of the verb.

Table 2.1 shows different statements in the simple present tense.

Table 2.1 Statements in Simple Present Tense

S. No.	Subject	Verb	The remaining part of the sentence
1	I	write	my diary everyday.
2	You	write	good poetry.
3	Doctors	help	patients by treating them.
4	He	goes	to school everyday.

The general format for interrogative sentences in the simple present tense is:

Do/Does + Subject + The first form of the Verb + ...?

Table 2.2 shows interrogative sentences in the simple present tense.

Table 2.2 Interrogative Sentences in Simple Present Tense

S. No.	Do/Does	Subject	Verb	The remaining part of the sentence
1	Do	I	write	my diary daily?
2	Do	you	write	good poetry?
3	Do	doctors	help	patients by treating them?
4	Does	he	go	to school everyday?

The general format for the negative sentences in the simple present tense is:

Subject + do not/does not + the first form of Verb + ...

Table 2.3 shows the negative sentences in the simple present tense.

NOTES

Table 2.3 Negative Sentences in Simple Present Tense**NOTES**

S. No.	Subject	Do not/Does not	Verb	The remaining part of the sentence
1	I	do not	write	my diary daily.
2	You	do not	write	good poetry.
3	He	does not	help	poor by giving alms.
4	He	does not	go	to school everyday.

The format for both interrogative and negative sentences is:

Do/Does + Subject + not + the first form of the Verb + ...?

Table 2.4 shows the interrogative, negative sentences in the simple present tense.

Table 2.4 Interrogative + Negative Sentences in Simple Present Tense

S. No.	Do/Does	Subject	Not	Verb	The remaining part of the sentence
1	Do	I	not	write	my diary daily?
2	Do	you	not	write	good poetry?
3	Does	he	not	help	Poor people by giving alms?
4	Does	he	not	go	to school everyday?

The simple present tense is used in the following cases:

- This tense is used for expressing the facts that are universally true. Some examples of this type are mentioned as follows:
 - Honesty is the best policy.
 - The moon revolves round the earth.
 - The earth rotates on its own axis.
 - The Mount Everest is the world's highest peak.
- This tense is used for describing repeated events and habits. These sentences are used to describe usual information but do not provide any information

on whether the event is taking place at the time of speaking. Some examples of this form are mentioned as follows:

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- o Delhi always has hot summers.
- o I write my diary everyday.
- o My office begins at 9 am.
- o I watch movies on every weekend

Note: Adverbs of frequency are normally used in such sentences; for example, always, often, never, seldom, sometimes, usually, generally, once a day and so forth. This tense is used for describing any event planned in the future. Thus, we see that present tense can be used for referring to future time but given the fact that it should be a definite plan/programme. For example, the General Manager (GM) arrives at Mumbai on Wednesday and presides over the meeting.

- This tense is also used to make general statements. Some examples of this type of statement are mentioned as follows:
 - o He is a good singer.
 - o English is one of the popular languages in the world.
 - o Listening is more important than speaking.
 - o My friend lives in Delhi.
- This tense is used to give a running commentary of actions as they actually occur. For example, the bowler runs up to the wicket and bowls. The batsman moves to the back foot and steers the ball down the third man for a single.
- This tense is used to conclude any past occurrence in a dramatic and distinct manner. For example, when the film begins, Mr Justin is having coffee. The doorbell rings and Mr Justin opens the door.
- This tense is also used in exclamatory sentences beginning with ‘here’ and ‘there’ to express what is actually taking place in the present. For example, ‘Here goes the ball.’
- Simple present tense is used in the clauses after conjunctions of time or condition when the main clause is in the future. For example:
 - o I shall not help him unless he asks for it.
 - o He will come if you invite him.
- It is also used to introduce quotations. For example, Shakespeare said, ‘All that glitters is not gold.’

NOTES

ii. Present Continuous Tense

Present continuous tense is used to explain the events that are in process. The general format for the statements in present continuous tense is:

Subject + is/are/am + Verb (— ing form) + ...

Table 2.5 shows the statements in the present continuous tense.

Table 2.5 Sentences in Present Continuous Tense

NOTES

S. No.	Subject	Is/are/am	Verb (ing form)	The remaining part of the sentence
1	We	are	waiting	for the bus.
2	I	am	reading	a book.
3	She	is	singing	a song.
4	She	is	wearing	a red saree.

The format for interrogative sentences in the present continuous tense is:
Is/are/am + Subject + Verb (ing form) + ...?

Table 2.6 shows the interrogative sentences in the present continuous tense.

Table 2.6 Interrogative Sentences in Present Continuous Tense

S. No.	Is/are/am	Subject	Verb (ing)	The remaining part of the sentence
1	Are	we	waiting	for the bus?
2	Am	I	reading	a book?
3	Is	she	singing	a song?
4	Is	she	wearing	a red saree?

The format for negative sentences in the present continuous tense is:

Subject + is/am/are + not + verb (ing) + ...

Table 2.7 shows the negative sentences in the present continuous tense.

Table 2.7 Negative Sentences in Present Continuous Tense

S. No.	Subject	Is/am/are	Not	Verb (ing)	The remaining part of the sentence
1	We	are	not	waiting	for the bus.
2	I	am	not	reading	a book.
3	She	is	not	singing	a song.
4	She	is	not	wearing	a saree.

The format for both an interrogative and negative sentence in the present continuous tense is:

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Is/are/am + Subject + not + verb (ing) + ...?

Table 2.8 shows the interrogative and negative sentences in the present continuous tense.

NOTES

Table 2.8 Interrogative and Negative Sentences in Present Continuous Tense

S. No.	Subject	Is/are/am	Not	Verb (ing)	The remaining part of the sentence
1	Are	we	not	waiting	for the bus?
2	Am	I	not	reading	a book?
3	Is	she	not	singing	a song?
4	Is	she	not	singing	a song?

The present continuous tense is used in the following cases:

- This tense is used to describe an event that is occurring now at the time of speaking. Some of the examples of this type of sentences are as follows:
 - He is doing his homework.
 - She is singing a song.
 - He is running.
 - We are watching a soccer match.
- This tense is used to describe an event that is going on for quite sometime, including the present, but may or may not be occurring at the time of speaking. Some examples of this form of sentence are as follows:
 - He is doing a software-testing course these days.
 - We are working on a software project nowadays.
 - He is attending dance classes.
 - I am writing a book on industrial engineering.
- This tense is used to describe an event whose occurrence in the near future is a certainty. Some examples of this form of sentence are as follows:
 - The Prime Minister is arriving on Tuesday.
 - We are going to Delhi tomorrow.
 - I am leaving this place tomorrow.
- This tense is also used when the speaker wants to disapprove an event that occurs quite frequently. Some of the examples of this type of sentence are as follows:

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- o He is always complaining about something.
- o You are becoming lazy day by day.
- There are some verbs which cannot be normally used in the continuous tense on account of their meaning such as follows:
 - o Verbs of perception, e.g., see, hear, smell and so forth.
 - o Verbs of thinking, e.g., think, suppose, believe, agree, consider and so forth.
 - o Verbs of appearing, e.g., appear, look, seem and so forth.
 - o Verbs of emotion, e.g., want, wish, desire feel, love, hate, hope and so forth.

iii. Present Perfect Tense

Present perfect tense refers to those events that have been completed recently.
The format for present perfect tense statement is given as follows:

Subject + has/have + the past participle+ ...

Table 2.9 shows some of the statements in present perfect tense.

Table 2.9 Statements in Present Perfect Tense

S. No.	Subject	Has/have	Past Participle	The remaining part of the sentence
1	I	have	bought	a new computer.
2	We	have	finished	our work.
3	He	has	received	his commission.
4	She	has	relocated	to a new place.

The format for interrogative sentences in the present perfect tense is:

Has/have + Subject + the past participle...?

Table 2.10 shows some of the interrogative sentences in the present perfect tense.

Table 2.10 Interrogative Sentences in Present Perfect Tense

Tenses

S. No.	Has/have	Subject	Past Participle	The remaining part of the sentence
1	Have	I	bought	a new computer?
2	Have	we	finished	our work?
3	Has	he	received	his commission?
4	Has	she	relocated	to a new place?

NOTES

The format for a negative sentence in the present perfect tense is:

Subject + has/have + not + the past participle+ ...

Table 2.11 shows some of the negative sentences in the present perfect tense.

Table 2.11 Negative Sentences in Present Perfect Tense

S. No.	Subject	Has/have	Not	Past Participle	The remaining part of the sentence
1	I	have	not	bought	a new computer.
2	We	have	not	finished	our work.
3	He	has	not	received	his commission.
4	She	has	not	relocated	to a new place.

The format for the interrogative-negative sentences in the present perfect tense is:

Has/have + Subject + not + the past participle+ ...

Table 2.12 shows some negative sentences in the present perfect tense.

Table 2.12 Negative Sentences in Present Perfect Tense**NOTES**

S. No.	Has/have	Subject	Not	Past Participle	The remaining part of the sentence
1	Have	I	not	bought	a new computer?
2	Have	we	not	finished	our work?
3	Has	she	not	received	her commission?
4	Has	she	not	relocated	to a new place?

The present perfect tense is used in the following cases:

- The present perfect tense is used to refer to a past event that acts as an experience. Some examples of this type of sentence are as follows:
 - I have succeeded in my first attempt.
 - He has faced a lot of hardships.
- This tense is used to explain an event that occurred in the past and is taken as a reference to express its importance at the time of speaking. Some of the examples of this type of sentence are as follows:
 - I have relocated to a new place.
 - He has parked the car in the garage.
- This tense is used to explain an event that began in the past and is still in continuation. Some examples of this type of sentence are as follows:
 - He has known her for five years.
 - They have lived in the US for several years.
- This tense is also used to explain an action that is not finished yet. Some examples of this type of sentence are as follows:
 - The train has not arrived yet.
 - The match has not started so far.
- This tense also describes a past event whose time of occurrence is not mentioned. Some of the examples of this type of sentence are as follows:
 - I have received a phone call from my friend.
 - They have done a terrific job.

iv. Present Perfect Continuous Tense

Tenses

Present perfect continuous tense is used to describe an event that has been occurring for some time and is still in continuation.

The format for statements in the present continuous tense is:

Subject + has been/have been + the present participle + ...

Table 2.13 shows some of the statements in the present perfect continuous tense.

Table 2.13 Statements in Present Perfect Continuous

S. No.	Subject	Has been/have been	Present Participle	The remaining part of the sentence
1	I	have been	working	since morning.
2	He	has been	sleeping	since 10 pm.
3	The child	has been	crying	for an hour.
4	You	have been	studying	since afternoon.

The format for the interrogative sentences in present perfect continuous tense is:

Has/have + subject + been + the present participle + ...

Table 2.14 shows interrogative sentences in the present perfect continuous tense.

Table 2.14 Interrogative Sentences in Present Perfect Continuous Tense

S. No.	Has/have	Subject	Been	Present Participle	The remaining part of the sentence
1	Have	I	been	working	since morning?
2	Has	he	been	sleeping	since 10 pm?
3	Has	the child	been	crying	for an hour?
4	Have	you	been	studying	since afternoon?

The format for the interrogative, negative sentences in the present perfect continuous tense is:

Has/have + subject + not + been + the present participle + ...

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Table 2.15 shows the negative sentences in the present perfect continuous tense.

Table 2.15 Negative Sentences in Present Perfect Continuous Tense

NOTES

S. No.	Subject	Has /have not been	Present Participle	The remaining part of the sentence
1	I	have not been	working	since morning
2	He	has not been	sleeping	since 10 pm.
3	The child	has not been	crying	for an hour.
4	You	have not been	studying	since afternoon.

The format for the interrogative, negative sentences in the present perfect continuous tense is:

Has/have + subject + not + been + the present participle + ...

Table 2.16 shows some interrogative-negative sentences in the present perfect continuous tense.

Table 2.16 Interrogative-Negative Sentences in Present Perfect Continuous

S. No.	Has/have	Subject	Not	Been	Present Participle	The remaining part of the sentence
1	Have	I	not	been	working	since morning?
2	Has	he	not	been	sleeping	since 10 pm?
3	Has	the child	not	been	crying	for an hour?
4	Have	you	not	been	studying	since afternoon?

The present perfect tense is used in the following cases:

- This tense is used to describe an event that started sometime in the past, is still going on and is in continuation at the time of speaking. Some of the examples of this type of sentence are as follows:
 - o We have been working together since two years.

- o You have been studying since morning.
 - o It has been raining since last night.
- This tense is also used to describe the continuous and undisturbed nature of an event, though the event may not be occurring at the time of speaking. Some of the examples of this type of sentence are mentioned:
 - o The children have been playing all morning.
 - o I have been working all the time.

Tenses

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NOTE: ‘Since’ and ‘for’ are often used with perfect continuous tense. Since is used with a point of time at which an action started (The action continues till the present moment). For example, ‘I have been reading a novel since last Sunday.’ For is used to suggest a period of time for which an action has been going on. For example, ‘I have been typing for almost an year.’

Check Your Progress

1. How is futurity implied?
2. State the format for interrogative sentence in the present continuous tense.
3. Name the sub-type of present tense which refers to those events that have been completed recently.

2.4 PAST TENSE: IMPORTANCE AND USES

In order to know the approximate time of occurrence of an event, the past tense is used. The past tense is also divided into subtypes that are as follows:

- (i) Simple past tense
- (ii) Past continuous tense
- (iii) Past perfect tense
- (iv) Past perfect continuous tense

Let us now study them in brief.

i. Simple Past Tense

Simple past tense is used to indicate an action completed in the past.

The format for a statement in the simple past tense is:

Subject + verb (past form) + ...

Table 2.17 shows some statements in the simple past tense.

Table 2.17 Statements in Simple Past Tense**NOTES**

S. No.	Subject	Verb	The remaining part of sentence
1	He	met	his teacher the day before yesterday.
2	I	rang	him in the morning.
3	You	did	the work yesterday.
4	We	came	here last Friday.

The format for the interrogative sentences in simple past tense is:

Did + subject + verb (present form) + ...

Table 2.18 shows some interrogative sentences in the simple past tense.

Table 2.18 Interrogative Sentences in Simple Past Tense

S. No.	Did	Subject	Verb	The remaining part of the sentence
1	Did	he	meet	his teacher the day before yesterday?
2	Did	I	ring	him in the morning?
3	Did	you	do	the work yesterday?
4	Did	we	come	here last Friday?

The format for the negative sentences in the simple past tense is:

Subject + did not + verb (present form) + ...

Table 2.19 shows some negative sentences in the simple past tense.

Table 2.19 Negative Sentences in Simple Past Tense

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S. No.	Subject	Did not	Verb	The remaining part of the sentence
1	He	did not	meet	his teacher the day before yesterday.
2	I	did not	ring	him in the morning.
3	You	did not	do	the work yesterday.
4	We	did not	come	here last Friday.

The format for interrogative-negative sentence in the simple past tense is:
Did + subject + not + verb (present form) + ...?

Table 2.20 shows some interrogative-negative sentences in the simple past tense.

Table 2.20 Interrogative-Negative Sentences in Simple Past Tense

NOTES

S. No.	Did	Subject	Not	Verb	The remaining part of the sentence
1	Did	he	not	meet	his teacher the day before yesterday?
2	Did	I	not	ring	him in the morning?
3	Did	you	not	do	the work yesterday?
4	Did	we	not	come	here last Friday?

NOTES

Simple past tense is used in the following cases:

- This tense is used to describe a series of events that occurred in the past. For example, ‘the Managing Director (MD) came to Delhi yesterday and attended the meeting’.
- This tense is used to explain an event that occurred in the past. Some of the examples of this type of sentence are as follows:
 - We bought a television one week ago.
 - I watched a movie last Saturday.
 - She left for Chennai yesterday.
- This tense is used to refer to an event that engaged for quite some time in the past and has now ended. Some of the examples of this type of sentence are as follows:
 - I lived in Delhi for two years.
 - I worked in this company for ten years.
- This tense is used to explain an action that was a habit or usually performed in the past. Some of the examples of this type of sentence are as follows:
 - He attended the dance classes regularly in the winter vacations.
 - I always went to play at the same time in my vacations.

ii. Past Continuous Tense

Past continuous tense denotes an event which was going on at some time in the past. The time of occurrence of the event may or may not be specified.

The format for a statement in the past continuous tense is:

Subject + was/were + present participle + ...

The following table shows some statements in the past continuous tense.

Statements in Past Continuous Tense

S. No.	Subject	Was/were	Verb (ing)	The remaining part of the sentence
1	I	was	waiting	for the bus.
2	We	were	playing	cricket.
3	She	was	feeding	the child.
4	You	were	listening	to the music.

The format for an interrogative sentence in the past continuous tense is:

Tenses

Was/were + subject + present participle + ...?

Table 2.21 shows some interrogative sentences in the past continuous tense.

Table 2.21 Interrogative Sentences in Past Continuous Tense

S. No.	Was/were	Subject	Verb (ing)	The remaining part of the sentence
1	Was	I	waiting	for the bus?
2	Were	we	playing	cricket?
3	Was	she	feeding	the child?
4	Were	you	listening	to the music?

The format for a negative sentence in the past continuous tense is:

Subject + was/were + not + present participle + ...

Table 2.22 shows some negative sentences in the past continuous tense.

Table 2.22 Negative Sentences in Past Continuous Tense

S. No.	Subject	Was/were	not	Verb (ing)	The remaining part of the sentence
1	I	was	not	waiting	for the bus.
2	We	were	not	playing	cricket
3	She	was	not	feeding	the child
4	You	were	not	listening	to the music

The format for interrogative-negative sentence in the past continuous tense is:

Was/were + subject + not + present participle + ...?

Table 2.23 shows some interrogative-negative sentences in the past continuous tense.

NOTES

Table 2.23 Interrogative-Negative Sentences in Past Continuous Tense**NOTES**

S. No.	Was/were	Subject	Not	Verb (ing form)	The remaining part of the sentence
1	Was	I	not	waiting	for the bus?
2	Were	we	not	playing	cricket?
3	Was	she	not	feeding	the child?
4	Were	you	not	listening	to the music?

The past continuous tense is used in the following cases:

- This tense is used to express the progressive development of an occurrence. Some of the examples of this type of sentence are as follows:
 - It was getting hot.
 - The kid was growing nicely.
- This tense is used to explain an event that was in progression, sometimes in the past. Some of the examples of this type of sentence are as follows:
 - The jurisdiction was looking into the matter.
 - He was having his dinner at 10 p.m.
 - We were watching television at 8 p.m. yesterday.
 - At 7 a.m. in the morning, he was having his breakfast.
- This tense is used to express an event when another event comes into the picture. Some of the examples of this type of sentence are as follows:
 - I was working when the doorbell rang.
 - He was studying, when someone bumped into him.
- This tense also describes two actions occurring together in the past. Some of the examples of this type of sentence are as follows:
 - While I was reading, he was watching television.
 - We were working when it was raining.
- This tense is also used to convey disapproval or disagreement on a repeatedly occurring event. Some of the examples of this type of sentence are as follows:
 - They were always making a fool of others.
 - She was regularly asking for money.
 - He was constantly pressurizing me.

iii. Past Perfect Tense

Tenses

The past perfect tense refers to an event that was finished before a particular moment in the past.

The format for the statements in the past perfect tense is:

Subject + had + past principle + ...

Table 2.24 shows some statements in the past perfect tense.

Table 2.24 Statements in Past Perfect Tense

S. No.	Subject	Had	Past Principle	The remaining part of the sentence
1	I	had	left	when you arrived
2	He	had	finished	his work before his friends arrived
3	He	had	completed	his work long ago.
4	He	had	left	when I arrived.

The format for interrogative sentences in the past perfect tense is:

Had + subject + past participle + ...?

Table 2.25 shows some interrogative sentences in the past perfect tense.

Table 2.25 Interrogative Sentences in Past Perfect Tense

S. No.	Had	Subject	Past Principle	The remaining part of the sentence
1	Had	I	left	when you arrived?
2	Had	he	finished	his work before his friends arrived?
3	Had	he	completed	his work long ago?
4	Had	he	left	when I arrived?

NOTES

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The format for negative sentences in the past perfect tense is:

Subject + had not + Past Participle + ...

Table 2.26 shows some negative sentences in the past perfect tense.

Table 2.26 Negative Sentences in Past Perfect Tense

S. No.	Subject	Had not	Past Participle	The remaining part of the sentence
1	I	had not	left	before you arrived
2	He	had not	finished	his work before his friends arrived
3	He	had not	completed	his work long ago
4	He	had not	left	when I arrived

The format for interrogative-negative sentences in the past perfect tense:

Had + subject + not + Past Participle + ...?

Table 2.27 shows the interrogative-negative sentences in the past perfect tense.

Table 2.27 Interrogative-Negative Sentences in Past Perfect Tense

S. No.	Had	Subject	Not	Past Participle	The remaining part of the sentence
1	Had	I	not	left	before you arrived?
2	Had	he	not	finished	his work before his friends arrived?
3	Had	he	not	completed	his work long ago?
4	Had	he	not	left	when I arrived?

Past perfect tense is used in the following cases:

- This tense is used to describe an event that was finished before another event had occurred in the past. Some examples of this type of sentence are as follows:
 - I went to office after the rain had stopped.
 - As soon as I had eaten, the bell rang.

- This tense is used to state an unrealized circumstance in the past. Some examples of this type of sentence are as follows:
 - If I had asked him, he would have helped me.
 - If you had left earlier before, you would have caught the bus.
- This tense is also used to state that a past intention was not realized. Some examples of this type of sentence are mentioned as follows:
 - He had wished to become an athlete.
 - He had hoped to win the marathon.
 - He had intended to send his son to the US for higher studies.

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iv. Past Perfect Continuous Tense

Past perfect continuous tense refers to those events that begin before a particular point in the past and continue up to that point of time. Table 2.28 shows the form of simple sentences, interrogative sentences, negative sentences and interrogative-negative sentences in the past perfect continuous tense.

Table 2.28 Format of Different Types of Sentences in Past Perfect Continuous Tense

Types	Format
Statements	Subject + had been + verb (ing form) + ...
Interrogative Sentences	Had + subject + been + verb (ing form) + ... ?
Negative Sentences	Subject + had not been + verb (ing form) + ...
Interrogative-Negative Sentences	Had + Subject + not + been + verb (ing form) + ... ?

Some examples of the past perfect continuous tense are as follows:

- He had been attempting to commit suicide.
- Had he been attempting to commit suicide?
- He had not been attempting to commit suicide.
- Had he not been attempting to commit suicide?
- I had been attempting this question for an hour.
- She had been sleeping since morning.
- The baby had been weeping for hours.
- The children had been playing in the park for hours.

2.5 FUTURE TENSE

Future time can be expressed with the help of the following forms:

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- i. Simple present
- ii. Present progressive
- iii. Be going to
- iv. Be + infinitive
- v. Modal auxiliaries-shall/will

Let us now study these forms in detail.

i. Simple Present

Simple present + adverbial of future tense is used to express a definite plan, arrangement or event. Some examples of this form are as follows:

- The players board the bus to Delhi tomorrow.
- India goes to play Pakistan next week.

ii. Present Progressive

Present progressive always employs an adverbial of future time to make it different from the present + future time. Some examples of this form are as follows:

- I am visiting Delhi tomorrow.
- The delegates are attending the meeting next week.

iii. Be Going To

Going is used to express the future time in case some action or event is expected to occur in the future. Some of the examples of this form are as follows:

- I have saved enough money. I am going to purchase a house next month.
- He has invited all his friends. He is going to celebrate his marriage anniversary tomorrow.

Some of the important points to remember while using these three future forms are explained as follows:

- ‘Will’ represents simple future and is not used when the intention is depicted.
- ‘Going to’ generally refers to an immediate future, whereas ‘will’ can refer to immediate as well as distant future.
- Present progressive form is preferred rather than using ‘going to come/go’.
- The short form of ‘I am going to’ is gonna and is used for only informal speech.

iv. Be + Infinitive

Tenses

Am/is/are + infinitive do not merely express futurity; it also expresses a future time + plan. Some of the examples of this form are as follows:

- The principal is to give away the trophies.
- He is to get married next week.

Am/is/are + about/just about + infinitive is used to express an immediate future. Some of the examples of this form are as follows:

- The president is about to begin his speech.
- India is about to do a turn around.

v. Modal Auxiliaries

There are four different forms of modal auxiliaries that are used to express future time. These forms are as follows:

- a) Simple future
- b) Future progressive
- c) Future perfect
- d) Future perfect progressive

Let us now study them in brief.

(a) Simple future

For a verb, the simple future form is shall/will + bare infinitive. For ‘be’, the simple future form is shall/will + be. For ‘have’, the simple future form is shall/will + have. Some examples of the simple future form are as follows:

- He shall be thirty on his next birthday.
- We shall have a party tonight.

(b) Future progressive

For a verb, the future progressive form is ‘will be’ + ‘present participle’. For ‘have’, the future progressive form is ‘will be’ + ‘having’. ‘Will’ is more commonly used than ‘shall’ for the first person. Some examples of the future progressive form are as follows:

- He will be writing the novel tomorrow evening.
- He will be leaving for the US next month.

(c) Future perfect

For a verb, the future perfect form is ‘shall/will’ + perfect infinitive. For ‘shall/will’ + ‘have’, the future perfect form is ‘shall/will have’ + ‘had’. For the verb ‘be’, the

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future perfect form is ‘will have been’. Some examples of the future perfect form are as follows:

- They will have built a fortune by the end of this year.
- India will have won the match.

(d) Future perfect progressive

For a verb, the future progressive form is ‘shall/will’ + ‘have’ + present participle. Some examples of the future perfect progressive form are as follows:

- By the end of this month, I will have been working here for one year.
- By the end of this year, he will have been travelling for ten months.

Check Your Progress

4. List the subtypes of past tense.
5. What is past perfect continuous tense?
6. How does present progressive expresses futurity?
7. State the future perfect form for a verb.

2.6 ANSWERS TO CHECK YOUR PROGRESS QUESTIONS

1. Futurity is implied by using words that express or indicate an act that is to happen in the future. So, instead of future tense, we may talk about forms expressing future time.
2. The format for interrogative sentences in the present continuous tense is:
Is/are/am + Subject + Verb (ing form) + ...?
3. Present perfect is the sub-type of present tense which refers to those events that have been completed recently.
4. The past tense is also divided into subtypes that are as follows:
 - (i) Simple past tense
 - (ii) Past continuous tense
 - (iii) Past perfect tense
 - (iv) Past perfect continuous tense
5. Past perfect continuous tense refers to those events that begin before a particular point in the past and continue up to that point of time.
6. Present progressive always employs an adverbial of future time to make it different from the present + future time.
7. For a verb, the future perfect form is ‘shall/will’ + perfect infinitive.

2.7 SUMMARY

- The tense of a sentence normally indicates the time of occurrence of an event.
- Tenses can be broadly classified into two forms, which are as follows:
 1. Present tense
 2. Past tense
- Present tense is divided into four subparts or has four aspects which are as follows:
 - i. Simple present tense
 - ii. Present continuous tense
 - iii. Present perfect tense
 - iv. Present perfect continuous tense
- In order to know the approximate time of occurrence of an event, the past tense is used. The past tense is also divided into subtypes that are as follows:
 - i. Simple past tense
 - ii. Past continuous tense
 - iii. Past perfect tense
 - iv. Past perfect continuous tense
- Future time can be expressed with the help of the following forms:
 - i. Simple present
 - ii. Present progressive
 - iii. Be going to
 - iv. Be + infinitive
 - v. Modal auxiliaries-shall/will
- There are four different forms of modal auxiliaries that are used to express future time. These forms are as follows:
 - (a) Simple future
 - (b) Future progressive
 - (c) Future perfect
 - (d) Future perfect progressive

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2.8 KEY WORDS

- **Tense:** It is the part of a sentence which indicates the time of occurrence of an event.

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- **Past tense:** It is the form of verb used to describe actions in the past
- **Progressives:** It is another name for continuous tense which is nothing but tense used to express ongoing or continuing actions.
- **Perfect tense:** It is a verb tense that is used to refer to an action or state that is completed at the time of speaking or at a time spoken of.
- **Modal auxiliary:** It is an auxiliary verb (such as can, must, might, may) that is characteristically used with a verb of predication and expresses a modal modification and that in English differs formally from other verbs in lacking -s and -ing forms.

2.9 SELF ASSESSMENT QUESTIONS AND EXERCISES

Short Answer Questions

1. What is the present tense used to express?
2. Write a short note on the forms and uses of simple past tense.
3. Briefly explain the forms with which future time can be expressed.
4. What are the modal auxiliaries used to express futurity?

Long Answer Questions

1. ‘Present tense is divided into four subparts or has four aspects.’ Explain.
2. Discuss the importance and uses of past continuous, past perfect and past perfect continuous tense.

2.10 FURTHER READINGS

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UNIT 3 VOICES

Structure

- 3.0 Introduction
- 3.1 Objectives
- 3.2 Meaning of Voices
 - 3.2.1 Use of Active, Passive and Interpersonal Passive Voice
 - 3.2.2 Rules for Transformation
- 3.3 Answers to Check Your Progress Questions
- 3.4 Summary
- 3.5 Key Words
- 3.6 Self Assessment Questions and Exercises
- 3.7 Further Readings

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3.0 INTRODUCTION

The knowledge of proper transformation of sentences by changing their voice, expands our grammar usage skills because we are able to write sentences in different manner without changing the meaning. Verbs in English grammar can have five major properties: person, number, voice, mood, and tense. You have already learnt about the concept of tenses in the previous unit. In this unit, we specifically examine Active and Passive voices – the rules that apply to them with respect to tenses, different types of sentences and the few instances where allowances need to be made, despite the rule that might generally be applied to the situation described in the sentence.

3.1 OBJECTIVES

After going through this unit, you will be able to:

- Explain the concept of active voice
- Discuss the rules of passive voice
- Describe the meaning of interpersonal passive voice

3.2 MEANING OF VOICES

Voice can be described as the grammatical relation of the subject of a sentence with the main verb in that sentence or to the action that the verb denotes. That is, it the relation of the subject with the directionality of the action. Sentences can be in active or passive voice.

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For example:

- Active: Shakespeare wrote Macbeth.
- Passive: Macbeth was written by Shakespeare.

In active voice, the sentence will be in the order subject + verb + direct object. The passive voice on the other hand, has the direct object in the first position followed by the forms of the 'be' verb (it depends on the tense of the active sentence) followed by the passive participle form of the main verb. The subject or doer of the action is introduced by the 'by' clause. The noun in the 'by' clause is the one that gets the agent the role. The by clause is omitted sometimes and create an agentless passive.

- Active: The children broke the glass pane.
- Passive: The glass pane was broken by the children.
- Agentless Passive: The glass pane was broken.

The choice is made on the basis of the context in which it is used. We hear and use more active sentences than passive sentences. But in a scientific writing the order is reversed and we see passive sentence more because the passive is associated with impersonal style. Here the question of who is the agent is not important or sometimes irrelevant.

- Passive: A soldier was killed yesterday in cross firing.
- Passive: The incident will be discussed in the ministerial level meeting tomorrow.

3.2.1 Use of Active, Passive and Interpersonal Passive Voice

The Active Voice is the voice that is used most of the time. Most of the sentences we speak or write are in Active Voice.

Examples:

- I have just finished feeding my pet.
- Pritam is teaching his younger brother to ride a cycle.
- Sreeram has won a prize in the singing competition.

We use the Active Voice when we want to emphasize the subject; we use the Passive Voice when we want to emphasize the action.

Examples:

Vaishali has decorated the house.

Here, we want to lay stress on the subject Vaishali, so we use the Active Voice.

The house has been decorated.

Here, we want to lay stress on the fact that the house has been decorated, so we use the Passive Voice. Note that the subject is not even mentioned here.

Although most sentences are spoken or written in Active Voice, there are some cases where we need to use the Passive Voice. We use the Passive Voice when we want to make the object more important than the subject, or when we want to emphasize an action rather than its doer.

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Examples:

- America was discovered in 1492.

Here, the author wishes to emphasise the discovery of America, so he uses the Passive Voice.

NOTE: If the author had wanted to emphasize the subject or the doer of the action, he would have said:

Christopher Columbus discovered America.

Christopher Columbus discovered America.

The Passive Voice is also used when we do not know the subject, or it is not important to mention the subject.

Examples:

- The city has been beautified for the Commonwealth Games.
- The entire school has been painted for the Annual Day.

(In the sentences above, the beautification of the city and the painting of the school are important, not who has done these actions.)

When we form a sentence in Passive Voice, the object is preceded by with or by. When the passive object is a person, by is used, and when the passive object is a thing, with is used.

Examples:

- Those flowers have been brought by Shruti.
- The safe was opened with a masterkey.

In interrogative sentences, remember that although most such sentences can be converted from Active to Passive Voice, it is better to use the Active Voice as that always sounds better.

Examples:

- Are you reading the novel I gave you?
- Is the novel I gave you being read by you?

(In the above examples, you will notice that the first sentence in Active Voice sounds better than the second one in Passive Voice.)

Some more examples:

- A. Does he like football? (Better)

Is football liked by him?

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B. Where did you buy this bag? (Better)

Where was this bag bought by you?

C. When did you learn music? (Better)

When was music learnt by you?

Personal and Interpersonal Passive Voice

Passive voices constructions can also be understood from the angle of personal and impersonal passive voice. When the form *subject+passive verb+to infinitive* or *Subject+passive verb+perfect infinitive* is used, it is called a personal passive voice. For example:

Active voice: Monica believes that Manish drove the car very well.

Personal passive voice: Manish is believed to have driven the car very well.

When the active sentence is transformed into passive with the form *it+passive verb+clause*, it is called an impersonal passive construction:

Impersonal passive voice: It is believed that Manish drove the car very well.

3.2.2 Rules for Transformation

The following rules should be kept in mind while transforming an active sentence to a passive one.

- When a sentence is converted from Active to Passive Voice in the simple present tense, the structure of the verb changes from simple present form of the verb to is / are + simple past form of the verb.

Examples:

- Surekha waters the flowers daily. (Active)
- The flowers are watered daily by Surekha. (Passive)

- When a sentence is converted from Active to Passive Voice in the simple past tense, the structure of the verb changes from simple past form of the verb to was / were + past perfect of the verb.

Examples:

- Shiv drank a glass of milk everyday. (Active)
- A glass of milk was drunk by Shiv everyday. (Passive)

- When a sentence is converted from Active to Passive Voice in the present continuous tense, the structure of the verb changes from is / are + 'ing' form of the verb to is / are + being + past perfect of the verb.

Examples:

- Rita and Sabina are singing carols. (Active)
- Carols are being sung by Rita and Sabina. (Passive)

4. When a sentence is converted from Active to Passive Voice in the past continuous tense, the structure of the verb changes from was / were + 'ing' form of the verb to was / were + being + past perfect of the verb.

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Examples:

- Rita and Sabina were singing carols. (Active)
- Carols were being sung by Rita and Sabina. (Passive)

5. When a sentence is converted from Active to Passive Voice in the simple future tense, the structure of the verb changes from will / shall + simple future tense of the verb to will / shall + be + past perfect of the verb.

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Examples:

- Sayantan will accompany us. (Active)
- We will be accompanied by Sayantan. (Passive)

6. When a sentence is converted from Active to Passive Voice in the future continuous tense, the structure of the verb changes from will / shall + be + 'ing' form of the verb to will / shall + be + past perfect of the verb.

Examples:

- Seema will be giving a dance performance tonight. (Active)
- A dance performance will be given by Seema tonight. (Passive)

7. Sometimes, a statement in the Passive voice is grammatically correct, but it sounds rather odd. In such cases, it is better to use the Active Voice only. The second sentence in each example below, though correct, sounds very odd:

- Please help me. (Active) – Let me be helped. (Passive)
- I see an opportunity. (Active) – An opportunity is seen by me. (Passive)
- Did you find your keys? (Active) – Were your keys found by you? (Passive)
- Drink the tea. (Active) – Let the tea be drunk by you. (Passive)
- You must not lend money on interest. (Active) – Money must not be lent by you on interest. (Passive)
- Obey the law. (Active) – Let the law be obeyed. (Passive)
- Will you receive me at the station? (Active) – Will I be received by you at the station? (Passive)

Conversion of Active Voice to Passive Voice

1. Active voice: Anjali loves Janaki.

Passive voice: Janaki is loved by Anjali.

2. Active voice: The mason is building the wall.

Passive voice: The wall is being built by the mason.

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3. Active voice: The security guard opened the gate.
Passive voice: The gate was opened by the security guard.
4. Active voice: Some children were helping the wounded man
Passive voice: The wounded man was being helped by some children.
5. Active voice: He will finish the work in a week.
Passive voice: The work will be finished by him in a week.
6. Active voice: Who did this?
Passive voice: By whom was this done?
7. Active voice: Why did your brother write such a letter?
Passive voice: Why was such a letter written by your brother?
8. Active voice: Who stole the cookies?
Passive voice: By whom were the cookies stolen?
9. Active voice: She kept us waiting
Passive voice: We were kept waiting by her.
10. Active voice: The hunter did not aim at the bird.
Passive voice: The bird was not aimed at by the hunter.
11. Active voice: Did he give you anything?
Passive voice: Were you given anything by him?
12. Active voice: The company expanded their operations.
Passive voice: Operations were expanded by the company.
13. Active voice: The guard closed the gates at 10 o'clock.
Passive voice: The gates were closed by the guard at 10 o'clock.
14. Active voice: The gardener is plucking flowers.
Passive voice: Flowers are being plucked by the gardener.
15. Active voice: Is she presenting a paper?
Is a paper being presented by her.
16. Active voice: Are you taking your son for the show?
Passive voice: Is your son being taken for the show by you?
17. Active voice: You should write the address neatly.
Passive voice: The address should be written neatly.
18. Active voice: One cannot please everybody.
Passive voice: Everybody cannot be pleased.
19. Active voice: We should always speak the truth.
Passive voice: The truth should be always be spoken.

20. Active voice: Somebody must help this poor woman.
Passive voice: This poor woman must be helped.
21. Active voice: You must listen to his words.
Passive voice: His words must be listened to.
22. Active voice: I cannot do it.
Passive voice: It cannot be done by me.
23. Active voice: You ought to help the poor.
Passive voice: The poor ought to be helped by us.
24. Active voice: Why should I do it?
Passive voice: Why should it be done by me?
25. Active voice: You should teach him a lesson.
Passive voice: He should be taught a lesson by you.
26. Active voice: Shut the door.
Passive voice: The door should be shut.
27. Active voice: Please bring me a glass of water.
Passive voice: You are requested to bring me a glass of water.
28. Active voice: Carry it home.
Passive voice: Let it be carried home?
29. Active voice: We should teach him a lesson.
Passive voice: He should be taught a lesson by us.
30. Active voice: They laid out a small garden.
Passive voice: A small garden was laid out by them.
31. Active voice: His ingenuity amazed us.
Passive voice: We were amazed by his ingenuity.
32. Active voice: His ignorance irritates me.
Passive voice: I am irritated by his ignorance.
33. Active voice: I know him.
Passive voice: He is known to me.
34. Active voice: Who teaches you history?
Passive voice: By whom are you taught history.
35. Active voice: When did you buy this?
Passive voice: When was this bought by you?
36. Active voice: Someone wants you outside.
Passive voice: You are wanted outside.

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37. Active voice: People elected him Member of Parliament.
 Passive voice: He was elected Member of Parliament.
38. Active voice: We named the child Sudhir.
 Passive voice: The child was named Sudhir.
39. Active voice: She had to write a test.
 Passive voice: A test had to be written by her.
40. Active voice: My father gave me some money.
 Passive voice: Some money was given to me by my father.
41. Active voice: Have you done your work?
 Passive voice: Has your work been done?
42. Active voice: I made him do this work
 Passive voice: He was made *to do* this work by me.
43. Active voice: It is time to take lunch.
 Passive voice: It is time for lunch to be taken.
44. Active voice: Some girls did not deposit the membership fee.
 Passive voice: The membership fee was not deposited by some girls.
45. Active voice: She will not help you.
 Passive voice: You will not be helped by her.
46. Active voice: She has not submitted her thesis.
 Passive voice: Her thesis has not been submitted.
47. Active voice: They say that an honest man will always speak the truth.
 Passive voice: It is said that the truth will always be spoken by an honest man.
48. Active voice: The auditors checked the college accounts.
 Passive voice: The college accounts were checked by the auditors.
49. Active voice: The reception committee was receiving the guests.
 Passive voice: The guests were being received by the reception-committee.
50. Active voice: Parul's teacher praised her for her excellent performance.
 Passive voice: Parul was praised by her teacher for her excellent performance.

Exercise: A

Change the following sentences from the *active voice* into the *passive voice*:

1. The authorities closed the college for the summer vacations.
2. The Chief Guest gave away the prizes at the annual function.
3. Our college team won the match.

4. Suresh sells vegetables.
5. The Principal signed the order at once.
6. He made a remarkable progress.
7. Her behaviour vexes me.
8. The Governor praised his chivalry.
9. We have finished our courses.
10. The Staff-Secretary has organized a women cell in our college.

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Exercise: B

Rewrite the following sentences by using the *passive voice* of the verb:

1. Christopher Columbus discovered America.
2. Govt. College for Women won several prizes in the youth festival.
3. Who broke the jug?
4. Anu has drawn this picture.
5. The firm owner promised the labourers higher wages.
6. The teacher punished the late comers.
7. The teacher was delivering her lecture.
8. He has finished his homework.
9. Anuja will get first position in the competition.
10. Abhinav has shown outstanding progress this year.

Check Your Progress

1. Which type of voice is frequently seen in use in scientific writing and why?
2. Mention the voice which is considered to be better for use in interrogative sentences.
3. State the structure of the verb when a sentence is converted from active to passive voice in the present continuous tense.

3.3 ANSWERS TO CHECK YOUR PROGRESS QUESTIONS

1. But in a scientific writing the order is reversed ,and we see passive sentence more because the passive is associated with impersonal style.
2. In interrogative sentences, remember that although most such sentences can be converted from Active to Passive Voice, it is better to use the Active Voice as that always sounds better.

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3. When a sentence is converted from Active to Passive Voice in the present continuous tense, the structure of the verb changes from is / are + ‘ing’ form of the verb to is / are + being + past perfect of the verb.

3.4 SUMMARY

- Voice is it the relation of the subject with the directionality of the action. Sentences can be in active or passive voice.
- In active voice, the sentence will be in the order subject + verb + direct object. The passive voice on the other hand, has the direct object in the first position followed by the forms of the ‘be’ verb (it depends on the tense of the active sentence) followed by the passive participle form of the main verb.
- The Active Voice is the voice that is used most of the time. Most of the sentences we speak or write are in Active Voice.
- We use the Active Voice when we want to emphasize the subject; we use the Passive Voice when we want to emphasize the action.
- The Passive Voice is also used when we do not know the subject, or it is not important to mention the subject.
- Passive voices constructions can also be understood from the angle of personal and impersonal passive voice.
- When the active sentence is transformed into passive with the form *it* + passive verb+ clause, it is called an impersonal passive construction.
- There are certain rules which can be kept in mind while converting sentences from active to passive form.

3.5 KEY WORDS

- **Voice:** It can be described as the grammatical relation of the subject of a sentence with the main verb in that sentence or to the action that the verb denotes.
- **Active voice:** It is a form or set of forms of a verb in which the subject is typically the person or thing performing the action and which can take a direct object.
- **Passive voice:** It is a form or set of forms of a verb in which the subject undergoes the action of the verb.

3.6 SELF ASSESSMENT QUESTIONS AND EXERCISES

Short Answer Questions

1. Write a short note on the meaning of voices in grammar with examples.
2. What are the cases in which passive voice is used?
3. Briefly explain the concept of personal and interpersonal passive voice.

Long Answer Questions

1. Explain the rules that should be kept in mind while transforming an active sentence to a passive one or vice versa.
2. Change the following sentences into the *active voice*:
 - (a) Penicillin was discovered by Alexander Fleming.
 - (b) The criminal will be hanged tomorrow.
 - (c) The college building is being white-washed.
 - (d) This news was published in *the Times of India*.
 - (e) This book will have been written by her.
 - (f) Her PhD thesis will be finished (by her) in a month.
 - (g) A prize will have been won by her in symposium.
 - (h) The statue of Shri Ram Sharma will have been unveiled by the Chief Minister.
 - (i) The flood victims were given financial help by the Government.
 - (j) Discipline is maintained in the college by the Administrator.
3. Change the voice of the following *imperative sentences*:
 - (a) Let the wall-hanging be put on the wall.
 - (b) Finish this assignment within half an hour.
 - (c) You are requested to help the poor in their crisis.
 - (d) Please bring me a cup of tea.
 - (e) Tell him to contact the Principal immediately.
 - (f) Do not humiliate the needy.
 - (g) You are requested to lend me your notes for a day.
 - (h) Deposit this cheque in the bank.
 - (i) Send reminders to all the defaulters.
 - (j) Let the culprit be subjected to a severe punishment.

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3.7 FURTHER READINGS

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UNIT 4 DEGREES OF COMPARISON

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Structure

- 4.0 Introduction
- 4.1 Objectives
- 4.2 Adjectives and its Types
- 4.3 Adverb
- 4.4 Types of Degrees of Comparison
 - 4.4.1 Degrees of Comparison of Adjectives
 - 4.4.2 Degree of Comparison of Adverbs
- 4.5 Answers to Check Your Progress Questions
- 4.6 Summary
- 4.7 Key Words
- 4.8 Self Assessment Questions and Exercises
- 4.9 Further Readings

4.0 INTRODUCTION

An adjective is defined as a word whose key syntactic role is to transform a pronoun or noun, thereby providing more information about the definition of the pronoun or noun. The adjective is one of the eight parts of speech. Degrees of comparison refers to the forms of adjectives which are used to indicate the nature of description of different types of items, people and groups. Therefore, before learning about the degrees of comparison, in this unit, you will study the various types of adjectives such as descriptive and demonstrative adjectives. This will then be followed by the study of three degrees of comparison of adjectives and the positions of adjectives in the concluding sections of the unit.

4.1 OBJECTIVES

After going through this unit, you will be able to:

- Explain the meaning of adjectives and its types
- Discuss the degrees of comparison
- Describe the correct use of adjectives

4.2 ADJECTIVES AND ITS TYPES

An adjective is a word that qualifies a noun or adds an attribute to it, for example, *red rose, sweet tooth, bad temper*.

Types of Adjectives

i. **Descriptive adjectives** answer the question: *What kind of?*

Examples:

- This is *useful* information and will help us greatly.
- Meena's *attractive* hairdo became the rage of the season.

ii. **Demonstrative adjectives** point out to the noun they are referring to:
This house, that train, remaining people.

Examples:

- *This* house is bigger than mine.
- *That* train is the one going to Kanpur.
- The *remaining* people in the room will have to come back tomorrow.

iii. **Interrogative adjectives**, as the name suggests, ask questions such as *what, which, whose*.

Examples:

- *What* name is he generally known by?
- *Which* pullover is yours, the white or the black one?
- *Whose* fault is it?

iv. **Possessive adjectives** indicate ownership, for example, *my, your, their, our, his, her, their, its*.

Examples:

- *My* hair is long and thick.
- *Your* attitude to your work needs to improve.
- *Their* incomes are the cause of envy in the office.
- The tree outside is very old; *its* leaves are broad and thick.

v. **Emphasizing adjectives**, such as *own* and *very*, lay stress on the nouns following them.

Examples:

- It is my *own* decision not to get married to him.
- The *very* sight of him casts a shadow of fear over the child.

vi. **Distributive adjectives** are those that refer to persons or things spoken of individually; for example, each, every, either, neither.

Examples:

- *Each* day promises a new tomorrow.
- *Every* child has a unique personality of his own.

- *Either* man is good enough for the job.
- *Neither* woman is beautiful enough for the role.

Degrees of Comparison

vii. **Quantitative adjectives** refer to an *amount* and answer the question: *How much?*; for example, some, much, enough.

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Examples:

- Could you kindly lend me *some* coffee?
- It is not good to eat *much* sugar.
- Do you have *enough* money for the month?
- *All* the children were dressed in white.
- *Some* children were talking.
- She did not eat *any* snacks.
- There were *no* glasses left in the cupboard.

viii. **Numerical adjectives** indicate a *number* and answer the question: *How many?*

Examples:

a) **Cardinals** such as *one, two, five, ten*.

- The *two* cars standing here belong to him.
- Those *two* houses beyond the park were bought by him.
- *Four* boys got together and helped the lady gather her things.

b) **Ordinals** such as *first, second, fifth, tenth*.

- The *fifth* student has won the lucky prize.
- The *first* house in that row is mine.
- February is the *second* month of the year.

c) **Multiplicative** such as *single, double, triple, tenfold*.

- By adding the fertilizer, the farmer will have a *tenfold* yield.
- In that shop, you may pay *double* price for the same product.
- So much can be gained from a *single* act of goodwill.

d) **Indefinite** such as *many, some, none, several*.

- *Some* men look more handsome with a beard.
- *Several* women came to her rescue.
- *Many* tablets were placed on the tray.

ix. **Relative adjectives** are used with nouns to introduce a subordinate clause, for example, *which* and *what*.

Example: Select *which* dress you like.

In the above example, '(you) select' is the main clause; *which* stands for 'that dress you like'.

NOTES**4.3 ADVERB**

An adverb is a word which modifies the meaning of a verb, an adjective or another adverb. The difference between an adjective and an adverb is that while an adjective modifies a noun, an adverb modifies a verb, an adjective or another adverb. For example, in the sentence ‘Sunil runs quickly’, the word ‘quickly’ modifies the verb ‘run’ and therefore, it is an adverb. Other examples can be, ‘This is a *very* sour mango’, where the word ‘*very*’ is an adverb modifying the adjective ‘sour’. In the sentence, ‘Nishant reads quite clearly’, the word ‘quite’ is an adverb modifying another adverb ‘clearly’.

Kinds of Adverbs

- **Adverbs of Time:** Adverbs of time shows ‘when’. For example, in the following sentences, the words in italics are adverbs of time –‘I have heard *this* before’, ‘We shall *now* begin to work’.
- **Adverbs of Frequency:** These are adverbs which show ‘how often’. For example, in the following sentences, the words in italics are adverbs of frequency – ‘I have told you *thrice*’, ‘He *often* makes mistakes’, ‘He *seldom* comes here’, ‘He *always* tries to be best’.
- **Adverbs of place:** are adverbs which show ‘where’. For example, in the following sentences, the words in italics are adverbs of place – ‘Stand *here*’, ‘Is he *within*?’, ‘Walk *backward*’.
- **Adverbs of manner:** are adverbs which show ‘how’ or in ‘what manner’. For example, in the following sentences, the words in italics are adverbs of manner – ‘Govind reads *clearly*’, ‘The Indians fought *bravely*’, ‘I was *agreeably* disappointed’.
- **Adverbs of degree or quantity:** are adverbs which show ‘how much’ or in ‘what degree’ or to ‘what extent’. For example, in the following sentences, the words in italics are adverbs of degree or quantity –‘He was *too* careless’, ‘Is that *any* better?’, ‘You are *partly* right’, ‘She sings *pretty* well’.
- **Adverbs of affirmation and negation:** are adverbs ‘where it is affirmed or negated’. For example, in the following sentences, the words in italics are adverbs of affirmation and Negation – ‘*Surely* you are mistaken’, ‘He *certainly* went’.
- **Adverbs of reason:** are adverbs which deal with ‘cause –effect relationship’. For example, in the following sentences, the words in italics are adverbs of reason – ‘He is *hence* unable to refute the charge’, ‘He *therefore* left the school’.

Check Your Progress

1. Name two types of adjectives.
2. What are possessive adjectives?
3. Which type of adjectives are the words ‘some, much, enough’?
4. What are adverbs of affirmation and negation?

NOTES

4.4 TYPES OF DEGREES OF COMPARISON

The degree of comparison of an adjective or an adverb in a sentence can be changed without changing the meaning of the sentence.

For example:

Ravi is as strong as Rahul.

This sentence is in the positive degree.

This sentence can be changed into a comparative sentence.

- Ravi is not stronger than Rahul.

This sentence conveys the same meaning as the above sentence.

The degree of comparison can be changed into any other degree if required.

For example:

- (i) **No other man was as strong as** Bhima. (Positive)

Bhima was **stronger than any other man**. (Comparative)

Bhima was **the strongest of all men**. (Superlative)

- (ii) The Anaconda is **larger than all other snakes**. (Comparative)

No other snake in the world is **as large as** the Anaconda. (Positive)

The Anaconda is **the largest snake** in the world. (Superlative)

- (iii) Venice is **the most beautiful** place I have seen. (Superlative)

No other place I have seen is **as beautiful as** Venice. (Positive)

Venice is **more beautiful than any other place** I have seen. (Comparative)

- (iv) Delhi is one of **the biggest cities** in India. (Superlative)

Very few cities in India are **bigger than** Delhi. (Comparative)

Most cities in India are **not as big as** Delhi. (Positive)

4.4.1 Degrees of Comparison of Adjectives

Adjectives have three degrees of comparison—positive, comparative, superlative.

- i. **Positive:** This is the simple form without any degree of comparison—*attractive, joyous, black, good*.

Examples:

- Rohit is a *good* boy.
- Rita is an *attractive* girl.
- *Black* dresses make me look slim.
- He is in a *joyous* mood.

- ii. **Comparative:** This is used to make a comparison between two persons or things: *more attractive, more joyous, blacker, better*.

Examples:

- Rohit is a *better* student.
- The sight of her parents made Rita *more joyous*.
- Rita is *more attractive*.
- She chose the *darker* colour.

- iii. **Superlative:** This is used when more than two people or things are being compared, and the maximum degree of the quality is attributed to one—*most attractive, most joyous, blackest, best*.

Examples:

- She was declared the *best* student in her class.
- She is the *most attractive* teacher in school.
- He is the *best* baker in town.
- Children's Day is the *most joyous* day.

4.4.2 Degree of Comparison of Adverbs

Only some adverbs have three degrees of comparison and can be compared like adjectives.

1. In case of adverbs of one syllable, the comparative degree is formed by adding *er* and the superlative degree is formed by adding *est* to the positive degree.

<i>Positive</i>	<i>Comparative</i>	<i>Superlative</i>
Soon	sooner	soonest
Fast	faster	fastest
Hard	harder	hardest

An exception is the adverb *early* (early, earlier, earliest).

2. All adverbs ending in *ly* form the comparative and superlative by the addition of *more* and *most*, respectively.

Degrees of Comparison

Positive	Comparative	Superlative
Happily	more happily	most happily
Swiftly	more swiftly	most swiftly
Gracefully	more gracefully	most gracefully

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3. Some adverbs form their comparative and superlative irregularly.

Positive	Comparative	Superlative
Far	farther	farthest
Late	later	latest
Little	less	least
Badly	worse	worst
Good	better	best
Much	more	most

Check Your Progress

5. Which type of degree of comparison is used in the sentence ‘Rita is *more attractive*.’?
6. What is superlative degree of comparison?
7. State the exception to the case of adverbs of one syllable where the comparative degree is formed by adding *er* and the superlative degree is formed by adding *est* to the positive degree.

4.5 ANSWERS TO CHECK YOUR PROGRESS QUESTIONS

1. Two types of adjectives are:
 - a) Descriptive Adjective
 - b) Demonstrative Adjective
2. Possessive adjectives indicate ownership, for example, *my, your, their, our, his, her, their, its*.
3. The words ‘some, much, enough’ are examples of Quantitative adjectives.
4. Adverbs of affirmation and negation: are adverbs ‘where it is affirmed or negated’. For example, in the following sentences, the words in italics are adverbs of affirmation and Negation – ‘*Surely* you are mistaken’, ‘He *certainly* went’.

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5. Comparative degree of comparison is used in the sentence ‘Rita is *more attractive*.’
6. Superlative degree of comparison is used when more than two people or things are being compared, and the maximum degree of the quality is attributed to one—*most attractive, most joyous, blackest, best*.
7. In case of adverbs of one syllable, the comparative degree is formed by adding *er* and the superlative degree is formed by adding *est* to the positive degree. One exception to this rule is the adverb *early* (early, earlier, earliest).

4.6 SUMMARY

- An adjective is a word that qualifies a noun or adds an attribute to it, for example, *red rose, sweet tooth, bad temper*.
- Descriptive adjectives answer the question: *What kind of?*
- Demonstrative adjectives point out to the noun they are referring to: *This house, that train, remaining people*.
- Interrogative adjectives, as the name suggests, ask questions such as *what, which, whose*.
- Possessive adjectives indicate ownership, for example, *my, your, their, our, his, her, their, its*.
- Emphasizing adjectives, such as *own* and *very*, lay stress on the nouns following them.
- Adverbs modify a verb, an adjective and an adverb.
- There are different kinds of adverbs—adverbs of time, frequency, place, manner, degree or quantity, affirmation or negation and reason.
- Adjectives have three degrees of comparison—positive, comparative, superlative.
- Only some adverbs have three degrees of comparison and can be compared like adjectives.

4.7 KEY WORDS

- **Adjective:** It is defined as a word whose key syntactic role is to transform a pronoun or noun, thereby providing more information about the definition of the pronoun or noun.
- **Adverb:** It is a word which modifies the meaning of a verb, an adjective or another adverb.

- **Degrees of Comparison:** It refers to the nature of adjective and whether it is being used to compare things and to what degree.

Degrees of Comparison

4.8 SELF ASSESSMENT QUESTIONS AND EXERCISES

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Short Answer Questions

1. What are the different types of adjectives?
2. Briefly explain the types of adverbs.

Long Answer Questions

1. Describe the concept of the degrees of comparison.
2. Fill in the blanks with the correct degree of the adjective within brackets. The first one has been done for you.
 - (a) Who is the *better* runner, Anita or Niharika? (good)
 - (b) They went by the Rajdhani train as it was the _____ of all. (fast)
 - (c) Of all the movies showing in this cinema hall, this one is the _____. (good)
 - (d) Kiran is _____ than Komal. (slow)
 - (e) The Sens' son is _____ than the twins. (old)
3. Change the degree of comparison in the following sentences without changing the meaning.
 - (a) Iron is more useful than any other metal.
 - (b) Russia has the largest fleet of ships in the world.
 - (c) Is this the shortest route to the railway station?
 - (d) Few cricketers are as good as Irfan Pathan.
 - (e) Indira Gandhi had the longest tenure as the Prime Minister of India.

4.9 FURTHER READINGS

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UNIT 5 TRANSFORMATION OF SENTENCE

Structure

- 5.0 Introduction
 - 5.1 Objectives
 - 5.2 Transformation of Simple, Compound and Complex Sentences
 - 5.3 Transformation of Communication Classification of Sentences
 - 5.4 Transformation of One Part to Another
 - 5.5 Transformation of Degree
 - 5.6 Answers to Check Your Progress Questions
 - 5.7 Summary
 - 5.8 Key Words
 - 5.9 Self Assessment Questions and Exercises
 - 5.10 Further Readings
-

5.0 INTRODUCTION

A sentence can be written in many different ways and forms without changing its meaning. This is where the role of transformation of sentences as a grammatical practice comes in. It is quite important for a student to be able to read, write and speak different kinds of sentences as required by the situation. In Unit 1, you studied the structural classification of sentences (simple, compound and complex) and communicative classification of sentences, in this unit you will learn about the various rules of transformation of sentences. The change from active to passive voice also comes under transformation of sentences, but that has already been dealt with in Unit 3.

5.1 OBJECTIVES

After going through this unit, you will be able to:

- Explain the transformation of simple, compound and complex sentences
- Discuss the transformation of communicative classification of sentences

5.2 TRANSFORMATION OF SIMPLE, COMPOUND AND COMPLEX SENTENCES

As you have studied in unit 1, simple sentences have one independent clause and expresses one idea. Complex sentences contain subordinate clauses. Compound sentences are sentences joined by a comma, semicolon or conjunction. These

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types of sentences will be discussed further in Unit 4 of this block in another aspect.

Rule 1: Since/As/When Change is to be made in the subordinate clause.

When subjects are same.

Simple:

- (1) Omit since/as/when
- (2) (Verb+ing) of the subordinate clause
- (3) Then write the rest part
- (4) Use subject with the principal clause
- (5) Principal clause remains unchanged

Example:

- Since the boy worked hard, he made a good result.
- Working hard, the boy made a good result.

Compound:

- (1) Omit since /as /when
- (2) Write down the rest part
- (3) Join clauses by using and, and so, and therefore
- (4) Write the main clause unchanged.

Example:

- *Since the boy worked hard, he had a good result.*
- The boy worked hard and had a good result.

Rule 2: In case of be verb in subordinate clause:

Use being/ Because of + Pronoun/noun (possessive form)+ being.

Example:

- Since he was weak, he could not work hard.
- Simple: Because of his being weak, he could not work hard.
- Compound: He was weak and therefore could not work hard.

Note: And therefore, is used for showing reasons.

Rule 3: When the subject of clauses are different:

Simple:

- (1) Subject of subject clause
- (2) Verb+ing (be verb → being; Have verb → having)

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Example:

- Since the weather was foul, we did not go out.
- The weather being foul, we did not go out.

Compound:

- (1) use 'and therefore' to join two clauses.

Example:

- *The weather was foul and therefore we did not go out.*

Rule 4: 'If,' is Replaced by – 'by + (verb+ing)'

Example:

- If you work hard, you will succeed in life.
- **Simple:** By working hard, you will succeed in life.
- **Compound:**
 - (1) Omit if+subject.
 - (2) use 'and' to join two clauses.

Example:

- **Compound:** *Work hard and you will succeed in life.*

Rule 5:

Simple: If-not/unless, is replaced by, - without + (verb+ing)

Example:

- **Complex:** If you do not work hard, you will fail in the examination.
- **Simple:** Without working hard, you will fail in the examination.

Compound: Use or/otherwise to join two clauses.

Example:

- *Work hard or you will fail in the examination.*

Rule 6:

Simple: Though is replaced by In spite of+ Possessive form of the subject+ (verb+ing)

Example:

- **Complex:** Though he tried heart and soul, he could not succeed in life.
 - **Simple:** In spite of his trying heart and soul he could not succeed in life.
- Compound: Use 'but' to join two clauses.

Example:

- *He tried his heart and soul but he could not succeed in life.*

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Rule 7:

Simple: So that is replaced by to/in order to.

Example:

- **Complex:** He works hard so that he may prosper in life.
- **Simple:** He works hard to/in order to prosper in life.

Compound: ‘and want/wants to’ is used to join two clauses.

Example:

- *He works hard and wants to prosper in life.*

Rule 8:

Simple: ‘so + adjective + that’ is replaced by ‘Too + adjective + to’

Example:

- The boy is so foolish that he cannot understand it.
- **Simple:** The boy is too foolish to understand it.

Compound: Use ‘And Therefore’ to make it a compound sentence.

Example:

- He is so foolish and therefore cannot understand it.

Rule 9: When (if mentions time) is replaced by

- (1) For short time – At
- (2) For month or season – In
- (3) For age – At the age of

Example:

- She woke up when it was midnight.
- **Simple:** She woke up at midnight.
- **Complex:** When it is spring, the cuckoo sings.
- **Simple:** In spring the cuckoo sings.
- **Complex:** When Samira was four she went to school.
- **Simple:** At the age of four, Samira went to school.

Compound: Use and to join clauses.

Example:

- She woke up and it was midnight.

Rule 10:

Simple: If the clause says about a continuous fact then use ‘at the time’ of instead of ‘When’.

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Example:

- *When I was eating the phone rang.*
- **Simple:** At the time of my eating, the phone rang.

Compound: Use ‘and’

Example: I was eating and the phone rang.

Rule 11:

Simple: Noun clause can be replaced by noun.

Example:

- **Complex:** He admitted that he was guilty.
- **Simple:** He admitted his guilt.
- **Complex:** That he is honest is known to all.
- **Simple:** his honesty is known to all.
- **Compound:** Use ‘and’.

Example:

- *He is honest and it is known to all.*

Rule 12:

Simple: If Complex sentence is made with relative pronoun (who, what, which, that), omit it and make (verb+ing).

Example:

- **Complex:** The Doctor who is working in the hospital is known to all.
- **Simple:** The doctor working in the hospital is known to all.

Note: If the verb is in the past participle it remains unchanged.

Example:

- The picture which was drawn by Liza is very fine.
- **Simple:** The picture drawn by Liza is very fine.

Rule 13: Simple: Adjective Clause is changed into - Adjective, Past participle Phrase, Noun in apposition, infinitive.

(1) **Adjective:**

Example:

- A man who is drowning catches at a straw.
- **Simple:** A drowning man catches at a straw.
- **Compound:** A man is drowning and so catches at a straw.

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(2) **Past participle phrase:**

Example:

- The answer that he wrote was not correct.
- **Simple:** The answer written by him was not correct.
- **Compound:** He wrote the answer and it was not correct.

(3) **Gerundial Infinitive:**

Example:

- *I have no money that I can lend you.*
- **Simple:** I have no money to lend you.
- **Compound:** I have no money and I cannot lend you.

Rule 14: In the compound “not only——but also” is Changed by “Besides + (Verb +ing)” in the simple.

Example:

- Mr. Khan not only teaches us English but also writes novels.

Simple: Besides teaching us English, Mr. Khan writes novels.

Check Your Progress

1. Change the following sentences into simple sentences:
 - (a) Her desire is that she wants to serve the fatherland.
 - (b) Teymor will be rewarded as he stands second in class.
2. Transform the following sentences as directed in the brackets:
 - (a) Hurry up, or you shall miss the last ferry across the Bosphorus.
(complex)
 - (b) She must run or she will die. (simple)

5.3 TRANSFORMATION OF COMMUNICATION CLASSIFICATION OF SENTENCES

There are a number of different rules that are applied to different kinds of sentences, as explained below.

i. Assertive to Interrogative/Interrogative to Assertive

If you want to change an affirmative assertive sentence you have to change it into negative interrogative. If it is in negative then you have to change it into bare interrogative. Transformation of assertive to interrogative can be done in the following manner.

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Example:

- Their glory can never fade. (Assertive Sentence)
- When can their glory fade? (Interrogative Sentence)

Example:

- He was a villain to do such a deed. (Assertive Sentence)
- Was he not a villain to do such a deed? (Interrogative Sentence)

Example:

- No one can rob the tomb without being defiled. (Assertive Sentence)
- Who can rob the tomb without being defiled? (Interrogative Sentence)

Example:

- Everyone knows him. (Assertive Sentence)
- Who does not know him? (Interrogative Sentence)

Example:

- This is not the kind of dress to be worn for a school function. (Assertive Sentence)
- Is this the kind of dress to be worn for a school function? (Interrogative Sentence)

In this same way an interrogative sentence can be transformed into an assertive sentence.

Example:

- Were we sent to this world simply to make money? (Interrogative Sentence)
- We were not sent to this world simply to make money. (Assertive Sentence)

Example:

- Shall I ever forget those happy days? (Interrogative Sentence)
- I never forget those happy days. (Assertive Sentence)

ii. Exclamatory to Assertive

In case of transformation of exclamatory to assertive sentences, the subject and verb of the exclamatory sentence are to be used as the subject and verb of assertive sentence at the outset of the sentence.

Example:

- How sweet the moonlight sleeps upon the river-bank! (Exclamatory Sentence)
- The moonlight sweetly sleeps upon the river-bank. (Assertive Sentence)

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Although such an exclamatory sentence can be transformed into an assertive sentence, an exclamatory sentence is preferred on many occasions to an assertive sentence for the emotional effect that an exclamatory sentence is carrying.

Example:

- If only I were young again! (Exclamatory Sentence)
- I wish I were young again. (Assertive Sentence)

Example:

- How beautiful is this night! (Exclamatory Sentence)
- This night is very beautiful. (Assertive Sentence)

Example:

- What a delicious meal! (Exclamatory Sentence)
- This meal is delicious one. (Assertive Sentence)

iii. Imperative to Assertive

The following are the rules to change imperative sentences to assertive sentences.

Rule 1: Add subject + should in doing assertive.

Example:

- Do the work.
- You should do the work.

Rule 2: Please/kindly → Replaced by → you are requested to.

Example:

- Please, help me.
- You are requested to help me.

Rule 3: Do not → Replaced by → You should not.

Example:

- Do not run in the sun.
- You should not run in the sun.

Rule 4: Never → Replaced by → you should never.

Example:

- Never tell a lie.
- You should never tell a lie.

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Rule 5: Let us → Replaced by → We should.

Example:

- Let us go out for a walk.
- We should go out for a walk.

Rule 6: Let + noun/pronoun → Replaced by → Subject + might.

Example:

- Let him play football.
- He might play football.

Check Your Progress

3. Change the following assertive sentences into interrogative sentences:
 - a. He is not a bad person.
 - b. Asif is quite gentle and well-spoken.
4. Change the following exclamatory sentences to assertive.
 - c. If I were a young man again!
 - d. Were I an elephant!

5.4 TRANSFORMATION OF ONE PART TO ANOTHER

To change one part of a sentence for another part, the verb of a sentence itself can be changed into another verb without change in the meaning of the sentence.

Example:

- These kind of jokes never amuse me.
- These kind of jokes never provide me any amusement.

In this sentence the verb has been changed into its noun form.

Example:

- It costs twelve dollars.
- Its cost is twelve dollars.

Here also the verb has been changed into its noun form.

Example:

- He has disgraced his family.
- He is a disgrace to his family.

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The verb has been changed into its noun form.

Example:

- He gave a curt reply.
- He replied curtly.

Here the adjective has been changed into an adverb.

Example:

- I see him every day.
- I see him daily.

Here the adjective has been changed into an adverb.

Example:

- This scene is surpassingly beautiful.
- The beauty of this scene is surpassing.

Here the adjective has been changed into its noun form.

Example:

- He is admittedly the greatest general of this country.
- It has been admitted that he is the greatest general of this country.

Here, the adverb has been changed into a verb form.

5.5 TRANSFORMATION OF DEGREE

The following rules are to be followed in case of transformation of degree of comparison in a sentence.

Rule 1: If the superlative degree says about the best thing then the rule is:

For comparative use: subject + verb + adjective/adverb (comp. form) + Than any other + rest part

For positive, use: No other + rest part after supr. Degree + verb + so/as + positive form of adj/adv + as + sub.

Example:

- **Superlative:** Suman is the tallest boy in the class.
- **Comparative:** Suman is taller than any other boy in the class.
- **Positive:** No other boy in the class is as tall as Suman.

Rule 2: In superlative degree ‘One of the’ is transformed in this way:

Comparative: Sub+verb +comp. form +than most other+ Rest part.

Positive: Very few + rest part after supr. degree + verb + so/as + positive form of adj/adv + as + sub.

Transformation of Sentence

Example:

- **Superlative:** Nazrul was one of the greatest poets in Bangladesh.
- **Comparative:** Nazrul was greater than most other poets in Bangladesh.
- **Positive:** Very few poets in Bangladesh were so great as Nazrul.

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Note: Superlative: Of all/of any

Comparative: Than all other/than any other.

Positive: It does not exist.

Example:

- **Superlative:** Mr. Khan is the oldest of all men in the village.
- **Comparative:** Mr. Khan is older than all other men in the village.
- **Positive:** No other man is as old as Mr. Khan.

Rule 3: Simple comparative is transformed into positive by using:

(not so + adj/adv+as)/ (so+adj/adv+as) if negative. Second noun or pronoun is used first.

Example:

- **Comparative:** Rina is wiser than Mina.
- **Positive:** Mina is not as wise as Rina.
- **Comparative:** Mina is not wiser than Rina.
- **Positive:** Rina is as wise as Mina.

Rule 4: No/not less — than is transformed into positive by using as +adj/adv+ as

Example:

- **Comparative:** Karim is not less meritorious than Suman.
- **Positive:** Karim is as meritorious as Suman.

Check Your Progress

5. Transform the adjective of the following sentence into adverb without changing its meaning:
Mamta gave a gentle nod.
6. Change the following superlative sentence into a positive sentence:
Jagjit Singh was one of the greatest ghazal singers in India.

5.6 ANSWERS TO CHECK YOUR PROGRESS QUESTIONS

NOTES

1. The following sentences have been changed into simple sentences:
 - (a) She wants to serve the fatherland.
 - (b) Teymor will be rewarded because of standing second in class.
2. The following sentences have been transformed as directed in the brackets:
 - (a) Unless you hurry up, you shall miss the last ferry across the Bosphorus.
 - (b) She must run to escape death.
3. The following assertive sentences have been changed into interrogative sentences:
 - (a) Is he not a bad person?
 - (b) Wasn't Asif quite gentle and well-spoken?
4. The following exclamatory sentences have been changed to assertive sentences:
 - (a) I wish I was a young man again.
 - (b) I wish I was an elephant.
5. The transformation of the adjective of the following sentence into adverb without changing its meaning:
Mamta nodded gently.
6. The following superlative sentence has been changed into a positive sentence:
Jagjit Singh was one of the greatest ghazal singers in India

5.7 SUMMARY

- The transformation of sentences is a useful skill to have because it helps altering sentences without changing the meaning of that sentence. There are a number of different rules involved in transformation that are applied to different kinds of sentences.
- If you want to change an affirmative assertive sentence you have to change it into negative interrogative. If it is in negative, then you have to change it into bare interrogative. Transformation of interrogative to assertive is to be done doing the vice versa.
- In case of transformation of exclamatory to assertive sentences, the subject and verb of the exclamatory sentence are to be used as the subject and verb of assertive sentence at the outset of the sentence.

- To change one part of a sentence for another part, the verb of a sentence itself can be changed into another verb without change in the meaning of the sentence.

5.8 KEY WORDS

- **Simple sentence:** It is a sentence with one independent clause.
- **Compound sentence:** These are sentences in which two or more main clauses (i.e. equal clauses of equal rank) are conjoined by means of coordinating conjunctions.
- **Complex sentence:** These types of sentences involve a main clause and one or more subordinate clauses.
- **Assertive sentence:** It is a sentence that states a fact.
- **Imperative sentence:** It is a sentence that gives advice instructions or gives an order or a command.

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5.9 SELF ASSESSMENT QUESTIONS AND EXERCISES

Short Answer Questions

1. What are the rules to be kept in mind for transforming interrogative sentence into assertive sentence?
2. How can exclamatory sentences be changed to assertive ones?
3. Write a short note on the transformation of one part of the sentence to another without changing its meaning.

Long Answer Questions

1. Explain the rules to be kept in mind for transformation of simple, compound and complex sentences.
2. Describe the rules for transformation of imperative sentences into assertive ones.
3. Discuss the rules to be followed in case of transformation of degree of comparison in a sentence.
4. Transform the following sentences as directed in the brackets:
 - (a) How beautiful is the dawn! (assertive)
 - (b) Rigya knows that terrifying man. (complex)
 - (c) She treated me viciously. (adjective)

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- (d) The Isle of Skye is the most beautiful island in Scotland. (comparative)
- (e) Helena understands that the earth is round. (compound)
- (f) Sabari writes more clearly than all other boys of his class. (positive)

5.10 FURTHER READINGS

- Baldick Chris. 2009. *The Oxford Dictionary of Literary Terms*. Oxford: Oxford University Press.
- Joseph Mathew. 2010. *Fine Tune Your English*. New Delhi: Orient Blackswan Pvt. Ltd.
- Sinha, Kumar Sanjay. 2008. *The King's Grammar*. New Delhi: Blackie ELT Books.
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BLOCK - III

WRITING SKILLS

Punctuation

UNIT 6 PUNCTUATION

NOTES

Structure

- 6.0 Introduction
 - 6.1 Objectives
 - 6.2 Meaning and Importance of Punctuation
 - 6.2.1 Marks of Punctuation including Capital Letters and their Uses
 - 6.3 Answers to Check Your Progress Questions
 - 6.4 Summary
 - 6.5 Key Words
 - 6.6 Self Assessment Questions and Exercises
 - 6.7 Further Readings
-

6.0 INTRODUCTION

While spoken language can convey meaning of what is actually being said with the help of tone, pauses, speed and other factors, the written language relies on punctuation marks to convey the actual meaning of the sentence. Punctuation marks are different signs used in a sentence while writing, whose placement impacts the meaning of the sentences. There are many different kinds of punctuations like the apostrophe, full stop, comma, full stop and many more. In this unit, you will learn about the meaning and importance of punctuation marks and the uses of different punctuation marks including use of capital letters.

6.1 OBJECTIVES

After going through this unit, you will be able to:

- Explain the meaning and importance of punctuation
 - Discuss the use of marks of punctuation
 - Describe the use of capital letters in punctuation
-

6.2 MEANING AND IMPORTANCE OF PUNCTUATION

Punctuation refers to the ‘marks, such as full stop, comma, and brackets, used in writing to separate sentences and their elements and to clarify meaning.’

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Importance

Have you read any piece of writing without punctuation mark? Can you make sense of that piece of writing without punctuation marks? It is almost impossible as punctuation marks decide how we read, where we pause and how long we pause and it also decides the meaning of a piece of work. Without punctuation marks it will not be possible for us to decipher how to read and therefore the meaning or signification of a piece of writing will be lost altogether. Any good writer not only uses proper and to the point language but also makes use of punctuation marks in a proper fashion so as to help the readers in the process of reading.

It is to be remembered here that if punctuation marks are used correctly then they can be a guide to the readers; but if they are not used in the right place then it can be a disaster often. Think about the following example—Let us think there is a sentence ‘a woman without her man is nothing’ and we are asked to punctuate. In first case, someone punctuates it as ‘A woman, without her man, is nothing.’ The second person punctuates it as ‘A woman: without her, man is nothing.’ In both the cases, the punctuation is fine; but the meanings of both the sentences are completely different—in fact, opposites—One celebrates women and other shows women to be dependent on men. The above example proves that the meaning of a sentence is not just there in the word but in the way they are being read because of the punctuation marks.

Punctuation marks are important for indicating a pause, separating sentences, clarifying the meaning of the sentence and indicate a part for emphasis.

6.2.1 Marks of Punctuation including Capital Letters and Their Uses

You already know about the punctuation marks and have been using them in your writing from your childhood. For sake of convenience we will take one punctuation mark at a time and then discuss its uses in points form to keep them for ready reckoning.

- **Full Stop (.):** What is called ‘Full stop’ in British English is termed as a ‘Period’ in American English which is symbolized by a (.) and is usually used at the end of a sentence expressing the end of a statement. For example:

I was playing a new game in my Xbox console (.)

The sentence is a statement and this at the end of the sentence a full stop is used.

There are other uses of a full stop. They are:

- o Often in an acronym, full stop is used such as
- o Usually when we do Orthographic Abbreviation like Mr. or Mrs., we use the full stop.

- **Comma (,):** Comma is where there is a small pause while speaking a sentence. Some of the uses of comma are:
 - When we are giving a list in writing, we usually use comma, such as ‘milk, bread, jam and butter’
 - In direct speech, before the dialogue, for example, Meena said, ‘Let’s go for a movie’.
 - Often to mark out additional information comma is used, for example, ‘William Wordsworth, a Romantic poet and a poet laureate, was a lover of nature’.
- **Semicolon (;):** Semicolon is used in the following circumstances:
 - Separate two related sentences where there is no conjunction (such as ‘and’ or ‘but’), and where using only a comma would be ungrammatical.
For example:
She is a good singer; she has released many music albums.
 - Organizes syntax thought where many commas are used. For example:
We bought stationery items such as pen, pencils, erasers; medicines like Saridon and Rantac.
- **Colon (:):** Colon are used in the following cases:
 - To separate statements which are in dramatic opposition, such as ‘Man proposes: God disposes’.
 - To start list, such as, Store: (a) Pens, (b) Pencils (c) Notebooks.
 - To separate characters forming a dialogue, for example, ‘Ram: How do go to College?’
- **Quotations (“...”):** Quotation marks are used to quote someone or some speech or writing. For example: Jadu said, “I will be in the mall before noon.”
- **Dashes and brackets/parentheses (—()):** Dashes are used in writing to separate a comment (i.e. a parenthetical remark) from the rest of the sentence. For example, ‘One week later — who knows why — she made a decision to join the office.’
- **The apostrophe ('): Apostrophes are used in genitive forms, contracted forms, abbreviations and plurals of abbreviations, For example, the workers' complaints, We landed at Delhi Int'l Airport or the CEO's of the two companies.**
- **Capital letters:** Capital letters are used in the following circumstances:
 - At the beginning of sentences and quotations

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- o For names of people, places, works of literature, the days of the week, the months, nationalities, and all the planets except the earth (but not for the sun, the moon or the seasons)

- **The hyphen (-):** Hypens are used in a number of cases such as:

- o Compound nouns, for example, a passer-by (plural passers-by)
- o Compound adjectives, for example, a ten-kilometer journey, a two-minute silence
- o Coordination compounds, for example, staff-student ratio
- o Numerals and fractions, for example, twenty-two, two-thirds
- o Prefixes, for example, anti-terrorist, anti-colonial, etc.

- **The Exclamation Mark (!):** Exclamation marks are used when we are too happy or sad about something which is done to suggest and signal emotions such as surprise, anger, interest, fear etc. For example, ‘That’s great!’, ‘Be careful!’, ‘You idiot!’, etc.

- **The Question mark (?):** The question mark indicates a question, such as, ‘Where do you stay?’, ‘What’s your name?’, etc.

- **The slash (/):** The slash (/) is used as a punctuation to indicate a series of alternatives (equivalent to either/or and and/or), in contrast to the use of the hyphen to signal coordination, for example, the actor /actress.

- **The triple dot (suspension point—dot dot dot) (...):** Often while reading research papers and other significant documents you will notice that three dots (...) are used within quotation marks or at the end of sentences. This is done for two purposes:

- o Within quotation marks, it is used to suggest that some words are missing within the quotation. For example, ‘Life is a tale told by an idiot Signifying nothing’.
- o The three dots (...) can come at the end of the sentence to suggest that the sentence was incomplete.

Now that you have learnt about the various punctuation marks that are commonly used in English language to punctuate the writing (both formal and informal) you should practice more and more to understand the ways in which you can use them properly in your writing. Merely theoretical knowledge will not help in making yourself better in this business.

Check Your Progress

1. Choose the sentence below with the correct punctuation.
 - a. Mohit and Rohini, who had been friends for years, go on a vacation together every winter.
 - b. Mohit and Rohini, who had been friends for years, go on a vacation together, every winter.
 - c. Mohit, and Rohini who had been friends for years, go on a vacation together every winter.
 - d. Mohit and Rohini who had been friends for years go on a vacation together every winter.
2. To _____, she was on time for her English class.
 - a. everybody's surprise
 - b. every body's surprise
 - c. everybody's surprise
 - d. everybody's' surprise
3. What is slash used for in contrast to hyphen?

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6.3 ANSWERS TO CHECK YOUR PROGRESS QUESTIONS

1. Correct answer is a. Mohit and Rohini, who had been friends for years, go on a vacation together every winter.
2. Correct answer is a. everybody's surprise.
3. The slash (/) is used as a punctuation to indicate a series of alternatives (equivalent to either/or and and/or), in contrast to the use of the hyphen to signal coordination, for example, the actor /actress.

6.4 SUMMARY

- Punctuation refers to the ‘marks, such as full stop, comma, and brackets, used in writing to separate sentences and their elements and to clarify meaning.’
- It is almost impossible as punctuation marks decide how we read, where we pause and how long we pause and it also decides the meaning of a piece of work.

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- Without punctuation marks it will not be possible for us to decipher how to read and therefore the meaning or signification of a piece of writing will be lost altogether.
- What is called ‘Full stop’ in British English is termed as a ‘Period’ in American English which is symbolized by a (.)
- Comma is where there is a small pause while speaking a sentence. There are also different uses for punctuation marks like semicolon, colon, etc.
- Quotation marks are used to quote someone or some speech or writing.
- Dashes are used in writing to separate a comment (i.e. a parenthetical remark) from the rest of the sentence.
- Apostrophes are used in genitive forms, contracted forms, abbreviations and plurals of abbreviations.
- There are different uses of punctuation marks like capital letter, hyphen, exclamation and question mark.

6.5 KEY WORDS

- Punctuation:** It refers to the ‘marks, such as full stop, comma, and brackets, used in writing to separate sentences and their elements and to clarify meaning.’
- Parenthetical:** It refers to extra information given in a speech or piece of writing.
- Genitive forms:** It an attributive relationship of one noun to the other noun.

6.6 SELF ASSESSMENT QUESTIONS AND EXERCISES

Short Answer Questions

- List the circumstances in which capital letters are used.
- Write a short note on Hyphens and their uses.
- What are the uses of triple dot?

Long Answer Questions

- Explain the uses of full stop, comma, semi colon and colon.
- Here is a list of sentences without any punctuation marks, punctuate them and rewrite:
 - Shyam is going to school by bus though he loves to go by car
 - Wow thats a nice jacket

- c. The more you eat the more you become healthy
- d. He said bring me an umbrella it will rain soon
- e. The sound of rain the smell of drops of rain on parched mud and the cool wind on the faces of the kids playing in the ground while it started to rain after a harsh summer was a sight to be enjoyed

Punctuation

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6.7 FURTHER READINGS

- Baldick Chris. 2009. *The Oxford Dictionary of Literary Terms*. Oxford: Oxford University Press.
- Joseph Mathew. 2010. *Fine Tune Your English*. New Delhi: Orient Blackswan Pvt. Ltd.
- Sinha, Kumar Sanjay. 2008. *The King's Grammar*. New Delhi: Blackie ELT Books.
- Sidhu, C. D., Prem Nath and Kapil Kapoor. 2004. *Comprehensive English Grammar and Composition*. New Delhi: Khosla Publishing House.
- Wren, P. C. and H. Martin. 2007. *High School English Grammar & Composition*. New Delhi: S. Chand & Company.

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UNIT 7 PRÉCIS AND NOTE WRITING

Structure

- 7.0 Introduction
 - 7.1 Objectives
 - 7.2 Précis Writing
 - 7.3 Note Making
 - 7.4 Answers to Check Your Progress Questions
 - 7.5 Summary
 - 7.6 Key Words
 - 7.7 Self Assessment Questions And Exercises
 - 7.8 Further Readings
-

7.0 INTRODUCTION

For proper understanding of a piece of work, whether long or short, or critical in nature; it is always useful to have a gist of the main crux, the important points, the generalized understanding of the arguments made and most importantly sort out between what is important and what is not in a text. There are two different but important tool which can be used for such purposes. These include précis and note writing. While précis writing is summarized composition of a work, note making is a rather rough draft or version of gathering important information from a work. Both have different stylistic approach yet have their own benefits. In this unit, you will learn about the concept of précis writing and note making.

7.1 OBJECTIVES

After going through this unit, you will be able to:

- Explain the meaning of précis writing
 - Discuss the steps for writing a précis
 - Describe the objectives and process of note making
-

7.2 PRÉCIS WRITING

According to the dictionary, a précis is a summary of an article, book, text or an abstract. Therefore, writing a précis would imply writing a summary. Summarizing would require a person to read the concerned text or book, cull out the main points or the essence of the writing and express it in a simple, concise and precise manner. A good précis would be the gist or the central theme of a particular text,

which includes all the main points so that any person can get an idea of the essential issues or points dealt with in the text without actually going through the whole thing.

The activity of writing a précis has its positive points. Some of them are as follows:

Précis writing forces a person to not just read but to read with the mind. Most of us read, but very few of us read carefully enough to retain every bit of the text. Usually, what we retain is patchy, scratchy and quite vague. However, when one has to write a précis, one is forced to read in such a manner that all the essential points are retained and etched in the mind.

Précis writing is like writing composition. It provides you an opportunity to express your thoughts precisely and concisely. Since you know that you have to write within a certain word limit and you are aware that the writing needs to be precise, you learn to use just the right words, you are forced to organize your thoughts and put them in a logical sequence and take care not to repeat thoughts or ideas.

In any field, the ability to read something, grasp its meaning, retrieve the essence of it and also to explain or reproduce it later will always stand a person in good stead. Precis writing is an exercise that helps develop a person's ability to read carefully and retain the essentials of what he has read in the right logical sequence.

Steps for Writing a Précis

Summarizing a passage or a book is not as easy as it may sound. It involves concentration and intensive thinking.

Step 1

Read the text quickly to get a fair idea of what it is about. You may have to read it twice or maybe even thrice to get a general idea of its theme, of what the writer is trying to convey and the true subject around which the text revolves.

Step 2

While reading, think of some phrase or word that will serve well as a title for your précis. Sometimes, it is rather easy to locate the key phrase or sentence that could be used as a title. However, mostly the reader has to first understand the subject to be able to coin a title.

Step 3

Read the text again. This time slowly and carefully so that no point is missed. At times, even a single word or phrase, if overlooked can lead to a complete misinterpretation or misunderstanding of the text.

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Step 4

At this stage, you should select the important passages or parts of the text. You could either mark them out in the main copy or better still, jot down the important details on a separate sheet.

Step 5

Now is the time to write a rough draft. If you are given a word limit beforehand, your work is reduced. If you are only told that you should be writing a précis which is a third or a fourth of the original passage, you will first need to count the words and calculate the exact word limit.

It is not easy to write a précis well within the word limit at the first attempt itself. Usually, the précis will exceed the limit. Even if a précis falls short of the limit, it should never exceed the word limit. This might require many rounds of revision.

While writing the rough draft, you should ensure that the précis is written entirely in your own words. It must not be jerky. It must be a smooth read and must appear as a single completely stand-alone unit. It should be complete in every way. There should be no redundancies.

Take care not to use direct speech. A précis is preferred in indirect speech.

Step 6

Once the rough draft has been revised and re-revised to your satisfaction, you should write a fair copy. Read it again to ensure that no key words have been omitted and also to ensure that it is grammatically correct and properly punctuated and the proper length.

Rules to keep in mind

1. The précis should be limited to not more than one-third the length of the original passage.
2. Do not try to copy the style of the original source. Use clear, factual expressions.
3. The author's ideas should not be changed or criticized. Try not to introduce ideas of your own. When you are selecting main ideas from the passage, ensure the main ideas are not omitted. This way the fundamental meaning of the passage is retained.
4. Revise your writing until you are sure you have given an accurate summary.

When the précis is complete, it should clearly state:

- What was discussed and argued
- What was the focus of the précis
- What was the learning
- What it means (why it is important).

Précis Samples

Précis and Note Writing

Write précis for each of the following passages in about 75 words and give a suitable heading.

• SAMPLE 1

We do not know what to do with our knowledge. Science has given us superhuman powers, which we do not use properly. For example, we are unable to manage our machines. Machines should be fed promptly and waited upon attentively; otherwise they refuse to work or cause destruction. We already find it difficult to do without machines. In the course of time they may rule over us altogether.

A stamp is, to many people, just a slip of paper that takes a letter from one town or country to another. They are unable to understand why we stamp collectors find so much pleasure in collecting them and how we find the time in which to indulge in our hobby. To them it seems a waste of time, a waste of effort and a waste of money. But they do not realise that there are many who do buy stamps, many who find the effort worth-while and many who, if they did not spend their time collecting stamps, would spend it less profitably. We all seek something to do in our leisure hours and what better occupation is there to keep us out of mischief than that of collecting stamps? An album, a packet of hinges, a new supply of stamps, and the time passes swiftly and pleasantly. Stamp-collecting has no limits and a collection never has an end; countries are always printing and issuing; new stamps to celebrate coronations, great events, anniversaries and deaths. And the fascination of collecting is trying to obtain these stamps before one's rivals. Every sphere of stamp-collecting has its fascination — receiving letters from distant countries and discovering old stamps in the leaves of dusty old books. A stamp itself has a fascination all its own. Gazing at its little picture we are transported to the wilds of Congo, the homes of the Arabs, and the endless tracks of the Sahara desert. There is a history in every stamp. The ancient Roman Empire and the Constitution of America. India's Independence and the Allied victory, are all conveyed to our mind's eye by means of stamps. We see famous men, pictures, writers, scientists, soldiers, politicians and famous incidents. Stamps, so small and minute, contain knowledge that is vast and important.

Précis

Stamp Collecting

To many people a stamp is merely something necessary for sending a letter. They regard stamp-collecting as a waste of time, effort and money. But there are many people who love buying stamps and find this hobby - worthwhile and more profitable than other leisure pursuits. Collecting stamps helps to pass the time quickly and pleasantly.

Stamp-collecting is limitless and endless. Countries are always issuing stamps to celebrate important events. It is fascinating to receive letters from distant

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countries and to discover stamps in old books. A stamp itself has a charm. Stamps show us geographical and historical pictures, famous people and incidents. These small things contain vast knowledge.

• **SAMPLE 2**

One great defect of our civilization is that it does not know what to do with its knowledge. Science, as we have seen, has given us powers fit for the gods, yet we use them like small children.

For example, we do not know how to manage our machines. Machines were made to be man's servants; yet he has grown so dependent on them that they are in a fair way to become his masters. Already most men spend most of their lives looking after and waiting upon machines. And the machines are very stern masters. They must be fed with coal, and given petrol to drink, and oil to wash with, and must be kept at the right temperature. And if they do not get their meals when they expect them, they grow sulky and refuse to work, or burst with rage, and blow up, and spread ruin and destruction all round them. So we have to wait upon them very attentively and do all that we can to keep them in a good temper. Already we find it difficult either to work or play without the machines, and a time may come when they will rule us altogether, just as we rule the animals.

Précis

Men and Machines

One great defect of our civilization is that it does not know what to do with its knowledge. Science, as we have seen, has given us powers fit for the gods, yet we use them like small children. For example, we do not know how to manage our machines. Machines were made to be man's servants: yet he has grown so dependent on them that they are in a fair way to become his masters. Already most men spend most of their lives looking after and waiting upon machines. And the machines are very stern masters. They must be fed with coal, and given petrol to drink, and oil to wash with, and must be kept at the right temperature. And if they do not get their meals when they expect them, they grow sulky and refuse to work, or burst with rage, and blow up, and spread ruin and destruction all round them. So we have to wait upon them very attentively and do all that we can to keep them in a good temper. Already we find it difficult either to work or play without the machines, and a time may come when they will rule us altogether, just as we rule the animals.

We do not know what to do with our knowledge. Science has given us superhuman powers, which we do not use properly. For example, we are unable to manage our machines. Machines should be fed promptly and waited upon attentively; otherwise they refuse to work or cause destruction. We already find it difficult to do without machines. In the course of time they may rule over us altogether.

(**Source:** Wren, P. C. and H. Martin. 2007. *High School English Grammar and Composition*. New Delhi: S. Chand and Company Ltd.)

Précis and Note Writing

• **SAMPLE 3**

The last three generations have *witnessed* a vast increase in the size and number of large cities. Life is more *exciting* and more money can be earned in the cities than the villages and small towns. Hence the *migration* from country to city. In the *van* of this migrating *host* have marched, the ambitious, the *talented*, the adventurous. For more than a century there has been a tendency for the most gifted members of small rural communities to leave home and seek their fortunes in the towns. *Community life* in the country is thus *impoverished*; but (and this is the important point) the community life of the great urban centres is not correspondingly enriched. It is not enriched for the good reason that, in growing enormous, cities have also grown *chaotic*- (Words 131)

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Précis

Migration from Villages to Cities

Large scale migration of villagers to cities, for making a fortune there, has reduced the size of villages and enlarged the cities. Accordingly, social life in villages is poorer, and the cities have gained in this respect, although they too remain mismanaged. (Words 42).

• **SAMPLE 4**

Of the duty of the artist in the coming years much has been said, indeed rather too much. He is always being *preached at* and being told that he ought to preach. Naturally he will be interested in his *surroundings* and want to comment on them, he will express the feelings of his people and reflect their attitude; and he will, if generously minded, desire to *champion* the oppressed and reform *abuses*. But to say that his fundamental duty is to do (these things) is to mistake his function. His fundamental duty is to do his job. He must, first and foremost, write properly, paint properly, express himself as an individual. When he has done that, his *message* — if he has one—is sure to *show through*. I am all against him starting off with a message; if he does that, he is not an artist, he is a pamphleteer. His message, however deeply he feels it, must come out *incidentally*. When he is actually writing or painting, or whatever it is, his fundamental feeling ought to be: ‘Let me make something’, not ‘Let me preach.’ His primary duty is not to society but to himself. (Words 195).

Précis

Duties of the Artist of Future

People want the artist of the future to give moral lessons through his work. He will be influenced by his surroundings and might associate himself with the cause of the downtrodden. But this is not his duty. His real duty is to

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excel in his sphere, and morality should come out only indirectly, His main duty is to acquit himself well. (Words 66).

• SAMPLE 5

Real good talk is one of the greatest pleasures there is, and yet how rarely one comes across it. There are a good many people among my acquaintances who *on occasions* are capable of talking well. But what they seem to lack is *initiative* and *deliberate purpose*. If people would only look upon conversation in a more serious light, much would be gained. I do not of course mean, *Heaven forbid*, that people should try to converse seriously ; that results in the worst kind of dreariness, in feeling, as *Slewnson* said, that one has the *brain of a sheep and the eyes of a boiled codfish*. But I mean that the more seriously one takes an argument, the more amusing it becomes. What I wish is that people would apply the same sort of seriousness to talk that they apply to *golf and bridge* ; that they should desire to improve their game, *brood over their mistakes*, try to do better. Why is it that so many people would think it *effeminate* to try to improve their talk, and yet think it manly and rational to try to shoot better ? Of course it must be done with a natural *zest* and enjoyment or it is useless. It is all very well to know beforehand the kind of line you would wish to take, but *spontaneity* is a necessary ingredient of talk and to make up one's mind to get certain stories in, is to deprive talk of its fortuitous charm. (Words 249).

Précis

Essentials of Good Conversation

The writer says that good conversation is an uncommon thing. People lack the ability to start a conversation and to put matter into it. The writer, however, does not mean that people should become grave conversationalists, but that they should always try to improve their conversation, as they improve their skill in games, with real interest. Moreover conversation should not be pre-planned, although one can decide the line of argument that is to be followed. Conversation must be natural, otherwise it will not be interesting. (Words 85).

• SAMPLE 6

Like every other instrument that man has invented sport can be used either for good or for evil purposes. Used well, it can teach *endurance* and courage, a sense of fair play, and a respect for rules, *co-ordinate* effort and the subordination of personal interests to those of the group. Used badly, it can encourage personal vanity, and group vanity, greedy desire for victory and hatred for rivals and an intolerant *esprit de corps*. In either case sport *inculcates* responsible co-operation ; but when it is used badly the co-operation is for undesirable ends and the result upon the individual is an increase of *attachment*, when it is used well, the character is modified in

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the direction of non-attachment-Sport can be either a preparation for war or, in some measure, a substitute for war, a trainer either of *potential war-mongers* or of potential peace-lovers; an educative influence forming either militarists or men who will be ready and able to apply the principles of *pacifism* in every activity of life. It is for us to choose which part the organized amusement of children and adults shall play. In the *dictatorial countries* the choice has been made, consciously and *without compromise*. Sport there is definitely a preparation for war. (Words 210)

Précis**Value of Sport**

The value of sport will depend on the spirit in which people take it. Sport can produce a habit of peace or war-mentality. If sport is taken in the right spirit it teaches co-operation and engenders a spirit of sacrifice for the common good. When sport is taken in the wrong way it leads to an attitude of domination. The choice lies with the people, and the non-democratic countries have made sport a preparation for war. (Words 75).

(Source: Sidhu, C.D., Prem Nath and Kapil Kapoor. 2004. *Comprehensive English Grammar and Composition*. New Delhi: Khosla Publishing House.)

7.3 NOTE MAKING

For success in academic as well as professional fields, the exercise of note making is a must. Suppose you are given a topic to research and write on. As you do your research a plethora of information comes to you – some of them are useful, some very significant, some rubbish and some which are of no significance. While gathering this information if we do not keep proper notes and think that you will be able to retain everything in our mind, then we are surely mistaken. It may happen that you may miss some important information while writing or may miss an important argument. Therefore, it is always better that we make notes, which can then be used while we start writing or preparing for the examination or for any other future reference. Therefore, note making is an essential part of the writing process.

Objectives of Note Making

Note making is a significant academic exercise for the following reasons –

- Today when there is plethora of information available on any topic because of the spread of digital information it is therefore significant that one takes down notes of whatever one reads so that it can be used in future; otherwise the person may have the tendency to forget many a things that he or she has read.
- The notes can be used for future reference.

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How to Make Notes?

The following are the steps to be kept in mind while note making or writing:

- By note making one can filter the key ideas from what one has read and can do away with information and analyses that are not so useful.
 - It can be helpful in revision work.
- How to Make Notes?**
- The first significant thing about note-making is that the reader should read or go through the reading or the passage very carefully and try to figure out the key ideas, main theme, key arguments of the reading / passage.
 - The note-maker should then put the main idea of the passage as heading of the passage – the heading should be short and easy to understand (usually of three to four words) and usually written on the top middle of the page. Moreover, it should be so that it evokes the interest of the other readers and also makes you go through it again.
 - Under the heading of the passage, the sub-headings should come in. Sub-headings are the subordinate or associated ideas that come under the heading, that are used to develop the heading or the main idea of the reading or passage.
 - Once we are through with the subheading it is essential to write the points under each subheading which goes on in support/ against/ to uphold/ to argue in favour or against/ to provide the details/ etc. of the sub-heading. It should be kept in mind to properly indent (space suitably and provide them numbers or put them in bullet form) the points.
 - Other significant points:
 - i. There is no need to write full sentences in note-making – one can just write in the form of just the necessary words which can be understandable.
 - ii. Abbreviations should be used as much as possible (and a list of abbreviations should be provided at the end of note-making for other readers).

Table 7.1 Some Standard Abbreviations

Abbreviations

Some Popular and standard Abbreviations

- a. Capitalized first letters of words U.S.A., U.K., U.S.S.R., W.B., U.P., etc.
- b. Common abbreviations Sc. (for science), Mr., Mrs., Dr., Govt., etc
- c. Common symbols e.g., : \ . , +ve, -ve, → (leading to), ↑ (rising), ↓ (falling), =, etc.
- d. Measurements and Figures 1002, 100", 100 kg, 1000 mm, 100ml, etc.

Check Your Progress

1. What kind of help does précis writing provide as an exercise?
2. List the purposes which précis writing should clearly state when completed.
3. State the first significant thing about note-making.

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7.4 ANSWERS TO CHECK YOUR PROGRESS QUESTIONS

1. Precis writing is an exercise that helps develop a person's ability to read carefully and retain the essentials of what he has read in the right logical sequence.
2. When the précis is complete, it should clearly state:
 - What was discussed and argued
 - What was the focus of the précis
 - What was the learning
 - What it means (why it is important).
3. The first significant thing about note-making is that the reader should read or go through the reading or the passage very carefully and try to figure out the key ideas, main theme, key arguments of the reading / passage.

7.5 SUMMARY

- According to the dictionary, a précis is a summary of an article, book, text or an abstract. Therefore, writing a précis would imply writing a summary.
- Précis writing forces a person to not just read but to read with the mind. Précis writing is like writing composition. It provides you an opportunity to express your thoughts precisely and concisely.
- Précis writing is an exercise that helps develop a person's ability to read carefully and retain the essentials of what he has read in the right logical sequence.
- The précis should be limited to not more than one-third the length of the original passage. One should not try to copy the style of the original source. The author's ideas should not be changed or criticized. The writing should be revised again and again.
- For success in academic and professional fields, note making is a must. Note making is an essential part of the writing process. Notes can also be used for future reference. Moreover, it is useful in revision work.

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7.6 KEY WORDS

- **Précis:** It is a summary of an article, book, text or an abstract.
 - **Note making:** It is a process of reviewing, connecting and synthesising ideas from your lectures or reading.
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7.7 SELF ASSESSMENT QUESTIONS AND EXERCISES

Short Answer Questions

1. What are the positive points about the activity of writing a précis?
2. Mention the rules to be kept in mind while writing a précis.

Long Answer Questions

1. Describe the steps for writing a précis.
 2. Examine the objectives of note making. Explain the process of how notes are made.
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7.8 FURTHER READINGS

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Joseph Mathew. 2010. *Fine Tune Your English*. New Delhi: Orient Blackswan Pvt. Ltd.

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UNIT 8 PARAGRAPH AND ESSAY WRITING

Structure

- 8.0 Introduction
- 8.1 Objectives
- 8.2 Paragraph Writing
 - 8.2.1 Paragraph Writing Process
 - 8.2.2 Characteristics of Good Paragraph-Writing
- 8.3 Sample Paragraphs
- 8.4 Essay Writing
 - 8.4.1 Characteristics of a Good Essay
 - 8.4.2 Essay and its Types
 - 8.4.3 Parts of An Essay
 - 8.4.4 Hints on Essay Writing
- 8.5 Selected Essays
- 8.6 Answers to Check Your Progress Questions
- 8.7 Summary
- 8.8 Key Words
- 8.9 Self Assessment Questions and Exercises
- 8.10 Further Readings

8.0 INTRODUCTION

The definition of a paragraph to a layman can be given as a series of coherent and organized sentences that are all connected to a single specific theme/topic. As a writer, your attempt should be to organize into paragraphs, any piece of writing that comprises more than a couple of sentences. Paragraphs help the reader identify the various parts of a piece of prose or an essay; they help identify where the essay begins and where it ends. Whether a paragraph contains a series of events, compares two incidents or things, describes a place, discusses an individual or an opinion, one thing it will definitely have is a topic sentence. You will read about this and other elements in this unit.

The Concise Oxford Dictionary defines an essay as ‘a literary composition (usually prose and short) on any subject.’ In fact, an essay is a short piece of writing on any topic which expresses the author’s personal opinion on it. However, the term may also be extended to any written composition which provides information on a given subject or a narrative or descriptive piece of writing. It may include statement of facts, explanation of a topic or can be based on imagination. Depending on the nature of writing, essays are classified into different types.

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8.1 OBJECTIVES

After going through this unit, you will be able to:

- Explain the meaning and characteristics of paragraph writing
- Discuss the process of paragraph writing
- Explain the term ‘essay’, its characteristics and types
- Define the characteristics of good writing skills
- Discuss the various steps in essay writing

8.2 PARAGRAPH WRITING

A paragraph is a specific portion of written or printed text that deals with a specific idea. This portion usually begins on a new line with an indentation.

It usually forms a part of a large piece of text or composition, such as an essay, a prose chapter or a story. However, we can also treat a paragraph as a separate, complete and stand-alone unit. It is a short literary composition comprising a continuous series of meaningful sentences that are properly linked and together bring out a systematically developed unit of thought. The basic purpose of a paragraph is to not only widen the perspective of the learner but also expand his mental horizon and help his writing skills.

Paragraphs can be of many types as discussed, but there are two broad categories:

- i. **Narrative paragraphs:** This type of paragraph records an event or happening in a chronological manner. The event or incident could be real or a figment of the imagination. The main idea is highlighted in the beginning, and the elements are then unified using sentences. The concluding sentence usually sums up the effect of the event. Some examples of this type of paragraph are a piece of prose on *A visit to a national sports meet* or *A trip to the market*. Such paragraphs comprise chronological accounts of personal experiences. Coherence in such paragraphs is achieved by using adverbial expressions of time, for example, then, when, meanwhile, the next day. These experiences are usually narrated in the past tense.
- ii. **Descriptive paragraphs:** Such paragraphs comprise descriptions of places, objects, events and individuals depicting the individual’s perspective in response to such situations and objects. *An ideal husband*, *A good student*, *Life of a sportsperson*, are examples of descriptive-writing.

The details in such paragraphs are spatially arranged in order using adverbials of time and place in order to give the details a structured pattern.

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8.2.1 Paragraph Writing Process

If the outlines of the paragraph and the title are available, the paragraph can be easily developed using the hints. Of course, appropriate conjunctions and linking words and phrases can be used generously to bring about the desired continuity and spontaneity of thought.

In the absence of guidelines or hints like the title or paragraph outlines, a proper plan is required to make paragraph-writing effective. The following steps could be followed:

- **Topic selection:** Keeping in mind the broad areas of interest, the topic should be first selected. It should be one with which the writer is most familiar, involving his personal knowledge and experiences. He needs to think clearly and have complete understanding of the topic before he can write.
- **Statement of idea:** The most dominant idea should be stated in the introductory statement or sentence. The subsequent statements in the paragraph should be built up around this main theme or idea. This sentence could also be referred to as the topical sentence. The tone and style of the introductory sentence should be capable of drawing and sustaining the attention of the reader.
- **Information gathering:** The contents of the paragraph can be developed only when all the required information and material related to the concerned paragraph are put together as a meaningful whole. To unify the various elements of the paragraph, there should be certain supporting ideas.
- **Conclusion:** Once the content is logically organized, the paragraph should reach a proper conclusion. This conclusion should wind up the paragraph by either reiterating the main theme forcefully or by highlighting the effect of the event or experience on the mind of the narrator.

8.2.2 Characteristics of Good Paragraph-Writing

Generally, you will find that the first sentence of a paragraph is a topic sentence. It contains the topic and an opinion on the topic. It does not give any supporting ideas which cannot be avoided in the sentence that is to follow. There would be at least two or three sentences to support the main idea/ideas with examples, reasons, comparisons, or even anecdotes. The end of the paragraph is as good as its beginning. Therefore, the conclusion usually reasserts the writer's opinion without expressing it in words used earlier.

To write an effective, clear and good paragraph, the following points should be kept in mind:

- The writer should ensure that he is very clear about what he wants to write. There should be clarity in thought and also in the way these thoughts are expressed.

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- The language used should be simple. The thoughts should be lucidly expressed using crisp sentences.
- The thoughts and facts expressed should flow in a logical sequence so that there is continuity and spontaneity. The natural flow should not be lost.
- The events being expressed or described should be placed in the natural order. They could be arranged as per the importance or as per the chronological order.
- Connectives can be used to bring about coordination of sentences. *Next, then, when, after, there, near, next, etc.* can be used to refer to the time and place. Transitional words can be used to carry forward an idea or debate. *Besides, on the contrary, in other words, in addition, on the other hand, etc.* Other sentence linkers depicting cause-effect relationship can also be used such as *hence, since, therefore, thus and in short. Still, however, nevertheless and but* can also be used to achieve structural coordination. In addition, writers can also use rhetorical or parallel sentences for effect.
- The paragraph can be given an impressive form by using variety in terms of vocabulary.
- The written text should be revised once to get rid of grammatical and spelling errors and even wrong punctuation.
- During revision, all material that is irrelevant should be deleted. Digressions could be rectified and repetitions could be avoided.
- The paragraph should be within the word limit, and be precise and to-the-point.

8.3 SAMPLE PARAGRAPHS

In this section, let's have a look at some sample paragraphs.

1. Interview: Its Various Aspects

In social and business life, there are various types of interviews. The interviewees stand to gain and benefit when they put up their best during the interview. It is therefore expected that the candidate for the interview shows a high level of keenness to face and do well in the interview. This should translate into reaching on time, being presentable, listening well, communicating sincerely and projecting proper body language on the part of the interviewee. It is also expected that the interviewer does the utmost to make the interviewee comfortable, and the process of the interview is pleasant, whatever be the outcome. The job interview, although a powerful factor in the employee selection process in most organizations, may not deserve all of the attention it receives. Other background checking and work history references provide the much needed factual information, to make hiring

decisions. Nonetheless, the job interview remains key to assessing the candidate's cultural fit and to effectively selecting the people who best fit the organizational needs. To do this, interview process, questions, and exchanges must be legal, ethical, and must never offer assurances that potential staff can interpret as promises.

*Paragraph and
Essay Writing*

2. Physical Barriers that Hamper Effective Listening

Noise, poor acoustics, malfunctioning of the mechanical devices being used, frequent interruptions and uncomfortable seating arrangements are physical barriers that hamper effective listening. The first step of the listening process is hearing and extraneous noise disturbs the hearing process. Extraneous noise disturbs both the listener and the speaker. In case a device like microphone or telephone is being used, then the malfunctioning of the device will act as a hurdle or it may also result in the failure of transmission of the message from the speaker to the listener. Poor acoustics of the room or uncomfortable seating arrangements may make it difficult for the listener to concentrate on the speaker. Interruptions by other people or by the telephone while someone is speaking disturb the concentration of the listener, frustrate the speaker and make the listening process less effective. Message overload, which involves listening to a lot of information one after another also makes it impossible to listen attentively after a certain point.

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3. Group Discussion: A General Overview

Group discussions are a very important aspect of group communication. Group discussion is a creative and dynamic activity which stimulates reflective thinking among the members. Group discussion may be defined as an activity in which a small number of persons meet face to face and exchange and share ideas freely or attempt to reach a decision on a common issue. Group discussions are unstructured and less formal compared to meetings or conferences wherein specific roles are assigned to the participants. In a group discussion, an individual's thought process is influenced by the views and opinions of the other members. It also depends on where and in which direction the mood of the discussion moves. In a group discussion, each participant is free to speak his views. A successful discussion involves both listening and speaking.

4. Effective Speaking Skills

As presentations are delivered orally, under relatively public circumstances, they require some special communication techniques. A presentation is a one-time event. Though the audience may have a chance to listen to the recorded speech, they miss the opportunity of exchanging their views and appreciating the speaker. Therefore, you must make sure that each member of the audience hears what you say and remembers it. To do so, you must capture their attention immediately and keep them interested. Effective speaking requires voice control, good presence of mind, and ability to use effective body language.

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5. Relationship Between Meetings and Conferences: Similarities and Differences

Meetings and conferences have become an integral part of business life. They facilitate exchange of views and as such constitute an important means of interactive communication. Both conferences and meetings refer to an assembly of persons who come together and deliberate on topics and issues of communicable interest.

So common are they in today's business and organizational environment that it is inconceivable to think of any person associated with business organizations who has not been in a meeting or conference. Both these interactive forums facilitate face-to-face discussions that take place at various levels. They may be employer-employee meetings, employee-employee meetings and conferences, employee-customer meetings, and so on. Meetings take place more often than conferences, and also relate to fewer persons. While there can be a meeting of even two persons, a conference normally connotes an assembly of a large number of people. Similarly, meetings may take place any number of times during a day or a week, while conferences are normally scheduled annually, bi-annually, and so on. While meetings can be both pre-planned and impromptu, conferences are, by and large, planned in advance. While some distinction has been made here between meetings and conferences as commonly followed in practice, the distinction is by no means very rigid. There is a certain overlap between the two in actual practice. One may say, for example, that the Chief Executive is in conference with the General Managers. The dictionary refers to a meeting as an assembly of persons, especially for entertainment, workshop, etc. whereas a conference is described as a meeting of any organization, association, etc. for consultation, deliberation, and so on. Meetings and conferences, when effectively organized and conducted, can play a significant role in business communication.

6. Publicity as a Key Factor of Promotional Strategy

Publicity relates to the efforts an organization makes to be constantly in the public eye. In contrast to advertising, publicity is normally 'free', in the sense that no media costs are involved. Unlike advertising, publicity is not paid for in terms of newspaper space or radio and TV time. Publicity is an important facet of any promotional strategy, and is a must for any organization keen on sustaining its image and market presence. Business organizations resort to a wide variety of publicity measures such as exhibitions, demonstrations, seminars, sponsorships, bus panels, maintenance of fountains and parks, posters and banners, sports events, stickers and balloons, neon lights, pamphlets and brochures, gift articles, press conferences and meets, traffic umbrellas, trade fairs and competitions. Every such opportunity is used to take a message to the public. Larger business organizations have dedicated publicity departments or teams working out varied publicity campaigns and initiatives. The adage 'out of sight, out of mind' is very relevant in today's competitive environment. Publicity efforts endeavour to create and sustain high visibility to the business organization across all relevant sections of the public.

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7. Direct Marketing

Direct marketing has emerged as a very significant area of the range of promotional efforts made by an organization. Direct marketing refers to direct mailing or delivery of product and company-related literature to the target groups.

Pamphlets, brochures, charts, booklets and other such material are made available directly by the business organization. The objective here is to communicate and gain attention and response from the target sections. Specialized agencies are also often hired by the businesses to develop effective direct marketing strategies. This would involve attractive designing of the direct marketing literature, creation of a database of target sections, timely delivery and follow-up efforts. The response to direct mailing is, however, often quite limited. Nevertheless, since it is cost effective, there is a growing interest in this method of business to public communication.

8. Questionnaires: Meaning and Purpose

Questionnaires are formal, written communication consisting of a series of relevant and structured questions sent by the researcher to the target groups for eliciting the required information. The questionnaire method of obtaining data is widely used for conducting product studies, market studies, impact studies, etc. The questionnaires may be administered by post (postal questionnaire) or by means of person-to-person interviews by calling on the respondent (personal interview).

The business communicator should learn the skill of designing the questionnaire so that they elicit the required information in a sequential, unambiguous and reader-friendly manner. The replies sought through the questionnaire should be amenable to manual and mechanized tabulation and meaningful interpretation.

9. Mass Communication

Mass communication is essentially a game of numbers. The objective here is to reach out with the purpose of providing specific or general information, influencing the thinking of the target group, and eliciting a certain action or response.

Newspapers, periodicals and other products of journalism essentially seek to inform and influence. On the other hand, advertisements, hoardings, posters, etc. strive to inform, influence and also elicit response or action. Questionnaires, observational methods and research studies are other types of communication that aim at eliciting information from numerous target individuals, towards making well-defined assessments. These are interrogatory in nature.

10. Communication Design

Communication design is a mixed discipline between design and information development which is concerned with how media intermission such as printed, crafted, electronic media or presentations communicate with people. A communication design approach is not only concerned with developing the message

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aside from the aesthetics in media, but also with creating new media channels to ensure the message reaches the target audience. Communication design seeks to attract, inspire, create desires and motivate the people to respond to messages, with a view to making a favourable impact on the bottom line of the commissioning body, which can be either to build a brand, move sales, or for some humanitarian purposes. Its process involves strategic business thinking, utilizing market research, creativity, and problem-solving.

11. Perception: Its Several Interpretations

The word ‘perception’ has many shades of meanings according to the dictionary. It can mean ‘an act or power of perceiving’, or ‘discernment’ or ‘appreciation of any modification of consciousness’. It could also be used to indicate ‘the combining of sensations into the recognition of an object’, ‘reception of a stimulus’ or ‘action by which the mind refers its sensations to external objects as cause’ and so on. Perception implies discernment, reception of a stimulus and an act by which the mind refers its sensations to an external object as cause. In other words, perception is a process of making sense out of events. It is a process by which we perceive the meaning of any event. In the organizational context, the commonly used word is ‘role perception.’ As against a defined role, there is a perceived role. The definition may or may not be adequate. It is the attitude of an individual that will influence the perception of the role—whether to confine to the defined role or to go beyond it. Great leaders and achievers bring their own perceptions to the legally or organizationally defined roles. It is such positive perception that helps people become more creative and makes human endeavour much more meaningful.

12. Definition and Significance of Narrative Writing

Narrative writing is a means of telling a story. However, it is poles apart from telling a story loudly. You have to remember that narrating a story is not the same as writing down the same story. During narration, the narrator may forget certain points or highlight certain sections more than the rest or may even add some points. While writing a story, on the other hand, the narrative writer has to keep in mind the characters of the story as well as the roles played by each one of them, the theme of the story, the tone used by the characters and their expressions, etc. Most importantly, the writer should ensure that a certain flow is maintained in the story for the sake of sustaining the interest of the readers. Creative writing is known as narrative writing. A narrative writer writes with the aim of entertaining the reader. Hence, most completely developed narrative fiction or non-fiction should begin with an introduction to the central theme. This theme should then be developed followed by an engrossing and action-packed middle before coming to a memorable end.

13. Importance of Public Relations

Public Relations (PR) is the practice of managing the flow of information between an organization and the public. Public relations gains an organization or individual,

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exposure to their audiences using topics of public interest and news items that do not require direct payment. Because public relations places exposure in credible third-party outlets, it offers a third-party legitimacy that advertising does not have.

Common activities include speaking at conferences, working with the press and employee communication. PR can be used to build rapport with employees, customers, investors, voters, or the general public. An organization that is portrayed in the public arena employs some level of public relations. A number of specialties exist within the field of public relations, such as analyst relations, media relations, investor relations or labour relations.

14. Working Pattern of an Advertising Agency

Like any other organization, an advertising agency works in a team format basis. The people who create the actual ads form the core of an advertising agency.

Next comes the account management department. Account management is the sales arm of the advertising agency. They are responsible for coordinating the creative, media, and production staff behind the campaign. Next is the creative services team or the production team. This department consists of those employees who are responsible for working on the creative, media, and production in the campaign. An often forgotten, but still very important, department within an advertising agency is traffic. The traffic department regulates the flow of work in the agency. It is typically headed by a traffic manager (or system administrator).

Traffic increases an agency's efficiency and profitability through the reduction of false job starts, inappropriate job initiation, incomplete information sharing, over and under-cost estimation, and the need for media extensions. Some of the biggest commercial advertising companies in India include Mudra Communication, Pressman India, Thomson Associates, Lintas, and Percept Holdings. They boast of having the best of clients with excellent reputation attached to them.

15. Relevance of Speech in Everyday Scenario

Speeches can be delivered as an extempore or impromptu or they can be prepared and delivered. A person may be invited to speak as a guest at a seminar; a subject matter expert or professor can be asked to speak on his subject and explain certain issues related to his subject to a lot of interested students; one of the invitees at an official dinner may be casually called upon to say a few words at the end of the dinner; a team member may be asked to give a speech to welcome a new entrant to the group or to thank, praise or bid farewell to an old member of the team; a director may be asked to deliver a speech about the progress of a company at a board meeting, a CEO may be asked to speak to the media about his company at a press conference. Whatever be the situation or occasion, in order to be effective, speeches need to be structured. They can be structured in many ways; it is up to the speaker to decide on a structure that he finds most convenient or suitable.

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Check Your Progress

1. How are paragraphs helpful for the reader?
2. What does the narrative type of paragraph record?
3. List two points to be kept in mind while writing an effective, clear and good paragraph.

8.4 ESSAY WRITING

Essay refers to ‘a short piece of writing on a particular subject, written in order to be published’. Therefore, to understand essay writing, one must understand the importance of essay writing.

Writing is that form of communication which reveals the sender’s clarity of thought and expression in encoding a message. Barbara Tuchman, a well-known historian, has very aptly said that though effective communication needs both a sender and a receiver, this process can become more successful if the writer (who is the sender in this case) keeps the written form (the message) simple, concise and brief.

Effective writing does not happen just on its own. It is a skill which needs to be cultivated. In other words, it involves the practice of following what is commonly called ABC, i.e., Accuracy, Brevity and Clarity. Accuracy here means use of correct facts and figures, language and tone. By brevity is meant the ability to express oneself in a few words, leaving out unnecessary details. Clarity refers to the expression of thought in a clear and simple language.

Since the success of communication, to a large extent, depends on the receiver and how he responds to the message, recognizing the needs, expectations, fears and attitudes of the receiver/s is very essential. In written communication, the feedback is delayed and the receiver cannot immediately clarify his doubts in case of an unclear message. Therefore, getting our written communication right becomes a matter of prime concern.

The next important task for effective writing is to identify and determine the purpose of communication. The purpose of written communication, as communication in general, is two-fold—to inform and to persuade. Informative writing presents information and is expository in nature. Its purpose is to disseminate knowledge, i.e., to educate and not to persuade. Therefore, maintaining maximum objectivity is very essential. Persuasive or argumentative writing aims at convincing the readers about a matter. It expresses opinions rather than facts.

Effective writing skills, therefore, entails planning before writing, identifying the purpose of writing, considering the needs of the audience, choosing appropriate language and effective tone. The ability to communicate a message in a simple, concise and accurate written form makes a person’s writing skills effective.

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8.4.1 Characteristics of a Good Essay

A good essay must have the following qualities:

- **Unity:** Unity is the first principle of a good essay. This means that the essay must develop a single idea with a definite purpose. Though the idea must be dealt with in a variety of ways and from different points of view, but all unnecessary details must be excluded.
- **Order:** The essay should be so ordered in a logical sequence that it comes to a definite conclusion. Thus, planning the structure is important so that thoughts flow in an order without being haphazard and unorganized.
- **Brevity:** Though the length of an essay depends on the nature of the subject, it must be brief, direct in style and expressed precisely.
- **Style:** An essay has a literary value. Hence, the style of an essay must be dignified and formal. Colloquial terms, slang words and informal expressions that are non-conventional must be avoided as far as possible. The language used should be simple, clear and direct without any attempts at unnecessary embellishments.
- **Personal touch:** An essay reflects the personal feelings and opinions of an individual.

Therefore, it must give expression to his unique individuality. One must not be afraid to express himself freely in an essay. The personal touch can be given despite maintaining one's objectivity.

Apart from the above mentioned features, appropriate subject-matter, proper organization and powerful expression of thoughts make an essay effective.

8.4.2 Essay and its Types

Essays can be classified as follows:

- i. Descriptive
- ii. Narrative
- iii. Reflective
- iv. Imaginative
- v. Expository
- vi. Discursive

However, they cannot be put into watertight compartments and some essays might include features of two or more types. For example, a narrative essay may contain descriptive elements and all essays will be more or less reflective.

- i. **Descriptive essays:** A descriptive essay includes the description of some person, place or thing. For example, mother, father, friend (person), Delhi, Bombay, the Taj Mahal (place), cars, aspects of nature like the sun, moon, etc. (thing). As the word suggests, a descriptive essay primarily focuses on

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specific details and facts pertaining to animate and inanimate things. You could describe a particular creature, or types of clouds. Describing places, buildings and objects, requires familiarity with the subject or close observation. The selection and arrangement of facts should highlight specific characteristics and if there is anything unique or special, you could mention it. A descriptive essay has many images and the tone is usually objective and impersonal. However, the writer's response to the subject he is describing is evident from his choice of words.

- ii. Narrative essays:** Narration is extensively used in fiction. It consists mainly in the narration of some event, or series of events. Narrative essays will include reflection and some imagination. It can be a historical story, biography of a great leader, incidents and accidents, a journey or voyage and a real or imaginary story. Narrative essays incorporate features of other styles of essay writing. While the primary emphasis is on narrating or talking about, 'recounting and relating' events in an orderly fashion, descriptive and reflective features are present. A narrative account of any historical event, individual or, episode has to be given in a logical and sequential manner. The narrative could be dramatically presented, but you have to keep an overall coherence in mind. Most newspaper articles tend to be narrative and students find it easier to write narrative essays.
- iii. Reflective essays:** Reflection means pondering over a subject or idea. It can include qualities like heroism, honesty, patriotism, socio-political issues such as education, corruption, democracy, philosophical and religious topics.
- iv. Imaginative essays:** In an imaginative essay, the writer is required to put himself in someone else's shoes and visualize a situation or experience. For example, an essay on 'If I were the Prime Minister of India' or 'The autobiography of a cow' would be imaginative in nature. Imaginative essays are among the most interesting because the writer gives rein to his imagination and the essay is often characterized by wit, humour, originality. The writer has complete freedom to develop the topic in whichever way he wants to and the style can be personal and subjective. In an imaginative essay, you are visualizing a particular situation, which you may not have experienced, except imaginatively, for example, 'The day my father cooked dinner'. Such a situation may never have taken place, yet you can vividly imagine what might transpire if your father had to cook dinner. Imaginative essays are lively in tone, have an original perspective and are personal in expression. Fictionalizing an episode and writing creatively about it, is also considered as an imaginative essay, for example, 'My summer holidays'. You can write about events that may not have actually taken place, but what you have imagined.

Imaginative essays are fun to write and students should be encouraged to use their imagination and express themselves.

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v. **Expository essay:** An expository essay consists of explanation of a subject or topic. For example, institutions or occupations (parliament, farming), scientific subjects (global warming, evolution of man) and literary topics (nature of poetry, the plays of Shakespeare, the poetry of Keats). The word expository means ‘to explain’. An essay that deals with the explanation of a particular process, for example, rain harvesting, an institution, (how legislative bodies function) or a natural phenomenon, (black holes in the universe) or the discussion of a particular text or style of writing, is classified as an expository essay. The writer attempts to explain why and how something happens. Here, the writer is expected to demonstrate his familiarity with the subject, provide the necessary information, elaborate wherever possible. It is better to write in a linear, sequential manner and it is important to see that your material is well structured. If you are going to talk about rain harvesting, you need to first explain the term, tell the reader what is required and go through a systematic process, so that the reader understands the entire process and the importance of rain harvesting.

vi. **Discursive essay:** Quite often, an essay requires that the writer to discuss a particular subject and come to a conclusion, after examining the merits and demerits of the topic, for example, ‘Attendance should be compulsory in a university’. A statement like this challenges a response. You have to be clear about your own view and structure the essay such that the body of the essay examines the arguments that eventually lead to the conclusion.

As far as possible, it is advisable to objectively state both sides and then proceed to your personal conclusion. An essay like this tends to be more analytical as both arguments and counter arguments have to be rationally debated and concluded with a statement or point of view.

8.4.3 Parts of An Essay

An essay consists of paragraphs arranged in a sequence. You have already learnt about paragraph writing in the previous sections of this unit. Let’s briefly recapitulate the concept here before moving forward. A paragraph is a group of sentences linked together to form a unit. Each paragraph deals with a single idea. In an essay, each paragraph explains or demonstrates a key point or thought of the central idea, usually to inform or persuade. The sentence which expresses the main idea of the paragraph is called the topic sentence. It is also known as key sentence or theme sentence. The topic sentence can come anywhere in the paragraph, either at the beginning, middle or end. All the other sentences in the paragraph are explanations or illustrations of the topic sentence.

In a paragraph, the sentences are in cohesion, i.e., they stick together in unison. Coherence is also an essential requirement of a paragraph. Coherence means the clear and logical linking of ideas in a paragraph. Thus, each sentence should be well linked with the sentence that precedes and follows it. There should be unity in the sense that all the ideas contained within a given paragraph ‘hang

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together' in a way that is easy for the reader to understand. When the writer changes the idea, he must begin a new paragraph. This helps the reader to go along with the writer's thoughts and flow of ideas. The reader knows that the writer is dealing with one main topic and the beginning of a new paragraph signals that the writer is moving on to a new topic. Consider the following example:

Employees' attitude at National Electric Company should be improved.
The workers do not feel that they are a working team instead of just individuals. If people felt they were a part of a team, they would not misuse the tools, or deliberately undermine the work of others.

Management's attitude towards its employees should also be improved.
Managers at National Electric act as though their employees are incapable of taking decisions or doing their own work. Managers treat workers like objects, not human beings.

In the above example, two ideas are discussed in separate paragraphs. In the first paragraph, the writer deals with the subject of employees' attitudes. The first sentence is the topic sentence and the other sentences are linked together in a logical sequence and are illustrations of the topic sentence. When the writer changes his idea from employees' attitudes to management's attitude, he begins a new paragraph. This new paragraph has a different topic sentence which is written in italics. The second paragraph, too, displays the features of cohesion, coherence and unity.

Now that we are familiar with the idea of a paragraph, let us discuss the different parts of an essay. An essay basically has three paragraphs, namely, introduction, description (or body) and conclusion. The body of the essay may have more than one or several paragraphs depending on the topic. Before the conclusion, there can be a transitional paragraph.

The introductory paragraph introduces the topic and familiarizes the readers with the main idea of the essay. It should be brisk and to the point. The purpose of an introduction is to supply sufficient background information and orient the readers with the subject matter. It may consist of a definition, or a quotation, proverb, a brief story or a general remark, leading up to the subject.

Description means the discussion of the topic in detail. It can include explanations and illustrations on the main idea. The length of the description will depend on the topic in question, but the description should be proportionate with each part getting the due weight. It should be to the point and the use of unnecessary words should be avoided. Words and phrases should be carefully chosen so that they match the subject matter and best express the ideas in mind. The sentences should be so framed that they are quite clear and forcefully explain the topic. The paragraphs should be well-constructed and should be related to one another according to the direction of the essay.

After the body, comes the transitional paragraph which anticipates the conclusion and prepares the readers for the end. The concluding paragraph stems directly from the description and must sum up the whole discussion. An effective and

satisfying end to an essay is as important as an arresting beginning. An abrupt or feeble ending may spoil the whole effect of the essay. A good conclusion can include a suitable quotation or a striking sentence that would leave the readers satisfied.

The following essay will make clear the above discussion:

Consumerism has killed our Humanitarian Values

*Little Dorothy called her mother,
'Mama there's a penniless child,
His eyes filled with tears of hunger,
Why does no one feed him?'
'He's 'penniless' and 'hungry',
That's the very reason
They don't feed him,'
Replied she.*

A round ivory bed covered with golden linen, a walk-in closet, mink blankets, marble floor, a personal Jacuzzi, a huge hall lighted with Swarovski chandeliers, an elaborate meal with the most exotic dishes from different parts of the world, vacations in Paris, Switzerland, Australia, a black 'ROLLS' (Royce), a huge clock that chimes every hour..... I open my eyes with a start as my alarm goes off, I wake up from my dream to face the stark reality of life. Each of us has been into a dreamland (at least once in a while) only to wake up and face reality.

Many of us are extremely brand conscious or rather 'brand freaks', but we forget that there are thousands who die of cold in the dark alleys of the city simply because they cannot wrap a single piece of cloth around their body. And all we do is pity them, but they do not need our pitiful glances. Where has all our compassion for mankind gone? Have we become so self-centered that we do not have a single tear in our eyes when we see penniless little creatures shivering in the cold?

We love going to fancy restaurants for a weekly dine-out. If our parents do not take us out on one Sunday evening, we become cranky and throw tantrums till they give in. But there are millions who cannot have even one square meal a day, countless people who starve to death and do not even have a respectable funeral.

Have you heard of concierge doctors? They are those doctors who tend to the 'needs' of wealthy people in town by paying them a home visit and treating them at home (even the most sophisticated machines are brought to their home), while there are people who die of undiagnosed diseases on the streets.

You would have heard the term 'Born with a silver spoon', it is then that I wonder why can we not, just collect the entire wealth of the world and distribute it equally amongst all the people? It is an absurd idea, but at the same time, it is a grotesque system which allows some people to have too much while many do not have enough.

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In the above essay, the introductory paragraph introduces the concept of consumerism through the use of a metaphor. The next two paragraphs constitute the description or body of the essay. The paragraph about the concierge doctors forms the transitional paragraph and marks a change towards the conclusion. The concluding paragraph aptly wraps up the whole essay.

8.4.4 Hints on Essay Writing

The following are some hints for good essay writing:

- **Preparation:** One of the chief difficulties that one faces while writing an essay is the lack of content. This difficulty can be overcome by extensive reading and powerful and alert observation. Francis Bacon has very aptly said, ‘Reading maketh a full man’, i.e., a well-read man has a wide range of knowledge and is complete in all respects. For writing good essays, general knowledge on a variety of topics is very helpful. Apart from reading, a keen observation also adds to one’s knowledge of things that are around him. Observation and a critical mind sharpen his intelligence and give him a grasp over any given subject matter. One also learns from other people’s conversations and thoughts on a certain issue. Thus, interaction with people is also helpful in gathering information.
- **Understanding the topic:** For good essay writing, the writer must have a clear and accurate understanding of what he is expected to write. In an essay, it is very important to come straight to the point instead of discussing unnecessary and irrelevant details. For example, if the topic is ‘The influence of the media on Indian culture’, the writer must understand that the essay has to talk about the specific influence that the media in India has on the culture of the country.
- **Organizing the material:** The first thing to do is to read the topic a few times to get a clear idea of what is expected from the writer. Once you are clear about the subject, the next step is to reflect over it and think what can be written about it. Attempting to write down the first thing that comes to mind, without knowing what is to come next, is fatal to good essay writing.

As thoughts come in the mind regarding the topic, one must jot them down, lest they are forgotten. Once you have collected enough material, read it over and select the points that are most suitable for your purpose. Selection of points must be done very carefully, omitting repetitions, choosing relevant illustrations and so on. The process of selection will suggest to you the line of thought you may follow in the essay.

After selecting the points, one must arrange them in a logical order so that the essay is properly structured without being disproportionate or full of repetitions and irrelevant details. Hence, making the outline first and then filling in the details is a more effective method. What you are able to produce through this process is a well-articulated essay.

8.5 SELECTED ESSAYS

In this section, we will discuss some selected essays for the better understanding of the concept.

'Women and Wives' by Joseph Addison

Light minds are pleased with trifles.

When I was in France, I used to gaze with great astonishment at the splendid equipages, and party-coloured habits of that fantastic nation. I was one day in particular contemplating a lady that sat in a coach adorned with gilded Cupids, and finely painted with the Loves of Venus and Adonis. The coach was drawn by six milk-white horses, and loaden behind with the same number of powdered footmen. Just before the lady were a couple of beautiful pages, that were stuck among the harness, and, by their gay dresses and smiling features, looked like the elder brothers of the little boys that were carved and painted in every corner of the coach.

The lady was the unfortunate Cleanthe, who afterwards gave an occasion to a pretty melancholy novel. She had for several years received the addresses of a gentleman, whom, after a long and intimate acquaintance, she forsook upon the account of this shining equipage, which had been offered to her by one of great riches but a crazy constitution. The circumstances in which I saw her were, it seems, the disguises only of a broken heart, and a kind of pageantry to cover distress, for in two months after, she was carried to her grave with the same pomp and magnificence, being sent thither partly by the loss of one lover and partly by the possession of another.

I have often reflected with myself on this unaccountable humour in womankind, of being smitten with everything that is showy and superficial; and on the numberless evils that befall the sex from this light fantastical disposition. I myself remember a young lady that was very warmly solicited by a couple of importunate rivals, who, for several months together, did all they could to recommend themselves, by complacency of behaviour and agreeableness of conversation. At length, when the competition was doubtful, and the lady undetermined in her choice, one of the young lovers very luckily bethought himself of adding a supernumerary lace to his liveries, which had so good an effect that he married her the very week after.

The usual conversation of ordinary women very much cherishes this natural weakness of being taken with outside and appearance. Talk of a new-married couple, and you immediately hear whether they keep their coach and six, or eat in plate. Mention the name of an absent lady, and it is ten to one but you learn something of her gown and petticoat. A ball is a great help to discourse, and a birthday furnishes conversation for a twelvemonth after. A furbelow of precious stones, a hat buttoned with a diamond, a brocade waistcoat or petticoat, are standing topics. In short, they consider only the drapery of the species, and never

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cast away a thought on those ornaments of the mind that make persons illustrious in themselves and useful to others. When women are thus perpetually dazzling one another's imaginations, and filling their heads with nothing but colours, it is no wonder that they are more attentive to the superficial parts of life than the solid and substantial blessings of it. A girl who has been trained up in this kind of conversation is in danger of every embroidered coat that comes in her way. A pair of fringed gloves may be her ruin. In a word, lace and ribbons, silver and gold galloons, with the like glittering gewgaws, are so many lures to women of weak minds or low educations, and, when artificially displayed, are able to fetch down the most airy coquette from the wildest of her flights and rambles.

True happiness is of a retired nature, and an enemy to pomp and noise; it arises, in the first place, from the enjoyment of one's self, and, in the next, from the friendship and conversation of a few select companions; it loves shade and solitude, and naturally haunts groves and fountains, fields and meadows; in short, it feels everything it wants within itself, and receives no addition from multitudes of witnesses and spectators. On the contrary, false happiness loves to be in a crowd, and to draw the eyes of the world upon her. She does not receive any satisfaction from the applauses which she gives herself, but from the admiration she raises in others. She flourishes in courts and palaces, theatres and assemblies, and has no existence but when she is looked upon.

Aurelia, though a woman of great quality, delights in the privacy of a country life, and passes away a great part of her time in her own walks and gardens. Her husband, who is her bosom friend and companion in her solitudes, has been in love with her ever since he knew her. They both abound with good sense, consummate virtue, and a mutual esteem; and are a perpetual entertainment to one another. Their family is under so regular an economy, in its hours of devotion and repast, employment and diversion that it looks like a little commonwealth within itself. They often go into company that they may return with the greater delight to one another; and sometimes live in town, not to enjoy it so properly as to grow weary of it, that they may renew in themselves the relish of a country life. By this means they are happy in each other, beloved by their children, adored by their servants, and are become the envy, or rather the delight, of all that know them.

How different to this is the life of Fulvia! She considers her husband as her steward, and looks upon discretion and good housewifery as little domestic virtues unbecoming a woman of quality. She thinks life lost in her own family, and fancies herself out of the world when she is not in the ring, the playhouse, or the drawing-room. She lives in a perpetual motion of body and restlessness of thought, and is never easy in any one place when she thinks there is more company in another. The missing of an opera the first night would be more afflicting to her than the death of a child. She pitied all the valuable part of her own sex, and calls every woman of a prudent, modest, retired life, a poor-spirited, unpolished creature. What a mortification would it be to Fulvia, if she knew that her setting herself to view is but exposing herself, and that she grows contemptible by being conspicuous!

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I cannot conclude my paper without observing that Virgil has very finely touched upon this female passion for dress and show, in the character of Camilla, who, though she seems to have shaken off all the other weaknesses of her sex, is still described as a woman in this particular. The poet tells us, that after having made a great slaughter of the enemy, she unfortunately cast her eye on a Trojan, who wore an embroidered tunic, a beautiful coat of mail, with a mantle of the finest purple. ‘A golden bow’, says he, ‘hung upon his shoulder; his garment was buckled with a golden clasp, and his head covered with a helmet of the same shining metal.’ The Amazon immediately singled out this well-dressed warrior, being seized with a woman’s longing for the pretty trappings that he was adorned with:

- Totumque inculta per agmen,
Faemineo praedae et spoliorum ardebat amore.
AEn., xi. 781.
- So greedy was she bent
On golden spoils, and on her prey intent.
Dryden

‘True and False Humour’ by Joseph Addison

Nothing so foolish as the laugh of fools.

Among all kinds of writing, there is none in which authors are more apt to miscarry than in works of humour, as there is none in which they are more ambitious to excel. It is not an imagination that teems with monsters, a head that is filled with extravagant conceptions, which is capable of furnishing the world with diversions of this nature; and yet, if we look into the productions of several writers, who set up for men of humour, what wild, irregular fancies, what unnatural distortions of thought do we meet with? If they speak nonsense, they believe they are talking humour; and when they have drawn together a scheme of absurd, inconsistent ideas, they are not able to read it over to themselves without laughing. These poor gentlemen endeavour to gain themselves the reputation of wits and humorists, by such monstrous conceits as almost qualify them for Bedlam; not considering that humour should always lie under the check of reason, and that it requires the direction of the nicest judgment, by so much the more as it indulges itself in the most boundless freedoms. There is a kind of nature that is to be observed in this sort of compositions, as well as in all other; and a certain regularity of thought which must discover the writer to be a man of sense, at the same time that he appears altogether given up to caprice. For my part, when I read the delirious mirth of an unskillful author, I cannot be so barbarous as to divert myself with it, but am rather apt to pity the man, than to laugh at anything he writes.

The deceased Mr Shadwell, who had himself a great deal of the talent which I am treating of, represents an empty rake, in one of his plays, as very much surprised to hear one say that breaking of windows was not humour; and I question not but several English readers will be as much startled to hear me affirm, that many of those

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raving, incoherent pieces, which are often spread among us, under odd chimerical titles, are rather the offsprings of a distempered brain than works of humour.

It is, indeed, much easier to describe what is not humour than what is; and very difficult to define it otherwise than as Cowley has done wit, by negatives. Were I to give my own notions of it, I would deliver them after Plato's manner, in a kind of allegory, and, by supposing Humour to be a person, deduce to him all his qualifications, according to the following genealogy. Truth was the founder of the family, and the father of Good Sense. Good Sense was the father of Wit, who married a lady of a collateral line called Mirth, by whom he had issue Humour. Humour, therefore, being the youngest of this illustrious family, and descended from parents of such different dispositions, is very various and unequal in his temper; sometimes you see him putting on grave looks and a solemn habit, sometimes airy in his behaviour and fantastic in his dress; insomuch that at different times he appears as serious as a judge, and as jocular as a merry-andrew. But, as he has a great deal of the mother in his constitution, whatever mood he is in, he never fails to make his company laugh.

But, since there is an impostor abroad, who takes upon him the name of this young gentleman, and would willingly pass for him in the world; to the end that well-meaning persons may not be imposed upon by cheats, I would desire my readers, when they meet with this pretender, to look into his parentage, and to examine him strictly, whether or no he be remotely allied to Truth, and lineally descended from Good Sense; if not, they may conclude him a counterfeit. They may likewise distinguish him by a loud and excessive laughter, in which he seldom gets his company to join with him. For as True Humour generally looks serious while everybody laughs about him, False Humour is always laughing whilst everybody about him looks serious. I shall only add, if he has not in him a mixture of both parents—that is, if he would pass for the offspring of Wit without Mirth, or Mirth without Wit, you may conclude him to be altogether spurious and a cheat.

The impostor of whom I am speaking descends originally from Falsehood, who was the mother of Nonsense, who was brought to bed of a son called Phrensy, who married one of the daughters of Folly, commonly known by the name of Laughter, on whom he begot that monstrous infant of which I have been here speaking. I shall set down at length the genealogical table of False Humour, and, at the same time, place under it the genealogy of True Humour, that the reader may at one view behold their different pedigrees and relations:

Falsehood
Nonsense
Phrensy—Laughter
False Humour
Truth

Good Sense

Wit—Mirth

Humour

I might extend the allegory, by mentioning several of the children of False Humour, who are more in number than the sands of the sea, and might in particular enumerate the many sons and daughters which he has begot in this island. But as this would be a very invidious task, I shall only observe in general that False Humour differs from the True as a monkey does from a man.

First of all, he is exceedingly given to little apish tricks and buffooneries.

Second, he so much delights in mimicry, that it is all one to him whether he exposes by it vice and folly, luxury and avarice; or, on the contrary, virtue and wisdom, pain and poverty.

Third, he is wonderfully unlucky, insomuch that he will bite the hand that feeds him, and endeavour to ridicule both friends and foes indifferently. For, having but small talents, he must be merry where he can, not where he should.

Fourth, being entirely void of reason, he pursues no point either of morality or instruction, but is ludicrous only for the sake of being so.

Fifth, being incapable of anything but mock representations, his ridicule is always personal, and aimed at the vicious man, or the writer; not at the vice, or at the writing.

I have here only pointed at the whole species of false humorists; but, as one of my principal designs in this paper is to beat down that malignant spirit which discovers itself in the writings of the present age, I shall not scruple, for the future, to single out any of the small wits that infest the world with such compositions as are ill-natured, immoral, and absurd. This is the only exception which I shall make to the general rule I have prescribed myself, of attacking multitudes; since every honest man ought to look upon himself as in a natural state of war with the libeler and lampooner, and to annoy them wherever they fall in his way. This is but retaliating upon them, and treating them as they treat others.

'A City Night Piece' by Oliver Goldsmith

The clock has just struck two, the expiring taper rises and sinks in the socket, the watchman forgets the hour in slumber, the laborious and the happy are at rest, and nothing wakes but meditation, guilt, revelry, and despair. The drunkard once more fills the destroying bowl, the robber walks his midnight round, and the suicide lifts his guilty arm against his own sacred person.

Let me no longer waste the night over the page of antiquity or the sallies of contemporary genius, but pursue the solitary walk, where Vanity, ever changing, but a few hours past walked before me, where she kept up the pageant, and now, like a froward child, seems hushed with her own importunities.

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What a gloom hangs all around! The dying lamp feebly emits a yellow gleam; no sound is heard but of the chiming clock, or the distant watch-dog. All the bustle of human pride is forgotten; an hour like this may well display the emptiness of human vanity.

There will come a time when this temporary solitude may be made continual, and the city itself, like its inhabitants, fade away, and leave a desert in its room.

What cities, as great as this, have once triumphed in existence! had their victories as great, joy as just and as Unbounded, and, with short-sighted presumption, promised themselves immortality! Posterity can hardly trace the situation of some; the sorrowful traveler wanders over the lawful ruins of others; and, as he beholds, he learns wisdom, and feels the transience of every sublunary possession.

‘Here’, he cries, ‘stood their citadel, now grown over with, weeds; there, their senate house, but now the haunt of every noxious reptile; temples and theatres stood here, now only an undistinguished heap of ruin. They are fallen: for luxury and avarice first made them feeble. The rewards of the state were conferred on amusing and not on useful members of society. Their riches and opulence invited the invaders, who, though at first repulsed, returned again, conquered by perseverance, and at last swept the defendants into undistinguished destruction.’

How few appear in those streets which, but some few hours ago, were crowded! And those who appear now no longer wear their daily mask, nor attempt to hide their lewdness or their misery.

But who are those who make the streets their couch, and find a short repose from wretchedness at the doors of the opulent? These are strangers, wanderers, and orphans, whose circumstances are too humble to expect redress, and whose distresses are too great even for pity. Their wretchedness rather excites horror than pity. Some are without the covering even of rags, and others emaciated with disease: the world has disclaimed them; society turns its back upon their distress, and has given them up to nakedness and hunger. These poor shivering females have once seen happier days and been flattered into beauty. They have been prostituted to the gay, luxurious villain, and are now turned out to meet the severity of winter. Perhaps, now lying at the doors of their betrayers, they sue to wretches whose hearts are insensible, to debauchees who may curse but will not relieve them.

Why, why was I born a man, and yet see the sufferings of wretches I cannot relieve! Poor houseless creatures! The world will give you reproaches, but will not give you relief. The slightest misfortunes of the great, the most imaginary uneasinesses of the rich, are aggravated with all the power of eloquence, and held up to engage our attention and sympathetic sorrow. The poor weep unheeded, persecuted by every subordinate species of tyranny; and every law, which gives others security, becomes an enemy to them.

Why was this heart of mine formed with so much sensibility! Or why was not my fortune adapted to its impulse! Tenderness, without a capacity of relieving, only makes the man who feels it more wretched than the object which sues for assistance. Adieu.

*Paragraph and
Essay Writing*

'The Sagacity of Certain Insects' by Oliver Goldsmith

Animals in general are sagacious in proportion as they cultivate society. The elephant and the beaver show the greatest signs of this when united; but when man intrudes into their communities, they lose all their spirit of industry, and testify but a very small share of that sagacity, for which, when in a social state, they are so remarkable.

Among insects, the labours of the bee and the ant have employed the attention and admiration of the naturalist; but their whole sagacity is lost upon separation, and a single bee or ant seems destitute of every degree of industry, is the most stupid insect imaginable, languishes for a time in solitude, and soon dies.

Of all the solitary insects I have ever remarked, the spider is the most sagacious, and its actions to me, who have attentively considered them, seem almost to exceed belief. This insect is formed by nature for a state of war, not only upon other insects, but upon each other. For this state nature seems perfectly well to have formed it. Its head and breast are covered with a strong natural coat of mail, which is impenetrable to the attempts of every other insect, and its belly is enveloped in a soft pliant skin, which eludes the sting even of a wasp. Its legs are terminated by strong claws, not unlike those of a lobster, and their vast length, like spears, serve to keep every assailant at a distance.

Not worse furnished for observation than for an attack or a defence, it has several eyes, large, transparent, and covered with a horny substance, which, however, does not impede its vision. Besides this, it is furnished with a forceps above the mouth, which serves to kill or secure the prey already caught in its claws or its net.

Such are the implements of war with which the body is immediately furnished; but its net to entangle the enemy seems what it chiefly trusts to, and what it takes most pains to render as complete as possible. Nature has furnished the body of this little creature with a glutinous liquid, which proceeding from the anus, it spins into a thread coarser or finer, as it chooses to contract or dilate its sphincter. In order to fix its thread when it begins to weave, it emits a small drop of liquid against the wall, which hardening by degrees, serves to hold the thread very firmly. Then receding from the first point, as it recedes the thread lengthens; and when the spider has come to the place where the other end of the thread should be fixed, gathering up with its claws the thread which would otherwise be too slack, it is stretched tightly, and fixed in the same manner to the wall as before.

In this manner it spins and fixes several threads parallel to each other, which, so to speak, serve as the warp to the intended web. To form the woof, it spins in the

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same manner its thread, transversely fixing one end to the first thread that was spun, and which is always the strongest of the whole web, and the other to the wall. All these threads, being newly spun, are glutinous, and therefore stick to each other wherever they happen to touch, and in those parts of the web, most exposed to be torn, our natural artist strengthens them, by doubling the threads sometimes six-fold.

Thus far naturalists have gone in the description of this animal: what follows is the result of my own observation upon that species of the insect called a *House-Spider*. I perceived about four years ago, a large spider in one corner of my room making its web; and, though the maid frequently leveled her fatal broom against the labours of the little animal, I had the good fortune then to prevent its destruction, and I may say, it more than paid me by the entertainment it afforded.

In three days the web was, with incredible diligence, completed; nor could I avoid thinking that the insect seemed to exult in its new abode. It frequently traversed it round, examined the strength of every part of it, retired into its hole, and came out very frequently. The first enemy, however, it had to encounter, was another and a much larger spider, which, having no web of its own, and having probably exhausted all its stock in former labours of this kind, came to invade the property of its neighbour. Soon then a terrible encounter ensued, in which the invader seemed to have the victory, and the laborious spider was obliged to take refuge in its hole. Upon this I perceived the victor using every art to draw the enemy from his strong hold. He seemed to go off, but quickly returned, and when he found all arts vain, began to demolish the new web without mercy. This brought on another battle, and, contrary to my expectations, the laborious spider became conqueror, and fairly killed his antagonist.

Now then, in peaceable possession of what was justly its own, it waited three days with the utmost patience, repairing the breaches of its web, and taking no sustenance that I could perceive. At last, however, a large blue fly fell into the snare, and struggled hard to get loose. The spider gave it leave to entangle itself as much as possible, but it seemed to be too strong for the cobweb. I must own I was greatly surprised when I saw the spider immediately sally out, and in less than a minute weave a new net round its captive, by which the motion of its wings was stopped, and when it was fairly hampered in this manner, it was seized, and dragged into the hole.

In this manner it lived, in a precarious state, and nature seemed to have fitted it for such a life, for upon a single fly it subsisted for more than a week. I once put a wasp into the net, but when the spider came out in order to seize it as usual, upon perceiving what kind of an enemy it had to deal with, it instantly broke all the bands that held it fast, and contributed all that lay in its power to disengage so formidable an antagonist. When the wasp was at liberty, I expected the spider would have set about repairing the breaches that were made in its net, but those, it seems, were irreparable, wherefore the cobweb was now entirely forsaken, and a new one begun, which was completed in the usual time.

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I had now a mind to try how many cobwebs a single spider could furnish, wherefore I destroyed this, and the insect set about another. When I destroyed the other also, its whole stock seemed entirely exhausted, and it could spin no more. The arts it made use of to support itself, now deprived of its great means of subsistence, were indeed surprizing. I have seen it roll up its legs like a ball, and lie motionless for hours together, but cautiously watching all the time; when a fly happened to approach sufficiently near, it would dart out all at once, and often seize its prey.

Of this life, however, it soon began to grow weary, and resolved to invade the possession of some other spider, since it could not make a web of its own. It formed an attack upon a neighboring fortification with great vigour, and at first was as vigorously repulsed. Not daunted, however, with one defeat, in this manner it continued to lay siege to another web for three days, and at length, having killed the defendant, actually took possession. When smaller flies happen to fall into the snare, the spider does not sally out at once, but very patiently waits till it is sure of them; for, upon his immediately approaching the terror of his appearance might give the captive strength sufficient to get loose: the manner then, is to wait patiently till, by ineffectual and impotent struggles, the captive has wasted all its strength, and then he becomes a certain and easy conquest.

The insect I am now describing lived three years; every year it changed its skin and got a new set of legs. I have sometimes plucked off a leg, which grew again in two or three days. At first it dreaded my approach to its web, but at last it became so familiar as to take a fly out of my hand, and upon my touching any part of the web, would immediately leave its hole, prepared either for a defense or an attack.

To complete this description, it may be observed, that the male spider is much less than the female, and that the latter are oviparous. When they come to lay, they spread a part of their web under the eggs, and then roll them up carefully, as we roll up things in a cloth, and thus hatch them in their hole. If disturbed in their holes, they never attempt to escape without carrying this young brood in their forceps away with them, and thus frequently are sacrificed to their paternal affection.

As soon as ever the young ones leave their artificial covering, they begin to spin, and almost sensibly seem to grow bigger. If they have the good fortune, when even but a day old, to catch a fly, they fall too with good appetites; but they live sometimes three or four days without any sort of sustenance, and yet still continue to grow larger, so as every day to double their former size. As they grow old, however, they do not still continue to increase, but their legs only continue to grow longer; and when a spider becomes entirely stiff with age, and unable to seize its prey, it dies at length of hunger.

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'Sights and Monsters' by Oliver Goldsmith

Though the frequent invitations I receive from men of distinction here might excite the vanity of some, I am quite mortified, however, when I consider the motives that inspire their civility. I am sent for, not to be treated as a friend, but to satisfy curiosity; not to be entertained so much as wondered at; the same earnestness which excites them to see a Chinese, would have made them equally proud of a visit from the rhinoceros.

From the highest to the lowest, this people seem fond of sights and monsters. I am told of a person here who gets a very comfortable livelihood by making wonders, and then selling or showing them to the people for money; no matter how insignificant they were in the beginning, by locking them up close, and showing for money, they soon became prodigies! His first essay in this way was to exhibit himself as a wax-work figure behind a glass door at a puppet show. Thus, keeping the spectators at a proper distance and having his head adorned with a copper crown, he looked extremely *natural, and very like the life itself*. He continued this exhibition with success, till an involuntary fit of sneezing brought him to life before all the spectators, and consequently rendered him for that time as entirely useless as the peaceable inhabitant of a catacomb.

Determined to act the statue no more, he next levied contributions under the figure of an Indian king; and by painting his face, and counterfeiting the savage howl, he freighted several ladies and children with amazing success: in this manner, therefore, he might have lived very comfortably, had he not been arrested for a debt that was contracted when he was the figure in wax-work: thus his face underwent an involuntary ablution, and he found himself reduced to his primitive complexion and indigence.

After some time, being freed from jail, he was now grown wiser, and instead of making himself a wonder, was resolved only to make wonders. He learned the art of pasting up of mummies; was never at a loss for an artificial *lusus naturae*; nay, it has been reported, that he has sold seven petrified lobsters of his own manufacture to a noted collector of rarities; but this the learned Cracovius Putridus has undertaken to refute in a very elaborate dissertation.

His last wonder was nothing more than a halter, yet by this halter he gained more than by all his former exhibitions. The people, it seems, had got in their heads, that a certain noble criminal was to be hanged with a silken rope. Now there was nothing they so much wished to see as this very rope; and he was resolved to gratify their curiosity: he therefore got one made, not only of silk, but to render it more striking, several threads of gold were intermixed. The people paid their money only to see silk, but were, highly satisfied when they found it was mixed with gold into the bargain. It is scarcely necessary to mention, that the projector sold his silken rope for almost what it had cost him, as soon as the criminal was known to be hanged in hempen materials.

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By their fondness of sights, one would be apt to imagine, that instead of desiring to see things as they should be, they are rather solicitous of seeing them as they ought not to be. A cat with four legs is disregarded, though never so useful; but, if it has but two, and is consequently incapable of catching mice, it is reckoned inestimable, and every man of taste is ready to raise the auction. A man, though in his person faultless as an aerial genius, might starve; but if stuck over with hideous warts like a porcupine, his fortune is made for ever, and he may show himself with impunity and applause.

A good woman in my neighbourhood, who was bred a habit-maker, though she handled her needle tolerably well, could scarcely get employment. But being obliged, by an accident, to have both her hands cut off from the elbows, what would in another country have been her ruin, made her fortune here: she was now thought fit for her trade than before; business flowed in apace, and all people paid for seeing the mantua-maker who wrought without hands.

A gentleman showing me his collection of pictures, stopped at one with peculiar admiration: there, cries he, is an inestimable piece. I gazed at the picture for some time, but could see none of those graces with which he seemed enraptured: it appeared to me the most paltry piece of the whole collection: I therefore demanded where those beauties lay, of which I was yet insensible. Sir, cries he, the merit does not consist in the piece, but in the manner in which it was done. The painter drew the whole with his foot, and held the pencil between his toes: I bought it at a very great price; for peculiar merit should ever be rewarded.

But these people are not more fond of wonders, than liberal in rewarding those who show them. From the wonderful dog of knowledge, at present under the patronage of the nobility, down to the man with the box, who professes to show the best imitation of nature that was ever seen, they all live in luxury. A singing-woman shall collect subscriptions in her own coach and six: a fellow shall make a fortune by tossing a straw from his toe to his nose; one in particular has found that eating fire was the most ready way to live; and another who jingles several bells fixed to his cap, is the only man that I know of, who has received emolument from the labours of his head.

A young author, a man of good-nature and learning, was complaining to me some nights ago of this misplaced generosity of the times. Here, says he, have I spent part of my youth in attempting to instruct and amuse my fellow-creatures, and all my reward has been solitude, poverty, and reproach; while a fellow, possessed of even the smallest share of fiddling merit, or who has perhaps learned to whistle double, is rewarded, applauded, and caressed! Prythee, young man, says I to him, are you ignorant, that in so large a city as this, it is better to be an amusing than a useful member of society? Can you leap up, and touch your feet four times before you come to the ground? No, Sir. Can you stand upon two horses at full speed? No, Sir. Can you swallow a pen-knife? I can do none of these tricks. Why then, cried I, there is no other prudent means of subsistence left,

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but to apprise the town that you speedily intend to eat up your own nose, by subscription.

I have frequently regretted that none of our Eastern posture-masters, or showmen, have ventured to England. I should be pleased to see that money circulate in Asia, which is now sent to Italy and France, in order to bring their vagabonds hither. Several of our tricks would undoubtedly give the English high satisfaction, Men of fashion would be greatly pleased with the postures as well as the condescension of our dancing girls; and the ladies would equally admire the conductors of our fireworks. What an agreeable surprise would it be to see a huge fellow with whiskers flash a charged blunderbuss full in a lady's face, without singeing her hair, or melting her pomatum. Perhaps, when the first surprise was over, she might then grow familiar with danger; and the ladies might vie with each other in standing fire with intrepidity.

But of all the wonders of the East, the most useful, and I should fancy the most pleasing, would be the looking-glass of Lao, which reflects the mind as well as the body. It is said, that the Emperor Chusi used to make his ladies dress their heads and their hearts in one of these glasses every morning; while the lady was at her toilet, he would frequently look over her shoulder; and it is recorded that not one was found whose mind was not even more beautiful than her person.

I make no doubt but a glass in this country would have the very same effect. The English ladies would undoubtedly cut very pretty figures in so faithful a monitor. There, should we happen to peep over a lady's shoulder while dressing, we might be able to see neither gaming nor ill-nature; neither pride, debauchery, nor a love of gadding. We should find her, if any sensible defect appeared in the mind, more careful in rectifying it, than plastering up the irreparable decays of the person; nay, I am even apt to fancy, that ladies would find more real pleasure in this utensil in private, than in any other bauble imported from China, though ever so expensive or amusing.

'On Friendship' by A. Clutton-Brock

Friendship is above reason, for, though you find virtues in a friend, he was your friend before you found them. It is a gift that we offer because we must; to give it as the reward of virtue would be to set a price upon it, and those who do that have no friendship to give. If you choose your friends on the ground that you are virtuous and want virtuous company, you are no nearer to true friendship than if you choose them for commercial reasons. Besides, who are you that you should be setting a price upon your friendship? It is enough for any man that he has the divine power of making friends, and he must leave it to that power to determine who his friends shall be. For, though you may choose the virtuous to be your friends, they may not choose you; indeed, friendship cannot grow where there is any calculated choice. It comes, like sleep, when you are not thinking about it; and you should be grateful, without any misgiving, when it comes. So no man who knows what friendship is, ever gave up a friend because he turns out to be

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disreputable. His only reason for giving up a friend is that he has ceased to care for him; and, when that happens, he should reproach himself for this mortal poverty of affection, not the friend for having proved unworthy. For it is inhuman presumption to say of any man that he is unworthy of your friendship, just as it is to say of any woman, when you have fallen out of love with her, that she was unworthy of your love. In friendship and in love we are always humble, because we see that a free gift has been given to us; and to lose that humility because we have lost friendship or love is to take a pride in what should shame us. There are men who cannot be friends except when they are under an illusion that their friends are perfect, and when the illusion passes there is an end of their friendship. But true friendship has no illusions, for it reaches to that part of a man's nature that is beyond his imperfections, and in doing so it takes all of them for granted. It does not even assume that he is better than other men, for there is egotism in assuming that. A man is your friend, not because of his superiorities, but because there is something open from your nature to his, a way that is closed between you and most men. You and he understand each other, as the phrase is; your relation with him is a rare success among a multitude of failures, and if you are proud of the success you should be ashamed of the failure.

'The Origin of Species' by Charles Darwin

Authors of the highest eminence seem to be fully satisfied with the view that each species has been independently created. To my mind it accords better with what we know of the laws impressed on matter by the creator that the production and extinction of the past and present inhabitants of the world should have been due to secondary causes, like those determining the birth and death of the individual. When I view all beings not as special creations, but as the lineal descendants of some few beings which lived long before the first bed of the Silurian system was deposited, they seem to me to become ennobled. Judging from the past, we may safely infer that not one living species will transmit its unaltered likeness to a distant futurity. And of the species now living very few will transmit progeny of any kind to a far distant futurity; for the manner in which all organic beings are grouped, shows that the greater number of species in each genus, and all the species in many genera, have left no descendants, but have become utterly extinct. We can so far take a prophetic glance into futurity as to foretell that it will be the common and widely spread species, belonging to the larger and dominant groups, which will ultimately prevail and procreate new and dominant species. As all the living forms of life are the lineal descendants of those which lived long before the Silurian epoch, we may feel certain that the ordinary succession by generation has never once been broken, and that no cataclysm has desolated the whole world. Hence, we may look with some confidence to a secure future of equally inappreciable length. And as natural selection works solely by and for the good of each being, all corporeal and mental endowments will tend to progress towards perfection. It is interesting to contemplate a tangled bank, clothed with many plants of many kinds, with birds singing on the bushes, with various insects flitting about, and with worms

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crawling through the damp earth, and to reflect that these elaborately constructed forms, so different from each other, and dependent on each other in so complex a manner, have all been produced by laws acting around us. These laws, taken in the largest sense, being growth with reproduction; Inheritance which is almost implied by reproduction; variability from the indirect and direct action of the conditions of life, and from use and disuse; a ratio of increase so high as to lead to a struggle for life, and as a consequence to natural selection, entailing divergence of character and the extinction of less-improved forms. Thus, from the war of nature, from famine and death, the most exalted object which we are capable of conceiving, namely, the production of the higher animals, directly follows. There is grandeur in this view of life, with its several powers, having been originally breathed by the creator into a few forms or into one; and that, whilst this planet has gone cycling on according to the fixed law of gravity, from so simple a beginning endless forms most beautiful and most wonderful have been, and are being, evolved.

'Of Parents and Children' by Francis Bacon

The joys of parents are secret; and so are their griefs and fears. They cannot utter the one; nor will they not utter the other. Children sweeten labors; but they make misfortunes bitterer. They increase the cares of life; but they mitigate the remembrance of death. The perpetuity by generation is common to beasts; but memory, merit, and noble works, are proper to men. And surely a man shall see the noblest works and foundations have proceeded from childless men; which have sought to express the images of their minds, where those of their bodies have failed. So the care of posterity is most in them that have no posterity. They that are the first raisers of their houses, are most indulgent towards their children; beholding them as the continuance, not only of their kind, but of their work; and so both children and creatures.

The difference in affection, of parents towards their several children, is many times unequal; and sometimes unworthy; especially in the mothers; as Solomon said, 'a wise son rejoiced the father, but an ungracious son shames the mother. A man shall see, where there is a house full of children, one or two of the eldest respected, and the youngest made wantons; but in the midst, some that are as it were forgotten, who many times, nevertheless, prove the best. The illiberality of parents, in allowance towards their children, is a harmful error; makes them base; acquaints them with shifts; makes them sort with mean company; and makes them surfeit more when they come to plenty. And therefore the proof is best, when men keep their authority towards the children, but not their purse.

Men have a foolish manner (both parents and schoolmasters and servants) in creating and breeding an emulation between brothers, during childhood, which many times sorted to discord when they are men, and disturbed families. The Italians make little difference between children, and nephews or near kinsfolks; but so they be of the lump, they care not though they pass not through their own body. And, to say truth, in nature it is much a like matter; insomuch that we see a nephew sometimes resembled an uncle, or a kinsman, more than his own parent;

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as the blood happens. Let parents choose betimes, the vocations and courses they mean their children should take; for then they are most flexible; and let them not too much apply themselves to the disposition of their children, as thinking they will take best to that, which they have most mind to. Younger brothers are commonly fortunate, but seldom or never where the elder are disinherited.

'How to Observe Nature' by Elizabeth Brightwen

There is all the difference between taking a walk simply for exercise, for some special errand, or to enjoy conversation with one's friends, and the sort of quiet observant stroll I am going to ask my kind readers to take with me to-day. This beautiful world is full of wonders of every kind, full of evidences of the Great Creator's wisdom and skill in adapting each created thing to its special purpose. The whole realm of nature is meant, I believe, to speak to us, to teach us lessons in parables—to lead our hearts upward to God who made us and fitted us also for our special place in creation.

In the nineteenth Psalm of the Bible, David speaks of the two great books God has given us for our instruction. In the first six verses he speaks of the teachings of the book of nature and the rest of the Psalm deals with the written Word of God. We acknowledge and read the Scriptures as the book which reveals the will of God and His wondrous works for the welfare of mankind, but how many fail to give any time or thought to read the book of nature! Thousands may travel and admire beautiful scenery, and derive a certain amount of pleasure from nature, just glancing at each object, but really observing nothing, and thus failing to learn any of the lessons this world's beauty is intended to teach, they might almost as well have stayed at home save for the benefit of fresh air and change of scene. The habit of minute and careful observation is seldom taught in childhood, and is not very likely to be gained in later life when the mind is filled with other things. Yet, if natural objects are presented attractively to the young, how quickly they are interested! Question after question is asked, and unconsciously a vast amount of information may be conveyed to an intelligent child's mind by a simple, happy little chat about some bird or insect. Our ramble might be indefinitely prolonged and still be full of interest and instruction, but in these simple remarks enough has been shown, I trust, to lead many to think and observe closely even minutest thing that catches their attention whilst out for a ramble in lanes and fields. Even a microscopic moss upon an old wall has been suggestive of many lovely thoughts, with which I will conclude our ramble and this chapter.

Smoking

It is not news that every third adult of the world smokes and it is a bad habit. It is bad because it causes harm to the smoker's health and puts his life at risk. The worker spends his hard earned money to buy only diseases like mouth cancer, lung cancer, asthma and heart diseases.

In other words, smoking causes cancers of oral cavity, larynx, esophagus and bladder, lung cancer and lung disorders, TB, bronchitis that leads to asthma causing

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severe breathing trouble, which is a significant factor in the development of coronary heart diseases, damage to the fetuses in women and Buerger's disease (a disease in the veins of legs that may lead to the gangrene of foot) to name a few. Seven people die of tobacco use every minute. A cigarette contains 49 carcinogenic compounds and 4000 other toxins. These toxins cause lung disorders like emphysema, chronic obstructive pulmonary disease, bronchitis, lower immunity and the respiratory system becomes more prone to infections. These also cause high blood pressure, cardiovascular diseases, stroke and brain hemorrhages. These cause both infertility in men and women, miscarriage, complicated pregnancies and early menopause. Nicotine damages the bones, joints and muscles of the body by causing osteopenia and osteoporosis. Smoking also causes loss of taste, bad breath, dental caries, stained teeth, mouth sores and receding gums. Medical costs incurred on the diseases caused by smoking directly affects the national economy. Smoking causes lower work-efficiency which in turn affects the output in any field.

The capitalists engaged in the manufacture and supply of tobacco products are not only trying to justify the habit of smoking by hiding the above hard facts about its harmful effects but also glorifying smoking as a mark of modern life style in order to promote their business. They are least bothered about the health of the common people. They mint money by brainwashing the common people and exploiting their weakness. The labels of cigar packets are thrown away along with the phrase 'Smoking is injurious to health', printed on it just to comply with the government's mandate. Right thinking people are worried about the glorification of this bad habit. Governments fail to implement their mandate in letter and spirit because of the influence the capitalists wield. One approach is to ban tobacco products altogether and another is to educate the people about the harmful effects of smoking. Successful government authorities lack will power, are morally weak and afraid of adopting the first approach. In order to hide their inability, the authorities put forward a hollow argument that the government gets huge income by way of tax from the cigar manufacturers and suppliers and the tobacco industry offers employment opportunities. Also, such companies spend some money on social rehabilitation and philanthropic activities and make tall claims of social cause. The authorities lack will power and are morally weak either to take firm policy decisions or to implement whatever decisions are taken in letter and spirit again because of rampant bribery and other lucrative favours. They conveniently hide the data on the social front as to how many people are inflicted with breath related diseases and the cost on account of maintenance of public health. The medical expenditure on breath related diseases caused by smoking is not less than the income the government derives from the cigar capitalists. Apart from public health, it also affects the public economy in a big way. By flashing fantastic advertisements on the mass-media they hide the truth about the harmful effects of smoking. Instead of opposing such anti-people advertisements, the mass-media rather shamelessly solicits such advertisements for money because it simply cannot sustain without such advertisements. Therefore, as a face saving formula, the authorities have no

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option but to take up the second approach—to educate the people against smoking. In the name of educating the people, the government spends crores of rupees by way of releasing advertisements in the mass-media indicating the harmful effects of smoking. These advertisements are useless, just like drizzling water in the desert. Many doctors, despite knowing the harmful effects of smoking, get addicted to the habit and willingly become chain smokers. This being the influence of the capitalists' advertisements, what change of mind can we expect from the general public? We are obviously in the grip of a capitalist cobweb. Every smoker is supporting capitalistic designs, which makes the rich richer and the poor poorer and reduces ten billion people to paupers to produce ten billionaires.

The ‘Reality’ Of Reality Shows

Breaking News! A ‘so called’ celebrity slapped another in a reality show and in an extraordinary example of betrayal, a man was found cheating on his wife of ten years. Sounds pretty exciting? Bet it is! After all, its all this unusual cut-throat ‘action’ we crave for and the producers of the show know exactly what we want and therefore invest money into it. Today’s reality shows are a total package of emotion and action. As the name itself suggests, reality shows are television programmes, wherein, the participant, one amongst the ordinary crowd, gets a chance to be in the limelight for a variable period of time—it could be a few minutes, hours or even days and during his brief stay, tries his luck at winning the sought after prize of the show. These programmes are like contests where many people battle it out till one of the contestants emerges as the winner in the end. Add some spice to a normal competition and you get the perfect recipe of a reality show.

Television today is flooded with reality shows that are based on every random theme one can think of. It all started with quiz and musical talent hunt shows, which initially appeared to be legitimate. But then the great Indian market woke up to a new concept—‘reality and lifestyles of famous people’. Now this new product attracted people like bees to honey. After all, who would not want to peek into the lives of our favourite superstars and who, in turn, did not disappoint us to say the least. Countless viewers watch these shows eagerly with their eyes glued to the screen to see the drama unfold before their eyes, making them feel as if it is happening just in front of them and not on the screen. Thus, they are dependent on them for their daily dose of fun-filled entertainment, which even the popular melodramatic daily soaps sometimes fail to offer.

Several people have shot to fame overnight after winning the most coveted possessions these shows offer-name, fame, money—well, that is what the game is all about. But in reality, what is the reality behind these reality shows? Are they genuinely as real as they claim to be? While the general public goes on enjoying these shows, somewhere in the back of the mind, one is always suspecting the genuineness of the product being served. Actually, it varies from show to show. These shows are generally not scripted, but sometimes the organizers themselves break the rules and introduce controversial content in the show in order to achieve

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higher TRPs (Television Rating Points). It is in such situations that people begin questioning the transparency of such shows. Whatever the reality may be, the truth is that despite all these allegations, people never miss even a single episode of their favourite shows and continue to watch them every day without fail.

'Toru Dutt as a Pioneer of Indo-Anglian Poetry'

The Indo-Anglian poet faces a two-fold challenge. The experience going into Indo-Anglian verse must be authentically Indian; the language employed, on the other hand, must not violate the fundamentals of English music. Toru Dutt is numbered among the pioneers of Indo-Anglian verse because she has met this two-fold challenge with core and felicity.

Toru Dutt, like Keats and Chatterton, died before her poetry could come into its prime. And like the poems of Keats, her slender body of poems have the distinct mark of a genuinely gifted poetess. Her feelings, her words, her keen eye for the beauties of nature and her uncompromising sincerity make her one of the most significant of Indian poets writing in English. Though not quite as skilled as Sarojini Naidu, as a pure craftsman, she used the eight-line octosyllabic stanzas with both grace and unconstrained felicity. Her keen eye and delicately sensitive perception of natural beauty make her poems a colourful tapestry of sense imagery. Perhaps, the most significant feature of her poetry is its complete and relentless commitment to the Indian tradition and heritage. Many of her poems deal with myths and legends drawn from the Hindu scriptures. Notable among these is *Sita*. The sonnet *Baugmaree* is splendid as an evocation of the trees in Toru's garden. Apart from her lyrical grace and her astounding adept handling of the suggestive potentiality of words and images, the elegiac tone of many of her poems remind readers of Tennyson's haunting melancholy.

T. S. Eliot has claimed that there is a wide gulf separating the man who suffers from the poet who creates. However, there are artists like D. H. Lawrence in whose works the man and the writer are inseparable. In most of Toru Dutt's poetry too, the poet is inseparable from the person. Her poems are at their best when they are intimately related to her own most intense experiences. Apart from the rich tapestry of images she employs throughout her poems, her accomplishments as a metrical craftsman is of singular significance. Toru Dutt has modelled her poems on those of the English Romantic poets. The subjective element present in her poetry has a strain of Keats's verse. However, her poetry is far more than a mere imitation. It is so achingly expressive because it accomplishes what Herbert Read has called 'the true voice of feeling' and is enough to establish her as one of the most sincere, expressive and significant of Indo-Anglian poets.

'Portrayal of The Lower Classes in Mulk Raj Anand's Novels'

Though our country has produced profound novelists like Sarat Chandra, Premchand and Tagore, none of them have produced realistic or naturalistic fiction after the manner of Balzac or Zola. It is this gap in the realms of Indian fiction which is filled by the novels of Mulk Raj Anand. Tagore was chiefly interested in the upper

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and middle classes and Sarat Chandra in the lower middle classes and Premchand chose his themes from the peasantry and the humble folk of Uttar Pradesh. Mulk Raj Anand is perhaps the first writer who has written about the misery, the exploitation and the humiliation suffered by the lowest classes of Indian society. Anand is essentially concerned with exposing the exploitation of the lower classes at the hands of the caste Hindus. Like Dickens, Mulk Raj Anand is essentially concerned with the lowest classes and the underdogs of society. His ability of projecting actual slices of Indian life in the minutest of details brings his technique very close to that of the Realists and the Naturalists like Flaubert, Balzac and Zola.

Influenced by Mahatma Gandhi and Karl Marx, Mulk Raj Anand was a great humanist. He believed that by practicing love and compassion for the underdogs, misery and unhappiness can be reduced and removed from this world. According to him, victory over pain and misery should be the supreme goal of all persons and nations. He insisted on the dignity of man, removal of distinctions based on caste, creed and wealth and the practice of compassion as a living value. He added great significance to art and poetry as instruments for the development of all men and in his crusade against superstition, casteism and feudalism. Anand is a novelist with a mission and his novels are written with the purpose of arousing the social conscience and, by that method, to create in the affluent and powerful people a sense of responsibility towards the victims of injustice and exploitation.

Mulk Raj Anand had first-hand knowledge of the misery, the wretchedness and the squalor of the lower classes of Hindu society. His conscience had rebelled against the injustice meted out to them. His novels are novels of protest, dealing with some social evil, either poverty or injustice. And it is the unflagging realism of his manner and the naturalism of his technique which has made his novels a breakthrough in the world of Indian fiction. His novels do not employ a complex matrix of episodes and do not lead to a dramatic climax but they leave in us a rankling awareness of the evils of our caste-ridden society. Anand's naturalism is at the root of his triumph as an Indo-Anglian novelist. Though he lacks R. K. Narayan's sagacity ad finesse and Raja Rao's sense of the metaphysical nature of man, he has a genuine and deep feeling for the deprived, a grasp of the social structure of his society and an extraordinary fluency of communication.

R. K. Narayan's Style of Writing

R. K. Narayan was a great 20th century Indian novelist and short story writer whose wide range of representation of human life and society brought him fame both in India and abroad. He was a very keen observer of society and lover of human nature. He used simple language for his works which reflected an unaffected prose accompanied with humour. Throughout his life, he endeavoured to focus on the society through all his works. He portrayed the life of common man. His readers always saw his works as if it were their own life and society. His focus remained on ordinary life and people in everything that he created. He portrays the daily life of the Indian people with a psychological insight into their character and activities

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very intricately. He often used the contemporary description of the Tamil lifestyle. In fact, his stories focus on the life and culture of Tamil Nadu. But all the same, simplicity has the greatest part in the delineation of his characters which are universal types. Graham Greene compared him to Anton Chekhov because of his simplicity and lustre of prose, its gentle beauty, ironical portrayal of tragic situations interspersed with humour and vivid characterization.

Realism: Narayan used realism for all his narratives. He described what he saw around him. His novels and short stories tell the tales of men and women from our society. Malgudi, the backdrop of his novels is a fictionalized setting like any south Indian village. Malgudi acquainted the Indian readers with the local Tamil society where they could feel at home and relate to the incidents, people and their lives. It described the daily life of Indians in a small town. Anthony West of the New Yorker considered Narayan's style of writing full of realism and variety and likened it to Nikolai Gogol's art of storytelling.

Transparency of vision: Narayan was a keen observer of people and society and he used the minute details of our lives with simplicity in his books. He was detailed and his language is easily understood by everyone. He had studied the life of ordinary man very closely. The conversation between Raju and the villagers in *The Guide* is an example Jhumpa Lahiri, the Pulitzer Prize winner Indian author, says that Narayan's short stories have the same captivating feelings as his novels. They are short but they are very interesting and engrossing because of their complete expression and this is where the greatest reward of a story-teller lies. People take lot of time to enjoy its short length and simplicity. According to her, what Narayan encapsulates from the beginning till the end of a short story, others strive to achieve in more than hundreds of pages. In fact, his insight, presentation, full expression of the lives of characters in their entirety are all matchless. The depiction of life and characters with full and minute details are a gift of keen insight, sharp observation and the capacity to read the life closely. It is because of these characteristics that he has been compared with O. Henry, Frank O'Connor, and Flannery O'Connor. Lahiri also compares him to Guy de Maupassant for his ability of precision without losing luster and interest in the narrative. Like Maupassant, the great French writer, Narayan also sketches commonplace characters of the middle class life and watches them as a silent spectator.

Descriptive narrative: R. K Narayan's style of prose is descriptive and not analytical. His style is objective where the author is expected to create his characters without involving his personal sentiments and emotions into their actions. He puts them in the story as they are in their real lives. However, he takes full interest in describing his characters with a mild touch of humour. His works, on the whole, show that he was an avid reader of human life. His commonplace incidents are arranged so peculiarly in all their native simplicity that the readers attach their sentiments with them so naturally. The most important part of his style is his capacity of being imaginative. His Malgudi is its greatest example. It is a sketch of a local small town where people still take pride in a traditional outlook towards life. They hold superstition

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in great awe and flinch from accepting anything new or modern. He chose this set-up as a background to show also how modernity had been making inroads into Indian society. The world of Malgudi has a wide range of characters

Humour and irony: Narayan's writings are interspersed with a soft touch of humour and irony. In his *The Guide*, he chooses an ordinary man Raju who is mean and petty; but the author views him with indulgence. Narayan describes incidents related to him with mild humour and sarcasm adding colour to the portrayal of his character and story. The undercurrent of humour and irony are in the texture of the novel. For example, there is a description in the beginning when Raju takes refuge in a temple by the river and poses as a sage. The writer has given the intricate details of the behaviour of Raju and the villagers with the touch of humour and irony. But there is pathos also in his stories which he handles with great care. It is pity that a man who has been jailed as Raju had done, comes out in the society to cheat people as a pretended sadhu.

Humour and irony walk side by side in his works supporting each other. Humour is used to enliven an incident or a character-sketch whereas there is pathos, pity and irony to highlight the atmosphere of the situation. In this manner, Narayan's writing style can be compared to that of William Faulkner. Both of them were humanists. They picked up an individual to describe the whole society through them. The juxtaposition of the conflict between man and society is a part of the works of Narayan. Though there is similarity between their subjects, especially their vision for humanity. Faulkner used rhetorical prose and illustrated his points with extraordinary descriptions whereas Narayan used simple language and realistic situations.

Humanism: R. K. Narayan's works display a dedication to the cause of humanity. It is not patriotic or religious. But his descriptions touch the heart of his readers. His characters are chosen from ordinary life and the details about them are also commonplace, but the beauty lies in their description. Man and his behaviour are his prime interests. For instance, he depicts the character of Raju, the protagonist of his famous novel *The Guide*, from his journey as man of very ordinary and sordid interests to a man who is salvaged by supreme spirituality. Narayan feels that common man is born with qualities which can lead him to the supreme goal of life. But a man has his shortcomings and to overcome those isn't easy. He deals with the life of a human being with details but his point of view remains humanitarian. All his works display a basic love towards mankind. He deals with even smaller incidents of a human life or a human character with neatness and objectivity to add charm and completeness to the characters.

Conclusion: Unlike his other contemporaries, Narayan was fond of simple prose. His style remained simple and precise. His narrative style is a descriptive type of prose. He looked deep into human life with sympathy and dedication and yet kept himself aloof while rendering his descriptions. His satires are mild and appealing to the readers. They are neither coarse nor uninteresting. All his portrayals may also be seen as psychological penetrations into a human heart. His artistic depth in

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character delineation is partly due to the fact that he was a great reader of human psychology and behaviour. Probably inspired by Thomas Hardy, a man who dedicated novels to the lost territory called Wessex, Narayan created the fictitious world of Malgudi, a small town in Tamilnadu. This imaginary setting is used in all his works. He was concerned with the upliftment of the society also because he was humane to the core looks into the life and actions of his characters sympathetically. He was influenced by many great English novelists. With widely acknowledged simplicity, Narayan's style remains chiefly as that of a humanitarian but he presented life with a touch of humour, irony and depth. He loved the traditional way of storytelling with all its nuances.

Check Your Progress

4. How can a little personal touch make an essay more authentic?
5. What is an expository essay?
6. What do reflective essays express?
7. State the difference between cohesion and cohesence.
8. What is a transitional paragraph?
9. Apart from reading, what is essential for increasing one's knowledge of the world around?
10. How many paragraphs should an essay have?

8.6 ANSWERS TO CHECK YOUR PROGRESS QUESTIONS

1. Paragraphs help the reader identify the various parts of a piece of prose or an essay; they help identify where the essay begins and where it ends.
2. Narrative type of paragraph records an event or happening in a chronological manner. The event or incident could be real or a figment of the imagination. The main idea is highlighted in the beginning, and the elements are then unified using sentences.
3. To write an effective, clear and good paragraph the following points should be kept in mind:
 - The writer should ensure that he is very clear about what he wants to write. There should be clarity in thought and also in the way these thoughts are expressed.
 - The language used should be simple. The thoughts should be lucidly expressed using crisp sentences.
4. An essay expresses the writer's personal reflection, thoughts, opinions and feelings. Hence, it is natural that it will have a personal touch which makes it more authentic.

5. An expository essay consists of explanation of a subject or topic.
6. Reflective essays express the thoughts of the writer which are recollected after much pondering.
7. Cohesion refers to the link between sentences in a paragraph while coherence refers to the logic which holds them together.
8. A transitional paragraph is one which anticipates the conclusion and prepares the readers for the end.
9. Apart from reading, a keen observation power and conversations with people are essential for increasing one's knowledge of the world around.
10. An essay must have at least three paragraphs—introduction, description and conclusion—though the actual number of paragraphs depends on the topic of the essay.

*Paragraph and
Essay Writing*

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8.7 SUMMARY

- A paragraph is a specific portion of written or printed text that deals with a specific idea. This portion usually begins on a new line with an indentation.
- A paragraph usually forms a part of a large piece of text or composition, such as an essay, a prose chapter or a story. However, we can also treat a paragraph as a separate, complete and stand-alone unit.
- Paragraphs can be of many types as discussed, but there are two broad categories: Narrative paragraphs and Descriptive paragraphs.
- In the absence of guidelines or hints like the title or paragraph outlines, a proper plan is required to make paragraph-writing effective. The following steps could be followed: topic selection, statement of idea, information gathering, and conclusion.
- Writing is that form of communication which reveals the sender's clarity of thought and expression in encoding a message.
- Effective writing does not happen just on its own. It is a skill which needs to be cultivated.
- In written communication, the feedback is delayed, and the receiver cannot immediately clarify his doubts in case of an unclear message.
- The purpose of written communication, as communication in general, is two-fold—to inform and to persuade. Informative writing presents information and is expository in nature.
- Effective writing skills, therefore, entail planning before writing, identifying the purpose of writing, considering the needs of the audience, choosing appropriate language and effective tone.

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- A descriptive essay includes the description of some person, place or thing. For example, mother, father, friend (person), Delhi, Bombay, the Taj Mahal (place), cars, aspects of nature like the sun, moon, etc. (thing).
- Narration is extensively used in fiction. It consists mainly in the narration of some event, or series of events. Narrative essays will include reflection and some imagination.
- Reflection means pondering over a subject or idea. It can include qualities like heroism, honesty, patriotism, socio-political issues such as education, corruption, democracy, philosophical and religious topics.
- In an imaginative essay, the writer is required to put himself in someone else's shoes and visualize a situation or experience.
- An expository essay consists of explanation of a subject or topic. For example, institutions or occupations (parliament, farming), scientific subjects (global warming, evolution of man) and literary topics (nature of poetry, the plays of Shakespeare, the poetry of Keats).
- The word expository means 'to explain'. An essay that deals with the explanation of a particular process, for example, Rain harvesting, an institution, (how legislative bodies function) or a natural phenomenon, (black holes in the universe) or the discussion of a particular text or style of writing, is classified as an expository essay.
- Quite often, an essay requires that the writer to discuss a particular subject and come to a conclusion, after examining the merits and demerits of the topic.
- An essay consists of paragraphs arranged in a sequence. A paragraph is a group of sentences linked together to form a unit.
- Each paragraph deals with a single idea. In an essay, each paragraph explains or demonstrates a key point or thought of the central idea, usually to inform or persuade.
- In a paragraph, the sentences are in cohesion, i.e., they stick together in unison.
- Coherence is also an essential requirement of a paragraph. Coherence means the clear and logical linking of ideas in a paragraph.
- The introductory paragraph introduces the topic and familiarizes the readers with the main idea of the essay.
- Description means the discussion of the topic in detail. It can include explanations and illustrations on the main idea. The length of the description will depend on the topic in question, but the description should be proportionate with each part getting the due weight.

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8.8 KEY WORDS

- **Paragraph:** It is a specific portion of written or printed text that deals with a specific idea.
- **Essay:** It refers to ‘a short piece of writing on a particular subject, written in order to be published’.
- **Descriptive essays:** It includes the description of some person, place or thing.
- **Reflective essays:** It means pondering over a subject or idea. It can include qualities like heroism, honesty, patriotism, socio-political issues such as education, corruption, democracy, philosophical and religious topics.
- **Imaginative essays:** In an imaginative essay, the writer is required to put himself in someone else’s shoes and visualize a situation or experience.
- **Expository essay:** It consists of explanation of a subject or topic. The word expository means ‘to explain’.

8.9 SELF ASSESSMENT QUESTIONS AND EXERCISES

Short Answer Questions

1. What is the main purpose of a paragraph?
2. Enumerate the types of paragraphs.
3. State the characteristics of good paragraph-writing.
4. What is meant by the term ‘essay’? Write a short note on essay as a component of communicative writing.
5. What is meant by the term ‘accuracy’ in effective writing?
6. Why is determining the purpose of communication considered necessary to effective writing?
7. How is informative writing different from persuasive or argumentative writing?

Long Answer Questions

1. Discuss the paragraph writing process in detail.
2. Describe the various characteristics of a good essay.
3. Explain the various types of essays.
4. Discuss the necessary steps for good essay writing.

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8.10 FURTHER READINGS

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UNIT 9 COMPREHENSION AND LETTER AND REPORT WRITING

Structure

- 9.0 Introduction
- 9.1 Objectives
- 9.2 Comprehension
 - 9.2.1 Unseen Passages for Comprehension
- 9.3 Letter Writing
- 9.4 Report Writing
 - 9.4.1 Structure of a Report
- 9.5 Answers to Check Your Progress Questions
- 9.6 Summary
- 9.7 Key Words
- 9.8 Self Assessment Questions and Exercises
- 9.9 Further Readings

9.0 INTRODUCTION

There are many different English writing skills which are very useful in our daily lives. In this unit, we will study three important English writing skills including comprehension, letter writing and report writing. Comprehension merely refers to the understanding of the text given. In competitive exams, this skill is specially used to gauge student's analytical skills and understand till what level the student is able to understand the meaning of what is written and what is implied. Writing letters is a skill often needed in general life when enquiring about a service or responding to a request for information. Letter writing can seem a challenging task to non-native English speakers, however, they should learn a few useful phrases that will make writing letters an easy task. Another important skill is report writing skills. These come in handy not only for people involved in the research field in academics or otherwise but also people engaged in management and business.

9.1 OBJECTIVES

After going through this unit, you will be able to:

- Understand the meaning and purpose of comprehension passages
- Discuss the formats of letter
- Describe the structure and process of report writing

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9.2 COMPREHENSION

Comprehension, in the context of language learning, means a thorough understanding of a passage or text. The purpose of comprehension passages is to measure the understanding of students. Through the given passages, students are tested on their understanding, their vocabulary and their language skills.

Comprehension passages in examinations are designed to test the following:

- Your grasp of the main theme of the passage
- Your understanding of the important points in the passage in relation to the main theme
- Your ability to answer questions within the required word limit
- Your ability to rewrite the main ideas in the passage in your own words

How to attempt comprehension passages

While answering questions from a Comprehension passage, keep the following points in mind:

- Read the passage carefully and try to understand the main idea
- If necessary, read the passage more than once to form a clear idea of the meaning
- Read the first question and go to the part of the passage which gives the answer
- Understand the lines and then rewrite them in your own words
- Now follow this process for the rest of the questions
- Make sure that the number of each answer corresponds to that of the question
- Your answers should be written in simple and grammatically correct language
- Take care that your answers are within the required word limit
- Do not use 'I' or 'you' in your answers
- The answer should be in the same tense in which the question has been asked
- Finally, read each question and answer again, to make sure that your answers are correct

9.2.1 Unseen Passages for Comprehension

Read the following passages carefully and answer the questions given below:

Passage 1

In America, they have freed the language from the stifling tyranny of the Passive Voice. Where we should say ceremoniously 'Trespassing prohibited', their signboards, as I noticed in the parks of Berkeley, merely say, 'Newly planted, don't walk'. 'Absolutely No Parking' leaves no room for speculation, and no

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motorist need spend too much time peering out and studying the notice. In a similar situation our authorities are likely to plant a twenty-line inscription on the landscape to say, 'Under Municipal Act so and so this area has been reserved, etc. etc., and any vehicle stationed thereon will be deemed to have contravened sub-section so and so of the Motor Vehicles Act, etc. etc.' I saw on many American office doors just 'Do not Enter'. The traffic signs at pedestrian crossing never mince words; they just say 'Go' or 'Wait'. In a Hollywood studio I was rather startled to read, 'Mark Stevens—Keep out.' Mark Stevens is a busy television personality who does not like to be disturbed by visitors. Incidentally, it left me wondering why, if

Mr Stevens does not like interruptions, he should announce his name at all on the door! But it is one of the minor mysteries that make travel through that country so engrossing.

Meanings of difficult words:

- **Speculation:** guesswork
- **Peering:** to look very carefully or hard, especially at somebody or something that is difficult to see, often with narrowed eyes
- **Deemed:** consider to be
- **Incidentally:** used to introduce additional information such as something that the speaker has just thought of
- **Engrossing:** engaging somebody's whole attention

Questions:

1. From where has this passage been taken and who is the writer?
2. What have the people in America done with the English language?
3. Why does the writer consider the use of the passive voice stifling?
4. Why was the writer startled to read 'Mark Stevens—Keep Out' in a studio?
5. What was the mystery that left the writer wondering?
6. State whether the following statements are True or False:
 - (a) Americans prefer to use the passive voice.
 - (b) In America, no motorist need spend too much time peering out and studying public notices
 - (c) Our authorities are brief and direct.
 - (d) Mark Stevens is a busy television personality who does not like to be disturbed by visitors.
7. Find words from the passage which mean the following:
 - (a) Making breathing difficult
 - (b) Cruelty and injustice in the exercise of power
 - (c) Temporary halt in an ongoing activity or process
 - (d) Go against the law

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Answers:

1. The following passage is from *Toasted English* by R. K. Narayan.
2. The people in America have freed the English language from the tyranny of the passive voice.
3. The writer considers the use of the passive voice stifling because he thinks that its use takes away from the directness and brevity of an expression and makes it lengthy and roundabout.
4. The writer was startled to read ‘Mark Stevens—Keep Out’ in a studio as this notice was so direct and pointed.
5. The writer wondered why mark Stevens had mentioned his name at all on the notice if he did not want interruptions.
6. (a) False (b) True (c) False (d) True
7. (a) Stifling (b) Tyranny (c) Interruption (d) Contravene

Passage 2

And glass? What is the first step in the making of glass that most mysterious of all substances: a great sheet of hard nothingness through which at this moment I watch a regiment of soldiers marching by? Could Robinson Crusoe have had glass? I feel convinced that he could not. Pens and ink, yes; and some substitute for paper (so long as it was not silver paper), yes; but never glass. Even such an ordinary matter as soap baffles me. I know that fat goes to its making, but I know also that, normally, fat rubbed on the hands makes them not clean but peculiarly beastly. How, then, does soap get its cleansing properties? I have no notion. And I am considered by those who meet me as not wholly an uninstructed man.

Meanings of difficult words:

- **Substitute:** to put somebody or something in place of another, or take the place of another
- **Peculiarly:** unusual or strange
- **Cleansing:** to remove dirt from somebody or something, especially by washing thoroughly

Questions:

1. From where has this passage been taken and who is the writer?
2. What surprises the writer about glass?
3. Is it easy to make glass?
4. Why does such an ordinary thing like soap baffle the writer?
5. What does the writer mean when he says that he is considered by people as ‘not wholly an uninstructed man’?
6. State whether the following statements are True or False:

- (a) The writer knows how glass is made.
- (b) Robinson Crusoe knew how glass is made.
- (c) The making of soap baffles the writer.
- (d) People think that the writer is very knowledgeable.

7. Find words from the passage which mean the following:

- (a) About whom or which little is known, but who or which excites considerable curiosity
- (b) A permanent military unit usually consisting of two or three battalions of ground troops
- (c) To make somebody sure or certain of something
- (d) To prove too difficult or complicated for somebody to understand or solve

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Answers:

1. The above passage has been taken from *Of Silver Paper* by E. V. Lucas.
2. The writer considers glass as the most mysterious of all substances. Glass, according to him, is a great sheet of hard nothingness through which things can be seen.
3. No, it is not easy to make glass.
4. The writer knows that fat goes into making soap. But fat rubbed normally on the hand does not clean them, instead makes them disgustingly smelly. The author then wonders from where soap gets its cleansing properties.
5. The writer feels that it is other people who consider him knowledgeable. However, he feels he is not a learned man as he is quite ignorant in many matters.
6. (a) False (b) False (c) True (d) True
7. (a) Mysterious (b) Regiment (c) Convinced (d) Baffle

Passage 3

So, I say to the boys and girls—Never lose faith in God, and therefore, in yourselves; and remember that if you allow refuge to a single evil thought, a single sinful thought remember that you lack that faith. Untruthfulness, uncharitableness, violence, sensuality—all these things are strangers to that faith. Remember that we have in this world no enemy greater than ourselves. The Bhagavad-Gita proclaims it in almost every verse. If I was to sum up the teaching of the Sermon on the Mount, I would find the same answer. My reading of the Quran had led me to the same conclusion. No one can harm us so much as we can ourselves. If you are, therefore, brave boys and brave girls, you will fight desperately and valiantly against the whole brood of these thoughts. No sinful act was ever done in this world without the prompting of a sinful thought. You have to exercise strict vigilance over

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every thought welling up in your breast.

Meanings of difficult words:

- **Refuge:** a sheltered or protected state safe from something threatening, harmful, or unpleasant
- **Violence:** the use of physical force to injure somebody or damage something
- **Conclusion:** a decision made or an opinion formed after considering the relevant facts or evidence
- **Valiantly:** characterized by or performed with bravery
- **Welling:** rise or bring to surface

Questions:

1. From where has this passage been taken and who is the writer?
2. What does the author expect from young boys and girls?
3. Why does the author say that there is no enemy greater than ourselves in this world?
4. Against whom should the young boys and girls fight?
5. What conclusion has the author reached after reading the Quran?
6. State whether the following statements are True or False:
 - (a) One should never lose faith in God.
 - (b) Allowing refuge to a single evil thought shows lack of faith.
 - (c) Others can harm us more than we can harm ourselves.
 - (d) Fighting against evil thoughts is an act of bravery.
7. Find words from the passage which mean the following:
 - (a) Trust in somebody or something, especially without logical proof
 - (b) Indulgence in the pleasure of senses
 - (c) To announce something publicly or formally
 - (d) The condition of being watchful and alert, especially to danger

Answers:

1. This passage has been taken from the essay ‘To Students’ written by Mahatma Gandhi.
2. The author expects young boys and girls to build their character and exercise strict vigilance over their thoughts.
3. The author says this as there is no one who can harm us more than ourselves.
4. Young boys and girls should fight against evil thoughts.
5. The author has come to the conclusion that untruthfulness, uncharitableness, violence, sensuality—all these things are strangers to faith in God.

6. (a) True (b) True (c) False (d) True
7. (a) Faith (b) Sensuality (c) Proclaim (d) Vigilance

Passage 4

My sensei's letter said he missed his friends. No one had visited him. He wondered if I could visit him at the camp. And he asked if he could have his shoes back. He apologized. His old shoes had come apart, he wrote.

I felt sorry for him. An understanding man, he had been good to us and taught us values. Through songs he introduced us to the old Japanese way, the true Japanese spirit: Nippon Seishin.

That letter mentioned a pair of shoes that he had given me. The last time I saw him was at his home in Cavanagh Road when Singapore was still occupied. He had said, 'Take these new shoes. They look too big for you, but you're still growing. Some day they'll fit. I don't mind going into the POW camp in these old shoes.'

He'd been teaching at a school back home when the Japanese Imperial Army conscripted him and shipped him to Singapore to teach the Japanese language to its conquered citizens. We soon found him different from the arrogant and sadistic heitai-san (soldiers), who treated us like dirt.

He sponsored his students for precious food rations and helped them get jobs. He even took the grave risk of speaking up for students and their relatives who had somehow displeased the notorious Kempeitai, the all-powerful Japanese Military Police. When the father of Fong, one of my classmates, was detained after he got drunk and trampled a Japanese flag, Fong asked our sensei for help. He bravely went to the Kempeitai and got him released, although the old man came out haggard, white hair all straggly, hobbling on sticks and dragging one useless foot along. After that, my sensei was a hero in my eyes.

Meanings of difficult words:

- **Apologized:** to say that you are sorry for something that has upset or inconvenienced somebody else
- **Arrogant:** feeling or showing self-importance and contempt or disregard for others
- **Sadistic:** hurting others for sexual pleasure
- **Straggly:** untidy, messy

Questions:

1. From where has the above passage been taken? Who is it written by?
2. What did the sensei write in the letter to the author?
3. How do you know that the sensei was a good man?
4. Why was the sensei shipped to Singapore?

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5. How did the heitai-san treat the Singaporeans?
6. State whether the following statements are True or False:
 - (a) Many people visited the sensei regularly.
 - (b) He asked for his shoes as he liked to possess many pairs at a time.
 - (c) The Japanese Imperial Army conscripted him and shipped him to Singapore.
 - (d) The sensei was a hero in the author's eyes.
7. Find words from the passage which mean the following:
 - (a) To take up a space or an amount of time
 - (b) To enroll somebody compulsorily in the armed forces
 - (c) To restrain or keep somebody or something in custody
 - (d) Showing signs of tiredness or anxiety

Answers:

1. The above passage has been taken from *The Shoes of My Sensei* by Goh Sin Tub.
2. The sensei asked the author to visit him in the camp. He also asked to return his shoes.
3. The sensei was an understanding man. He was a good teacher and taught his students values. He helped them in many ways. He was bold and fearless. He bravely went to the Kempeitai and got the father of one of the author's friends released.
4. The sensei was shipped to Singapore to teach the Japanese language to its defeated citizens.
5. The heitai-san treated the Singaporeans like dirt.
6. (a) False (b) False (c) True (d) True
7. (a) Occupied (b) Conscribed (c) Detained (d) Haggard

Passage 5

Banu was awakened every morning by the crowing, *kuk-re-ku*, of the rooster. She was out of her four poster bed almost as soon as she was awake. The *dubri* Pemmy was already sweeping the floors, and when Banu got out of bed, Pemmy folded the blankets and raised the mosquito net. As she got older, Banu relied increasingly on Pemmy, not only for household chores but companionship.

The sun would be rising as Banu said her *kusti* prayers, and the other morning birds, *koels*, sparrows, *bulbuls*, announcing their presence. One morning she said an extra *Yatha Ahu Vairyo* prayer because she was anxious about the outcome of the day. As Chairman of the Sanitation Committee, Banu had to settle a dispute between a Hindu and a Musalman faction about the placement of a rubbish bin. The Hindus said it was too close to their temple and wanted to move

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it farther away, but the Musalmans said it was already too close to their mosque and wanted to move it closer to the temple. The Collector, who was responsible for the collection of revenue in the surrounding *wadis*, had warned that a bloodbath might ensue if she were not careful. It was not safe for a man, leave alone a woman, but Banu had said she was the chairman and had to examine the site.

Meanings of difficult words:

- **Rooster:** an adult male of a domestic fowl, usually only kept for breeding. Roosters have a distinctive crowing call
- **Anxious:** worried or afraid, especially about something that is going to happen or might happen
- **Bloodbath:** a battle or fight characterized by mass killing
- **Ensue:** to follow closely after something
- **Warned:** to tell somebody about something that might cause injury or harm

Questions:

1. From where has this passage been taken and who is the writer?
2. Why did Banu rely so much on Pemmy?
3. What post did Banu hold?
4. What was the dispute about?
5. What did the Collector warn Banu about?
6. State whether the following statements are True or False:
 - (a) Banu was awakened each morning by the ringing of the alarm clock.
 - (b) Banu was tense about the dispute between the Hindus and the Muslims.
 - (c) The Collector said that her task ahead was a simple one.
 - (d) Banu was determined to solve the issue.
7. Find words from the passage which mean the following:
 - (a) Ordinary household tasks, that have to be done regularly
 - (b) Disagree or argue about something
 - (c) The income of a government from all sources, used to pay for a nation's expenses
 - (d) Tell somebody about something that might cause injury or harm

Answers:

1. The above passage has been taken from *Between the Mosque and the Temple* by Boman Desai.
2. Pemmy looked after Banu's house. As Banu lived alone, she also provided her companionship.

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3. Banu was the Chairman of the Sanitation Committee.
4. The dispute was about the placement of a rubbish bin. The Hindus said it was too close to their temple and wanted to move it farther away, but the Musalmans said it was already too close to their mosque and wanted to move it closer to the temple.
5. The Collector warned Banu that a bloodbath would ensue if she were not careful.
6. (a) False (b) True (c) False (d) True
7. (a) Chores (b) Dispute (c) Revenue (d) Warned

Passage 6

Coming to terms with my child's visual loss was a gradual process—one which took different directions and a tremendous amount of time. I would never have believed that life could return to normal, but it did. The process of grieving and recovery is a very personal one. We all bring individual strengths and weaknesses to the task of facing painful situations and we all have a personal style of doing so.

Besides my own grief, I had to face strangers at public places. Their reactions varied. Some were kind and meant well, while others were tactless and rude. Friends, relatives and strangers say many different things when they learn that your baby is blind. But most often they feel at a total loss and their well-meaning remarks may seem awkward or unsympathetic.

It was hard to talk about my special situation to people who had never experienced similar situations. Although friends and relatives wished to provide comfort and support, they were uncertain about what to say or do. The hardest thing I ever had to say was 'my child is blind.' On the other hand, I found that allowing friends and family to help me was a beneficial two way street: some of my daily responsibilities were lessened and the people who cared were able to help me. In addition, meeting parents of other blind children was valuable. Sharing thoughts and experiences with people who have felt and have been through the same thing often provided reassurance.

Meanings of difficult words:

- **Gradual:** proceeding or developing slowly by steps or degrees
- **Tremendous:** a large amount
- **Grieving:** to experience great sadness over something such as a death
- **Awkward:** embarrassing and requiring great tact or skill to resolve

Questions:

1. From where has this passage been taken and who is the writer?
2. What does the writer's child suffer from?
3. What process, according to the author, is a personal one?

4. What was the hardest thing for the author to say?
5. How did the author get reassurance?
6. State whether the following statements are True or False:
 - (a) The author easily accepted her child's physical condition.
 - (b) The process of grieving and recovery is a very personal one.
 - (c) The author found it easy to talk about her special situation to people who had never experienced similar situations.
 - (d) Allowing friends and family to help was a beneficial two way street for the author.
7. Find words from the passage which mean the following:
 - (a) Relating to vision or sight
 - (b) Unfeeling or uncaring
 - (c) Producing a good or advantageous effect
 - (d) To make somebody feel less anxious or worried

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Answers:

1. The above passage has been taken from *A Special Child* by Uma Rao.
2. The writer's child suffers from visual loss.
3. According to the author, the process of grieving and recovery is a very personal one.
4. The hardest thing ever for the author to say was that her child was blind.
5. The author got reassurance by sharing thoughts and experiences with people who felt and had been through the same problems as her.
6. (a) False (b) False (c) True (d) True
7. (a) Visual (b) Unsympathetic (c) Beneficial (d) Reassurance

Passage 7

Americans have evolved certain basic keywords which may be used anywhere, anyhow, words which have universal multipurpose use. I may make my point clear if I mention the example of the word 'Check' which may safely be labelled the American National Expression. While British usage confines it to its bare dictionary definitions, the American uses it anywhere, this expression being so devised that one may blindly utter it and still find that it is appropriate for the occasion. 'I'll check' means 'I'll find out, investigate, examine, scrutinize, verify, or probe.' 'Your check' means your ticket/ token or whatever you may have to produce. 'Check room' is where you leave your possessions for a while. 'Check girl' is one who takes care of your coat, umbrella, or anything else you may leave in custody. 'Check in' and 'Check out' (at first I heard it as 'Chuck out' and felt rather disturbed) refer to one's arrival in a hotel and departure therefrom. And there are

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scores of other incidental uses for the word. If you are ever hard up for a noun or a verb you may safely utter the word ‘check’ and feel confident that it will fit in.

Meanings of difficult words:

- **Multipurpose:** designed or able to be used for several different purposes
- **Investigate:** to take a look or go and see what has happened
- **Confident:** certain of having the ability, judgment, and resources needed to succeed

Questions:

1. From where has the above passage been taken and who is the author?
2. What is special about the keywords developed by Americans?
3. Give any two uses of the word ‘check’.
4. Bring out the humour in the expression, If you are ever hard up for a noun or a verb you may safely utter the word ‘check’ and feel confident that it will fit in.
5. State whether the following statements are True or False:
 - (a) Americans have evolved certain basic keywords.
 - (b) ‘I’ll check’ means ‘I’ll find out.’
 - (c) In American English, ‘Check room’ is where you leave your possessions for a while.
 - (d) The word ‘Check’ can safely be labelled the British National Expression.
6. Find words from the passage which mean the following:
 - (a) Invented and developed
 - (b) World wide
 - (c) Limits
 - (d) Suitable

Answers:

1. The above passage has been taken from *Toasted English* by R. K. Narayan.
2. The keywords developed by Americans may be used anywhere, anyhow and have universal multipurpose use.
3. The word check has many uses. Two of the ways it is used are given below.
 - (i) Check means to find out, investigate, examine, scrutinize, verify, or probe
 - (ii) Check-in means to enter and occupy a room in a hotel

4. The writer makes an interesting comment. He says that if ever we are in a dilemma regarding a noun or a verb, we can safely use the word 'check' and get ourselves understood.
5. (a) True (b) True (c) True (d) False
6. (a) Evolved (b) Universal (c) Confines (d) Appropriate

Passage 8

I look through my pockets, Money-yes; one could make some kind of an attempt at money, if one could get metal. A pencil? Yes, that is just black lead cut into a strip and enclosed in wood: easy. A knife? Not simple, but obviously possible, because all castaways make things to cut with. Even, however, if I could not make these things, I know where they are made, and more or less how they are made. There are books to tell me this. What no book knows anything about is silver paper. Not even those friends of the ignorant, the encyclopaedists, help me. Their books lie before me, but all their million pages are silent, as to silver paper; or if they do mention it, they carefully abstain from associating the information either with 'paper' or 'silver'.

Meanings of difficult words:

- **Attempt:** to try to do something, especially without much expectation of success
- **Enclosed:** to surround or shut in something
- **Abstain:** to choose not to do something

Questions:

1. Which things does the writer find easy to make?
2. From where can he learn how to make these things?
3. What are books and encyclopaedias silent about?
4. What does one require to make money?
5. How, according to the author, is a pencil made?
6. State whether the following statements are True or False:
 - (a) Making a pencil is easy.
 - (b) Books tell us how things are made.
 - (c) The writer thinks encyclopaedias give us all the information we need.
 - (d) Encyclopaedias tell us how silver paper is made.
7. Find words from the passage which mean the following:
 - (a) The survivor of a shipwreck
 - (b) A long flat narrow piece of something
 - (c) Lacking knowledge or education in general or in a specific subject
 - (d) Connecting one thing with another in the mind

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Answers:

1. The writer finds it easy to make things like money, pencils and knives.
2. He can find instructions to make these things in books.
3. Books and encyclopaedias are silent about the making of silver paper.
4. To make money, one needs metal.
5. According to the author, making a pencil is very easy. It is just black lead cut into a strip and enclosed in wood.
6. (a) True (b) True (c) False (d) False
7. (a) Castaway (b) Strip (c) ignorant (d) associating

Passage 9

I have experimented with quite a number of boys in order to understand how best to impart religious instruction, and whilst I found that book instruction was somewhat of an aid, by itself it was useless. Religious instruction, I discovered, was imparted best by teachers living the religion themselves. I have found that students imbibe more from the teachers' own lives than they do from the books that they read to them, or the lectures that they deliver to them with their lips. I have discovered, to my great joy, that boys and girls have unconsciously a faculty of penetration whereby they read the thoughts of their teachers. Woe to the teacher who teaches one thing with his lips, and carries another in his breast.

All your scholarship, all your study of Shakespeare, and Wordsworth would be in vain, if at the same time you do not build your character and attain mastery over your thoughts and actions. When you have attained self-mastery and learnt to control your passions, you will not utter notes of despair.

Meanings of difficult words:

- **Impart:** to communicate information or knowledge
- **Imbibe:** to take in and assimilate something such as an idea or experience
- **Faculty:** a capacity or ability that somebody is born with or learns

Questions:

1. From where has this passage been taken and who is the writer?
2. According to Gandhi, how can religious education be imparted best to students?
3. Why are books not useful in imparting religious education?
4. How are girls and boys able to read the thoughts of their teachers?
5. What kind of teacher deserves to be cursed?
6. State whether the following statements are True or False:
 - (a) Religious instruction is imparted best by teachers living the religion themselves.

- (b) Students imbibe more from the teachers' own lives than they do from the books that they read to them.
- (c) The teacher who teaches one thing with his lips, and carries another in his breast is to be praised.
- (d) Building character and attaining mastery over thoughts and actions is more important than literary knowledge.

7. Find words from the passage which mean the following:

- (a) Attempted to do something new
- (b) To find out information that was not previously known
- (c) A serious affliction or misfortune
- (d) Failing to have or unlikely to have the intended or desired results

Answers:

1. This passage has been taken from *To Students* by Mahatma Gandhi.
2. Gandhi was of the view that religious instruction was imparted best by teachers who live according to their religion.
3. One cannot rely totally on books to impart religious education. More important than books is the personal example of the teacher that has the greatest impact on the lives of students.
4. Boys and girls have, unconsciously, a faculty of penetration whereby they read the thoughts of their teachers.
5. The teacher who teaches one thing with his lips, and carries another in his breast deserves to be cursed.
6. (a) True (b) True (c) False (d) True
7. (a) Experimented (b) Discovered (c) Woe (d) In vain

Passage 10

Now, reading his letter, I thought, *He must be feeling desperately low in his detention camp*. I owed it to him to visit him. Returning his shoes was no problem. They were too big for me and I was planning to sell them. But would I get blacklisted if I went to visit the enemy? There would be a register to sign—a record of my visit. What future use might they make of that?

My fears were groundless, but to a teenager who grew up in a Kempeitai world, they were very real. Stories of wartime atrocities were being circulated, and the general feeling was that vengeance was about to be exacted on the Japanese and all who had collaborated with them in any way.

'Why go? Why take the risk?' close friends asked me. 'Look at the terrible things those Japanese did!' He was a bloody Japanese, too, wasn't he?

I switched off that voice. Instead, I wrote him lies: his shoes had been sold. I was studying hard for my exams and had no time, I had no transport to his camp.

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For weeks, I suffered remorse over what I had done. Then one day I saw in the streets a stranger—an old man, white hair all straggly, dragging one useless foot along. And I remembered someone whose feet needed shoes.

I cycled to the camp with those shoes. Outside the camp gates, standing before the British soldiers on duty, I sweated cold sweat when I bowed to them, as I had done to the Kempeitai, showed them my *sensei*'s letter, and signed my particulars into their formidable book.

Meanings of difficult words:

- **Remorse:** a strong feeling of guilt and regret
- **Groundless:** not based on evidence or reason and not justified or true
- **Atrocities:** a shockingly cruel act, especially an act of wanton violence against an enemy in wartime
- **Formidable:** difficult to deal with or overcome
- **Vengeance:** punishment that is inflicted in return for a wrong

Questions:

1. From where has this passage been taken and who is the writer?
2. Why was returning of the sensei's shoes no problem for the writer?
3. Why did the writer initially hesitate to visit his teacher?
4. What excuse did the writer give for not visiting the sensei?
5. How did the writer travel to the sensei's camp?
6. State whether the following statements are True or False:
 - (a) The shoes were too big for the writer.
 - (b) The writer would get blacklisted if he visited the camp.
 - (c) For weeks, the writer suffered remorse over what he had done.
 - (d) The writer felt confident in front of the British soldiers.
7. Find words from the passage which mean the following:
 - (a) Overwhelmed with urgency and anxiety, to the point of losing hope
 - (b) The act of keeping somebody in custody, or the state of being kept in custody
 - (c) A list of people or groups who are under suspicion or excluded from something
 - (d) To grow or hang in a messy or irregular way, often in separate disorderly strands or wisps

Answers:

1. The passage is from *The Shoes of My Sensei* by Goh Sin Tub.

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2. The shoes were too big for the writer so were of no use to him. Also, the writer was planning to sell them but had not yet done so. As the shoes were still with him, the writer had no problem returning them.
3. The writer's teacher was one of the enemy and a visit to him would be recorded in a register where the writer would have to sign. This could later get him blacklisted.
4. The writer wrote to the sensei that his shoes had been sold. In addition, he was studying hard for his exams and had no time. He also had no transport to his camp.
5. He cycled to the camp.
6. (a) True (b) False (c) True (d) False
7. (a) Desperate (b) Detention (c) Blacklisted (d) Straggly

Passage 11

After saying the extra prayer Banu put on a plain cotton blouse, a plain *sari* with a plain border, and plain black walking shoes with plain brass buckles to look more business-like. She never wore bangles and rings and *tilas* so she didn't even have to think about that. She breakfasted on one egg, one slice of bread, a cup of tea which she slurped from the saucer because it was too hot, while listening to the news on her Murphy radio. The Collector sent a car to pick her up, but she sent it back. She had chosen to walk because it wasn't far and she wanted to show the people she was just like them; but she was glad the two committee members who had come with the car stayed with her. They would have been little help in a riot but she was glad for their moral support.

The day became hotter as she set out and she held up the sash of her *sari* to shield her eyes from the sun. Along the way, a group of students recognized her and said, '*Saebji, Banubai, tamhe kem chho?* How are you today?'

Banu stopped. 'Sari kani, I am well, but we have got important work to do. We cannot wait around for chitchat.'

Meanings of difficult words:

- **Riot:** a public disturbance during which a group of angry people becomes noisy and out of control, often damaging property and acting violently. In law, a riot is typically defined as a group of three or more persons disturbing the peace for private purposes.
- **Sash:** a strip of cloth tied around the waist or draped over the shoulder
- **Shield:** to protect from harm

Questions:

1. From where has the passage been taken and who is the author?
2. Why did Banu say an extra prayer that morning?

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3. What dress did Banu put on?
4. What did she have for breakfast?
5. Why did Banu not avail of the car sent by the Collector?
6. State whether the following statements are True or False:
 - (a) Banu said extra prayers that morning.
 - (b) She loved wearing bangles and other jewellery.
 - (c) While having breakfast, Banu listened to the news.
 - (d) Banu stopped to chat with the group of students.
7. Find words from the passage which mean the following:
 - (a) To make a loud sucking sound while drinking or eating something
 - (b) Worn by South Asian women, consisting of a long rectangle of fabric reaching the feet, wrapped and pleated around the waist over an underskirt and short-sleeved fitted top, and draped over the shoulders
 - (c) Casual conversation or small talk
 - (d) Personal support and encouragement intended to bolster somebody's courage or determination

Answers:

1. This passage is from *Between the Mosque and the Temple* by B. Desai.
2. Banu had to settle the issue of the dustbin which was offensive to the people in that vicinity. Since people of two religious communities were involved, it was a delicate matter and had to be tackled with tact. That is what made Banu say a special prayer asking for God's help.
3. Banu put on a plain cotton blouse, a plain *sari* with a plain border, and plain black walking shoes with plain brass buckles.
4. For breakfast, Banu had one egg, one slice of bread and a cup of tea.
5. Banu wanted to show the people she was just like them. Also, the site wasn't too far.
6. (a) True (b) False (c) True (d) False
7. (a) Slurp (b) Sari (c) Chitchat (d) Moral support

Passage 12

Well, time does heal and life does return to normal. I incorporated a new way of thinking about blindness into my daily life. This I would like to sum up in Barbara Cheadle's words as 'The real problem of blindness is not the loss of eyesight. The real problem is the misunderstanding and lack of information which exists. If a blind person has proper training and opportunities, blindness can be reduced to the level of a physical nuisance.' I can now look at my child as a child first and then as blind. He spent a couple of years in normal school where the opportunities

available to the normal child were denied to him and society's overwhelmingly negative attitudes about blindness as helplessness, inferiority and dependency, stunted and scarred his life.

I suppose this is really where my story begins. I had to move on to acquire knowledge: learn the alternative techniques used by the blind and the special hints available to help teach my blind son the things that he needed to know. I went with a mission to Northern Illinois University to train as a teacher for the visually impaired. My objective was to help not only my son but also other thousands of blind children like him to have a chance to lead normal lives with all the rights, privileges and responsibilities that the rest of us take for granted. I realized that with knowledge comes understanding and with understanding comes healing.

During my stay abroad, one day my son left my apartment taking his cane, wanting to try his mobility skills. When I returned home to an empty apartment, I was shocked and extremely annoyed with him. He arrived with his mobility instructor and my immediate reaction was that of anger, when Jim, his instructor said, Believe in your child's ability to be independent and give him every opportunity to exert it. This is when I thought, true, we can produce independent competent blind children if only we give them opportunity to do so. Of course, this did not stop me from ticking my son off for not informing me before leaving home.

Meanings of difficult words:

- **Incorporated:** combined or merged into one thing
- **Nuisance:** an annoying or irritating person or thing
- **Mobility:** the ability to move about, especially to do work or take exercise

Questions:

1. What is the real problem of blindness?
2. How was the author's child's life scarred?
3. Why did the authoress go to Northern Illinois University?
4. Why was the authoress shocked and extremely annoyed one day?
5. How can we produce independent competent blind children?
6. State whether the following statements are True or False:
 - (a) Time does heal and life does return to normal.
 - (b) The authoress went to Northern Illinois University to train as a teacher for the hearing impaired.
 - (c) With knowledge comes understanding and with understanding comes healing.
 - (d) We can produce independent competent blind children if only we give them opportunity to do so.

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7. Find words from the passage which mean the following:
- (a) Something different from, and able to serve as a substitute for, something else
 - (b) With something absent or lessened, either temporarily or permanently
 - (c) Able to operate alone because not dependent on somebody or something else
 - (d) Having enough skill or ability to do something well

Answers:

1. The real problem of blindness is not the loss of eyesight. The real problem is the misunderstanding and lack of information which exists.
2. He spent a couple of years in normal school where the opportunities available to the normal child were denied to him and society's overwhelmingly negative attitudes about blindness as helplessness, inferiority and dependency, stunted and scarred his life.
3. The authoress went to the Northern Illinois University to train as a teacher for the visually impaired. Her objective was to help not only her son but also thousands of other blind children like him to have a chance to lead normal lives with all the rights, privileges and responsibilities that the rest of us take for granted.
4. One day, the authoress' son left her apartment taking his cane, wanting to try his mobility skills. As he had gone out unaccompanied and without permission, she was shocked and very annoyed with him.
5. We can produce independent competent blind children by giving them opportunities to believe in and realize their abilities.
6. (a) True (b) False (c) True (d) True
7. (a) Alternative (b) Impaired (c) Independent (d) Competent

Check Your Progress

1. What do you understand by comprehension?
2. What do comprehension passages test?

9.3 LETTER WRITING

Why do we write letters? The answer to this question is important in deciding the language and style of the letters. We write letters for different reasons. Some of them may be personal correspondences, others related to career queries and employment letters. Some may be general business correspondences, internal communication in organizations, customer service correspondences, sales and marketing letters, credit, collection and billing, vendor communications and for

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varied other reasons. In this section, you will learn how to organize the letters in an effective manner.

The first step in letter writing is to do a SAP analysis. Now what is SAP? It is an acronym for subject, audience and purpose.

Subject: What is the matter that you want to present? Is it your qualifications for employment, to do things for your employee, features of your product, problem with a product that you purchased, or just your daily life in the new city?

Audience: Who is the intended reader of the letter? To whom the letter is sent? Is it your prospective employer, a customer, an organization, or your friend?

Purpose: What is the intended outcome of the letter? To gain a position in a reputed company, to get a pay hike, to sell your product, to encourage your workers, to get the product that you bought fixed, or just an information?

Once you have done the SAP analysis, you need to keep in mind the following four things while you are writing the letter:

- (i) **Unity and coherence:** The letter that you have written must have unity. Moreover, the paragraphs within the letter and the letter itself deals with one unifying / prominent issue. The idea of coherence comes from unity. It means that the parts of the letters should be logically and orderly arranged. The different parts of the letter also should hold a consistent relation with each other.
- (ii) **Accuracy:** This means that the letter should be prepared elaborately and with great care so that, the margin of error is less. Further, the content of the letter is true to the highest possible extent.
- (iii) **Brevity:** As the meaning of the word suggest the letter should be short with relation to time and space. Brevity does not mean that you omit certain information. But everything should be said but in a short and sweet manner.
- (iv) **7Cs of Communication:** Further, you may also like to keep in mind the 7Cs of communication which are completeness, conciseness, consideration, clarity, concreteness, courtesy and correctness.

Some samples letters are given in this section:

Covering letter

Mr XYZ (Name of Sender)
House no, (Address)
Street Name,
State –Pincode
04-12-2017 (Date)
Mr ABC (Name of Receiver)
Registrar, (Designation)
ABC University (Office Address)
Street Name,
State –Pincode
Dear Mr. ABC (Salutation)

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<p>(The body of the letter should contain – The post you are applying for, why you are interested, tell them that you have the essential qualifications and experience for the said post, etc. You can use the following phrases for writing this letter)</p> <p>I have seen an advertisement in / I have heard that there is a vacancy in</p> <p>I have been working in the specified area for the last two years ... / I have expertise in</p> <p>Your company, I believe, is looking for personnel who have passed the technical exam / I also have got certification in</p> <p>I would be glad to have an opportunity to discuss the qualification and profile</p> <p>I thank you for the time</p>
<p>Sincerely (Valediction) (Sign) Mr. XYZ (Name of the sender)</p>

Sales Letter

<p>(Letter head)</p>
<p>(Date)</p>
<p>Mr. ABC (Name of Receiver) (Designation) Name of the Company (Office Address) Street Name, State –Pincode</p>
<p>Dear Mr. ABC (Salutation) (Body of the letter should contain – a Headline, the distinctive features, a Call to action, Graphic designs or photos, etc. You can use the following phrases for writing this letter) We are launching a new product for</p>
<p>This product has the following</p>
<p>Our product will enable your company to</p>
<p>We already have a list of companies who have pre-ordered the product</p>
<p>As an early bird offer we give you an additional 10% discount</p>
<p>We hope you will consider buying this product</p>
<p>This will be a value for money</p>
<p>For more information please call me or email</p>
<p>Yours Faithfully/ Yours Sincerely (Valediction) (Sign) Mr. XYZ (Name of the sender) (Designation)</p>
<p>Encl: order form, brochure, flier</p>

Credit letter

(Letter head of the Bank or other financial Institution)	04-12-2017 (Date)
To ACB (Name of The Company) Building name(Office Address) Street Name, State –Pincode	
Dear Mr. ABC (Salutation) Credit Letter No. _____	
(Body of the letter contain – the details of the agreement, how and when to withdraw the amount, etc. You can use the following phrases for writing this letter) We authorise you to draw In pursuant with the request of the customer, we This credit letter will expire on We hereby agree that drawings of	
(Sign of Authorised Personnel) (Name of the Bank)	

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Letter of Enquiry

Noida (Place) 04- 2-2017 (Date)
Mr ABC (Name of Receiver) Building name (Address) Street Name, State –Pincode
Dear ABC (Salutation) (Body of the letter contain – The purpose behind the enquiry, the list of questions, etc. You can use the following phrases for writing this letter) I am working on a project on ... During the preliminaries of the project, I came across your product I want to ask you whether 1. A 2. B I will be obliged/ I shall be grateful/ I shall greatly appreciate
Yours Faithfully/ Yours Sincerely (Valediction) (Sign) Mr. XYZ (Name of the sender)

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Letter of Quotation

(Letter head)
Mr ABC (Name of Receiver) President & CEO (Designation) Company Name (Office Address) Street Name, State –Pincode
04-12-2017 (Date)
Quotation No
Dear Mr. ABC (Salutation)
(Body of the letter contain –Make of the product, Measurements, Quantity and Price, etc. You can use the following phrases for writing this letter) Thank you for the interest that your company has shown Name of the product ... Make of the product ... Measurements of the product ... Quantity and price of the product ... Please note that the validity of the quote is I hope that the details given meet with your requirements ... I assure the best services
Yours Faithfully or Yours Sincerely (Valediction) (Sign) Mr. XYZ (Name of the sender) Sales Manager (Designation)

Order Letter/ letter of intent

(Buyer's Letter head)
(Issue Date)
Order Letter No.
(Body of the letter contain – specifications of the product, Quantity, Payment mode, duration, procedure, etc. You can use the following phrases for writing this letter) We are ready to buy ... The specifications are as follows The procedures for purchase The seller has to give a quote ...
(Name of the Buyer)
(Date)

Check Your Progress

3. What is SAP analysis in letter writing?
4. Why is unity and coherence important in writing a letter?
5. List the 7Cs of communication.

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9.4 REPORT WRITING

A report is defined as ‘an account given of a particular matter, especially in the form of an official document, after thorough investigation or consideration by an appointed person or body’. A report carries information from someone who has it to someone who needs it.

The following are the five stages involved in writing an effective report. It makes sense to follow each of these stages for the systematic development of your report. The stages have been discussed as follows:

- 1. Planning stage:** It requires careful planning to help one write a clear, concise and effective report.

The four areas worth considering at the planning stage are enumerated in table 9.1.

Table 9.1 Four Areas worth Considering at the Planning Stage of Report Writing

1. Defining the purpose	Read/understand the brief carefully Identify key words Make sure you know what is really being asked to do
2. Defining the audience	Determine your reader's level of understanding Determine what your reader needs to know
3. Establishing parameters	Determine the scope and level of detail required Determine the length of the report and what can be covered in that length
4. Gathering information	Make sure the information you gather is relevant, contemporary and factually correct Make sure that you transcribe facts and figures correctly.

- 2. Data collection stage:** In order to produce a high-quality report, it is essential to include accurate, relevant and up-to-date information which can be collected from a wide variety of sources. Primary source information can be collected by conducting interviews or discussions with experts, surveys, observations, compiling statistics and studying company or industry data. With the advancement in technology, online surveys can also be done for free with the help of websites, such as www.surveyplanet.com, www.kwiksurveys.com and www.limesurvey.org. Besides, Google and Microsoft also offer such facilities as <http://drive.google.com> and <http://skydrive.live.com>. The information which is collected from such sources is called primary data. One may also collect secondary source information from books, theses, the Internet, journals or newspapers, reports, conference papers and brochures. This type of information is known as secondary data. It is always useful to not only quote secondary sources but also refer to them directly in the body of the report.

- 3. Organizing stage:** In order to organize your collected data, one should begin with an outline. The list of the topics should be jotted down which

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one wants to add in the report. The following points should be kept in mind while creating an outline:

- Give structure to your brainstorming by deciding on the topics you wish to cover
- Create sub topics under your main headings
- Arrange the topics and sub topics in a logical sequence
- Add appropriate introduction and conclusion to your structure

Table 9.2 Different Orders to Organize Data in Reports

Chronological	Adopting the approach: • From one point in time until another
Inductive	Adopting the approach: • From the particular to general
Deductive	Adopting the approach: • From general to the particular
Topic based	Adopting the approach: • From one subject or item of discussion to the next
Problem/solution based	Adopting the approach: • ‘the problem is...solutions/options are...the outcome will be...’ • ‘the problem was...the action taken was...the result was...’
Pros/cons based	Adopting the approach: • Advantages are... • Disadvantages are...
Location based	Adopting the approach: • from one area/campus/section/state/country to another
Query based	Adopting the approach • Explaining the ‘what’, ‘where’, ‘when’, ‘why’, ‘who’, and ‘how’ of the issue
Ideal/reality based	Adopting the approach: • ‘our current reality is...’ • ‘our vision is...’

Next, arrange the headings into a logical sequence by following any of the below given orders depending on the ‘flow of presentation’ of your report (see Table 9.2):

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4. First draft stage: Once you have created an outline, the next step is to create a draft. It has been observed that too much emphasis should not be given to minute details such as punctuation or spellings at this stage. Rather, it is important to keep in mind that the content should have a logical flow and one should have sufficient evidences to support the ideas one is presenting. For each section and sub-section, ensure a summary sentence that delivers value to the readers. For this, your report should be organized in a clear and logical structure distinctly differentiating the three main structural components: the opening, the middle, and the closing. The main structural components are discussed as follows:

- **Opening:** The opening should orient the readers to the detailed discussion that follows in the middle of the message. Determine the kind of preliminary information the readers need. What information should you provide upfront to guide the readers to the detailed information that follows? Depending on how familiar the readers are with the subject of the report, one may meet your readers' opening needs by addressing four features: the circumstances that prompted you to write, your purpose for writing, your main point, and a preview of the main topics you will address in the ensuing discussion.
- **Middle:** The middle, or body, is where one should develop your discussion of key topics. The challenge in the middle is to shape the message by selecting and sequencing the topics in such a way that the readers can easily understand the logical relationship between topics; and differentiate the main topics and main points from sub-topics, sub-points, and supporting detail and elaboration. Generate a tentative outline for the segments in the middle of your report. After giving your tentative answer to your governing question (the main issue that your report addresses), determine how best to state, shape, and support that answer. Create an audience-centric message by structuring your topics according to the needs of the readers. In other words, one should not structure the report by sequencing your topics in the order you thought of them or in the order in which you discovered them. Instead, structure your report by sequencing your topics so that your readers may understand, accept, and act on your key ideas.
- **Closing:** The closing should provide the readers with a sense of closure or completion. Rather than merely stopping when you are through discussing the key topics in the middle of your message, the report can be concluded in a variety of ways such as: closing by addressing next steps; mentioning who does what next; addressing general courtesies such as thanking and/or offering further assistance to your reader; or securing emphasis by restating the importance of your key ideas.

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5. Checking and re-drafting stage: Once you have completed your first draft, it should be reviewed and if necessary, it should be revised too. This is done by:

- Considering how you might improve your report's *substantive features* such as content, structure, and conclusion orientation.
- Considering how you might improve your report's *surface features* such as language accuracy, sentence-level style, and correctness.

Review the *substantive features* of your first draft by getting a convincing answer to the following:

- Does your report present appropriate evidence to support and illustrate your chief conclusions and recommendations?
- Does your report have any significant content gaps?
- Does it address irrelevant topics or provide unnecessary details and examples?
- Do different segments of your report overlap?
- Is the sequence of topics appropriate to your reader's expectation?
- Is each unit coherent in your report?
- Do you guide your readers through your discussion in each unit?

Depending on the answers one gets for the above questions, consider adding to, deleting from, or rearranging the concerned segments of your report.

Review the *surface features* of your first draft by getting a convincing answer to the following:

- Do you use segment headings, lists, topic sentences, and manageable-sized paragraphs throughout your report?
- Do you use format features consistently?
- Can your readers distill your key topics and points by reading the message?
- Does each sentence of your report convey the core idea clearly and concisely?

In addition to these, text citation and the bibliographic reference indicate where an idea comes from and guides the readers to locate that information. Clearly, distinguishing between original and borrowed ideas is an important responsibility of the report writers. One can ensure this by making it clear to your readers which ideas are your own and which are borrowed from primary or secondary source. For example, say a reader wants to know from where you have acquired information about emotional intelligence. You can indicate the source of that information by citing the author in the text and including a matching reference in the bibliography of the appended part of your report.

The first step in creating a complete textual citation is referencing the source at the end of the sentence. The following example shows a textual citation on emotional intelligence:

... was first introduced in the *Harvard Business Review* (Goleman, 1998).

The textual reference to Goleman indicates to your readers that a complete source citation can be found elsewhere in the bibliography. A corresponding bibliographic reference should be presented as:

Goleman, Daniel (1998). What Makes a Leader? *Harvard Business Review*, 76(6), 92–102.

Likewise, quotations can also be used in the reports to uphold an argument by providing a detailed, formal reference to an authorized piece of writing and/or research. If your quote is less than four lines of text, simply incorporate the quote into the body of the report and set off the quoted material in quotation marks such as: According to Mohrman *et al*, ‘The concept of matrix structure evolved in aerospace and was used where people with functional expertise needed to be temporarily assigned to a project, and once the project got over, they would be reassigned to another project’.

However, if you are quoting more than four lines of text, lead into the quotation with a colon, leave two lines, indent at least ten spaces and run the quote as a block separate to your text such as:

Sophisticated communication skills contribute to effectiveness in work and organizational contexts in several ways. Many of the same skills that are valuable in childrearing and marriage have their place on the job, too. In addition, being able to inform clearly and persuade effectively, provide and attend to feedback in performance appraisals, and regulating and motivating others are demonstrably valuable in work settings.

Individuals with these skills more effectively manage the performance of others and advance through the organizational ranks more successfully.

In this example, quotation marks are unnecessary. They should only be used when the quotation is quoted within the body of the text.

After you have included/revised the report on all the areas mentioned, proofread a printed copy of the report, and correct grammar or mechanics related errors (if any).

9.4.1 Structure of a Report

A report consists of the following parts:

- i. Title page: It may include all or some of these—subject, author, date of completion, file reference, confidentiality.
- ii. Table of contents
- iii. Acknowledgements

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- iv. Executive summary (sometimes called *Abstract* or *Synopsis* if the report is academic in nature)

- v. Body of the report

The executive summary and main body of report are the most important parts of the report. Writing these needs special attention. Let us look at pointers for the two more closely:

• Executive Summary

- o It extends from a paragraph to two pages in length.
- o It should include a bit of all components of the report.
- o No one particular part of the report should dominate.
- o It should be written after the entire report is complete.
- o It is an independent document and may be circulated to people who do not have the time to read the entire document.
- o It should also be very accurate as decisions may be taken based on just the executive summary.

• Body of the Report

The various parts of the body of the report have been discussed briefly as follows:

(i) *Introduction*

- Gives a brief background to the report

(ii) *Procedures/Method*

- Outlines how the data was collected, observations and so on.

(iii) *Analysis and Findings*

- The major findings after the analysis of data is presented in an organized, logical and objective form.

(iv) *Conclusion*

- It states what the findings have shown objectively. It is different from an executive summary and should not be confused with it. They are generally written in the past tense.

(v) *Recommendations*

- Should logically flow from the conclusion
- Generally expressed in future tense
- Outlines direct possible course of action
- No explanation of action is required in the recommendation

(vi) *Appendices*

- Information that does not fit into the text, like charts, data and graphs

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(vii) *Bibliography*

- List of references used in the preparation of the report including citations of all websites, books and articles
- Consistency should be maintained while citing references
- Listed alphabetically by author's last name
- Various formats are available for bibliographies

Check Your Progress

6. What are the most important parts of the report?
7. What do appendices contain in a report?

**9.5 ANSWERS TO CHECK YOUR PROGRESS
QUESTIONS**

1. Comprehension in the context of language learning means a thorough understanding of a passage or text.
2. Comprehension passages in examinations are designed to test the following:
 - Grasp of the main theme of the passage
 - Understanding of the important points in the passage in relation to the main theme
 - Ability to answer questions within the required word limit
 - Ability to rewrite the main ideas in the passage in your own words
3. SAP analysis is the primary task when one begins to write a letter. SAP is an acronym for subject, audience and purpose.
4. Unity and coherence play an essential role in letter writing. The paragraphs within the letter and the letter itself deals with one unifying / prominent issue. The idea of coherence comes from unity. It means that the parts of the letters should be logically and orderly arranged. The different parts of the letter also should hold a consistent relation with each other.
5. The 7Cs of communication are completeness, conciseness, consideration, clarity, concreteness, courtesy and correctness.
6. The executive summary and main body of report are the most important parts of the report.
7. Appendices contain information that does not fit into the text, like charts, data and graphs.

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9.6 SUMMARY

- Comprehension, in the context of language learning, means a thorough understanding of a passage or text.
- The purpose of comprehension passages is to measure the understanding of students.
- Comprehension passages in examinations usually test the level of grasp of the main theme, the understanding of the important points, the ability to answer within word limit and ability to incorporate the main idea of the passage in the student's own words.
- We write letters for different reasons. Some of them may be personal correspondences, others related to career queries and employment letters. Some may be general business correspondences, internal communication in organizations, customer service correspondences, sales and marketing letters, credit, collection and billing, vendor communications and for varied other reasons.
- The first step in letter writing is to do a SAP analysis. Now what is SAP? It is an acronym for subject, audience and purpose.
- Once you have done the SAP analysis, you need to keep in mind the following four things while you are writing the letter: unity and coherence, accuracy, brevity and 7Cs of communication.
- A report carries information from someone who has it to someone who needs it.
- The following are the five stages involved in writing an effective report. It makes sense to follow each of these stages for the systematic development of your report: planning stage, data collection stage, organizing stage, first draft stage, and checking and redrafting stage.
- A report consists of the following parts: Title page, table of contents, acknowledgements, executive summary and body of the report.

9.7 KEY WORDS

- **Comprehension:** In the context of language learning, it means a thorough understanding of a passage or text.
- **Report:** It is defined as 'an account given of a particular matter, especially in the form of an official document, after thorough investigation or consideration by an appointed person or body'.

9.8 SELF ASSESSMENT QUESTIONS AND EXERCISES

Short Answer Questions

1. What is the purpose of comprehension passages?
2. List the points that should be kept in mind while attempting comprehension passages.
3. What should the closing of a report inform the readers?
4. Write a short note on executive summary in a report.

Long Answer Questions

1. Explain the points to be kept in mind while writing a comprehension passage.
2. Explain the process of report writing.
3. Discuss the structure of a report.

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9.9 FURTHER READINGS

- Baldick Chris. 2009. *The Oxford Dictionary of Literary Terms*. Oxford: Oxford University Press.
- Joseph Mathew. 2010. *Fine Tune Your English*. New Delhi: Orient Blackswan Pvt. Ltd.
- Sinha, Kumar Sanjay. 2008. *The King's Grammar*. New Delhi: Blackie ELT Books.
- Sidhu, C. D., Prem Nath and Kapil Kapoor. 2004. *Comprehensive English Grammar and Composition*. New Delhi: Khosla Publishing House.
- Wren, P. C. and H. Martin. 2007. *High School English Grammar & Composition*. New Delhi: S. Chand & Company.

BLOCK - IV
ENRICHING VOCABULARY

UNIT 10 WORDS OFTEN CONFUSED

Structure

- 10.0 Introduction
 - 10.1 Objectives
 - 10.2 Homonyms
 - 10.3 Homophones
 - 10.4 Homographs
 - 10.5 Answers to Check Your Progress Questions
 - 10.6 Summary
 - 10.7 Key Words
 - 10.8 Self Assessment Questions and Exercises
 - 10.9 Further Readings
-

10.0 INTRODUCTION

It happens all the time. You're writing a paper or texting a friend and have to ask yourself, "Is it affect or effect? A while or awhile?" Sometimes, even the most seasoned writers have to stop and do a quick Google search to double check themselves. There are many words in the English language that are easily confused because they have a similar spelling or pronunciation or a related, but different, meaning. With this unit readers will be able to distinguish significant characteristics of words that are classified as Homonyms, Homophones and Homographs. It will help readers in construing the meaning of frequently confused homo-words. Readers will find themselves using homo-words appropriately in sentence construction.

10.1 OBJECTIVES

After going through this unit, you will be able to:

- Explain the concept of homonyms
 - Discuss the meaning of homophones
 - Describe the concept of homographs
-

10.2 HOMONYMS

Homonyms (*homo* meaning *same* and *nym* meaning *name*) are the words that sound same but will have different meanings. Spelling of the word may or may not be the

same. It's essential not to mishandle homonyms, however, because the meaning one wants to convey can change significantly if confused with the word's meaning.

For instance, if your cousin tells you that he found a band, you'll probably want to clarify whether he means that he found a ring or whether he found band of people who play music together. This is because it will be not easy to tell what he means over the phone or in a text message, as the words are both spelled and pronounced the same.

Here are some examples of homonyms.

- **Address** - to deliver a speech /location
- **Arm** – the upper limb of the human body / section of a company
- **Bark** - crust / the sound of dog
- **Band** - a group of instrumentalists playing music / a ring
- **Bright** – clever and witty / radiant
- **Bat** – wooden club used to hit a ball / a night-time flying mammal
- **Current** – ongoing / flow of water stream
- **Circular** - having the form of a circle / an advertisement
- **Express** - something done fast / to explicit feelings or opinions or thoughts
- **Fair** - lawful / of a light hue
- **Kind** - amiable / type
- **Lie** – be in horizontal position / false statement
- **Match** - to contest / a flammable wooden stick
- **Mean** – to bring, cause or produce as a result / greedy
- **Pole** - a native of Poland / a standing piece of metal that holds a flag
- **Pound** - unit of money and weight / to force by battering
- **Ream** - a quantity of paper / to extract the juice from
- **Ring** - a circular band on a finger / a circular course
- **Right** - direction opposite of left / correct
- **Rock** – A stone of any size / metal
- **Rose** - A flower of any such shrub of a red pink white or yellow colour/ simple past tense of rise
- **Spring** - A leap jump or bound / coiled metal
- **Stalk** – a stem or main axis of a plant / to follow someone stealthily
- **Tender** - Delicate / To make or submit a bid
- **Tire** - To reduce or exhaust the strength of / a part of a wheel
- **Well** - Good or satisfactory manner / Hole drilled into the earth to obtain water

Words Often Confused

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10.3 HOMOPHONES

There, *their*, and *they're* are probably the most confused words in the English language. They've been mishandled in advertisements, in social media comments, and restaurants signs. What is it about these words that makes their usage so tricky? The answer: they're homophones.

Homophones (*homo* meaning *same* and *phone* meaning *sound*) are the words that are pronounced the same but are different in meaning. They differ from homonyms as they don't have the same spelling, as one can see in the example of *two* (indicating number 2), *to* (indicating preposition which means until and toward), and *too* (indicating excessively or also).

Here is a list of Homophones:

HOMOPHONES	EXAMPLES
Aloud – Allowed	a) Aloud : (adverb) uttering the voice loudly. 1. The whole class read the poem aloud. b) Allowed : (verb) it is the past tense of the verb 'allow' 1. The teacher allowed the boy to enter the classroom though he came late.
Advise – Advice	a) Advise : (verb) it is a verb which expresses advise. 1. His friend always advises him to stop smoking. b) Advice : (noun) it is used to give some advice. It can be used as a subject or an object. 1. He is not interested to listen to his advice.
Build – Billed	a) Build (verb) to construct something. 1. They build houses every year. b) Billed (verb) it is the past tense of the verb 'bill'. 1. The hotel billed him \$200.
Buy – Bye – By	a) Buy : (verb) to buy something outside. 1. I buy vegetables in the market. b) Bye : (noun) saying farewell. 1. Bye! We'll meet you tomorrow. c) By : (preposition) 1. The work must be finished by Friday.
Brake – Break	a) Brake : (noun) it is applied to stop the vehicle. 1. I used the brake to stop my car. b) Break : (verb) it is used to damage something. 1. The girl rarely breaks her toys.
Bored – Board	a) Bored : (adjective) it is used when a person is not interested to do something. 1. They were bored by his long speech. b) Board : (noun) it is a kind of wood. 1. He has used a cad board to fix the ceiling.
Current – Currant – Current	a) Currant : (noun) it refers to dried grapes. b) Current : (noun) it refers to flow of water. 1. Be careful. The river has dangerous current.

Council – Counsel

c) **Current**: (adjective) the events which are existing now.
1. The newspaper publishes current affairs.

a) **Council**: (noun) the members in the assembly meet together to give advice or to organize some meeting.

1. A council of members has gathered together in the hall.

b) **Counsel**: (noun) it refers to give some kind of advice.

1. The counsel meeting takes place every month.

Daze – Days

a) **Daze**: (noun) it is a state of confusion.

1. He came home in a daze.

b) **Days**: (noun)

1. He goes to college five days a week.

Deer – Dear

a) **Deer**: (noun) it is an animal which is used for both singular and plural.

1. He saw seven deer in the forest.

b) **Dear**: (adjective) it is used to a greeting when we begin a letter.

1. My dear mother. I always remember you throughout my life.

Die – Dye

a) **Die**: (verb) death.

1. Man is mortal. He is sure to die on day.

b) **Dye**: (verb) color.

1. She dyes her hair every fortnight.

Eight – Ate

a) **Eight**: the number eight.

1. He ate eight oranges.

b) **Ate**: (verb) the past tense of ‘eat’.

1. He ate the whole cake.

Forward – Foreword

a) **Forward**: (adjective) it is a word used for advancing.

1. He took a step forward to help the poor.

b) **Foreword** (noun) it is used as an introduction to a book.

1. He has written the foreword to my friend’s book.

For – Four

a) **For** (it is a preposition)

1. I don’t know the reason for his delay.

b) **Four** (it is number 4)

1. I bought four mangoes.

Fined – Find

a) **Fined** (adjective) it is used for a person who is charged a penalty.

1. He was fined for parking his car in a ‘No Parking’ area.

b) **Find** (verb) to search for something.

1. We can find children playing in the parks.

Floor – Flour

a) **Floor** (noun) it is a place.

1. They sat on the floor to pray.

b) **Four** (noun) grain which is powdered.

1. Could you buy wheat flour from the Supermarket?

Fair – Fair – Fare

a) **Fair**: (noun) it is a place where stalls are arranged for public entertainment. The new products are used to promote to the public.

b) **Fair**: (adjective) it is used to express fair complexion.

c) **Fare**: (noun) it expresses the ticket or the money the passenger should pay to public transport.

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NOTES**High – Hi**a) **High**: (adjective) it refers to height.

1. Mount Everest is extremely high.

b) **Hi**: (interjection) it expresses salutation.

1. Hi! Nice to see you again.

a) **Hare** (noun) it refers to a rabbit.

1. He saw a hare in the thorny bush.

b) **Hair**: (noun) it refers to hair on the head.

1. He has got white hair.

a) **Heal**: (verb) it is used to cure some disease.

1. God can heal anyone who believes him.

b) **Heel**: (noun) it refers to a shoe or the back of the foot.

1. The football player hurt his heel while hitting the ball.

a) **Hour** (noun): it refers to sixty minutes.

1. He ran 10 kilo meters in one hour.

b) **Our**: (possessive pronoun)

1. These are our children.

a) **Hoarse** (adjective) it expresses rough voice.

1. The speaker's voice is hoarse. Does he have a cold?

b) **Horse**: (noun) it is an animal.

1. The farmer had a horse which used to plough the field.

Hare – Hair**Heal – Heel****Hour – Our****Hoarse – Horse****10.4 HOMOGRAPHS**

Homographs (*homo* meaning *same* and *graph* meaning *writing*) differ from homonyms and homophones as homographs are not pronounced the same. They are spelled the same, nonetheless, and are different in meaning. They are not so easily confused in spoken English, but they can be tricky to spot in written English.

Take the word *desert*. Did you think of a hot and dry place? filled with sand? Any place lacking in something? A verb which means to leave without intending to return? The word *desert* is a homograph with various different meanings and different pronunciations. Therefore, one has to consider the context of the sentence to establish the intended meaning.

Here are some examples of homographs:

- **Accent** - Hey a distinctive way of pronouncing a language / to put emphasis
- **Attribute** - regard something as been caused by /A quality of feature regarded as a characteristics or inherent part of someone or something
- **Axes** - plural of ax or axe/ plural of axis
- **Bass** - low in pitch / Of or relating to the lowest part in harmonic music
- **Bow** - to bend at the waist/the front of a boat/a pair of tied loops
- **Buffet** - to hit, punch or slap/a self-serve food bar
- **Bustier** - an undergarment/more busty

- **Compact** - small/to make small/a small case for holding makeup
- **Compound** - to mix or combine/an enclosed area with a building or group of buildings inside
- **Content** - happy or satisfied/all that is contained inside something
- **Contract** - an agreement/to get, acquire or incur
- **Coordinates** - brings into proper place or order/a set of numbers used to calculate position
- **Desert** - a hot, arid region/to leave
- **Digest** - a condensed version of some information/to change food in the stomach into a form that can be absorbed by the body
- **Discount** - a reduction in price/to underestimate the significance of or give no credence to
- **Does** - female deer (plural)/present, third person singular form of the verb “do”
- **Down** - in a lower position/soft, fluffy feathers
- **Evening** - late afternoon/making more even
- **Fine** - very good/sharp or keen/delicate or subtle/a sum of money paid to settle a matter
- **Frequent** - occurring regularly/to visit a place with regularity
- **Incense** - a substance that produces a pleasant odour when burned/to infuriate or make very angry
- **Lead** - to go first with followers behind/a type of metal
- **Object** - a thing you can see or touch/a goal/a noun that receives the action of a verb/to be opposed to
- **Proceeds** - advances or continues on/the money or profit gained from some sale or venture
- **Row** - a fight/to propel a boat forward using oars/a line
- **Second** – unit of time/ position after the first

Words Often Confused

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Check Your Progress

1. Mention the different meanings of the homonym ‘fair’.
2. State the meanings of homonym ‘pound.’
3. Use the homophones advise and advice in sentences.
4. What does the homograph compound mean?
5. How is the word object a homograph?

10.5 ANSWERS TO CHECK YOUR PROGRESS QUESTIONS

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1. The different meanings of the homonym ‘fair’ are lawful or of a light hue.
2. The different meanings of the homonym ‘pound’ are unit of money and weight or to force by battering.
3. Advise as a verb: His friend always advises him to stop smoking. Advice as a noun: He is not interested to listen to his advice.
4. The homograph compound can be to mix or combine or refer to an enclosed area with a building or group of buildings inside.
5. The word object is a homograph as it has two different pronunciations for two meanings a thing you can see or touch and a goal/a noun that receives the action of a verb/to be opposed to; but for both meanings, it is spelt the same.

10.6 SUMMARY

- Homonyms (*homo* meaning *same* and *nym* meaning *name*) are the words that sound same but will have different meanings. Spelling of the word may or may not be the same. It’s essential not to mishandle homonyms, however, because the meaning one wants to convey can change significantly if confused with the word’s meaning.
- Homophones (*homo* meaning *same* and *phone* meaning *sound*) are the words that are pronounced the same but are different in meaning.
- Homographs (*homo* meaning *same* and *graph* meaning *writing*) differ from homonyms and homophones as homographs are not pronounced the same. They are spelled the same, nonetheless, and are different in meaning. They are not so easily confused in spoken English, but they can be tricky to spot in written English.

10.7 KEY WORDS

- **Homonyms:** It refers to the words that sound same but will have different meanings.
- **Homophones:** It refers to the words that are pronounced the same but are different in meaning.
- **Homographs:** It refers to the words which are spelled the same, nonetheless, and are different in meaning.

10.8 SELF ASSESSMENT QUESTIONS AND EXERCISES

Short Answer Questions

1. Match the correct meaning of underlined words
 - i. Her new play is based on world war II. (a) remain alive
 - ii. She like to play football the most. (b) a dramatic composition
 - iii. John was present in the party last night. (c) give
 - iv. The jury will present the trophy after the lunch. (d) participate in a sport
 - v. One should live to the fullest. (e) at the moment of its happening
 - vi. He doesn't want to miss live telecast of the match. (f) here
2. Read each sentence and choose the correct meaning of the homograph.
 - i. We went fishing and caught a bass.
 - a. a kind of fish
 - b. a deep voice or tone
 - ii. She is sitting in the third row.
 - a. to propel a boat
 - b. a line
 - iii. His family decided to desert the city.
 - a. a hot arid region
 - b. to leave
3. Fill in the blanks with the appropriate word (*to, too, or two*).
 - i. I like _____ sing.
 - ii. I was _____ afraid _____ drive.
 - iii. She wants _____ play football.
 - iv. Does she wants _____ play _____?
 - v. I have _____ siblings.

Long Answer Questions

1. Discuss the meaning of homonyms, homophones and homographs. Also explain how they are different from each other.
2. Choose the correct homonyms/homophones for the following statements:
 - i. I can't _____ his resignation.
 - a. accept
 - b. except

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- ii. They were instructed to walk down the _____ in a single file.
- aisle
 - isle
- iii. I have allergy to the _____ of deodorants.
- sent
 - scent
- iv. Bengaluru has great _____ all-year round.
- whether
 - weather
- v. Which jacked are you going to _____?
- wear
 - where
- vi. My body is _____ after the 10 km marathon.
- sore
 - soar
- vii. _____ not my problem.
- It's
 - Its
- viii. She wondered if they would change ____ hotel this late?
- they're
 - their
- ix. Does anyone still ____ text messages?
- write
 - right
- x.
3. Choose the correct meaning of underlined homograph in the following sentence:
- The teacher had a strong accent.
 - Manner of pronunciation
 - Stress on words
 - They saw many bats flying around the forest.
 - Playing equipment
 - A winged animal
 - She was content with her marks.
 - Happy or satisfied
 - The constituents of a thing

- iv. Tomorrow is a good time to exchange gifts since every will be present.
- a. A gift
b. Being there
- v. She was standing right opposite to the movie theatre.
- a. Exactly
b. Opposite of left direction
- vi. Mariam is getting a long train made for the wedding.
- a. Mode of transport
b. Part of a dress which trails along the back
- vii. Raghav had tears in his eyes yesterday at the reunion.
- a. Pulling apart of something
b. Crying
- viii. They will close the deal by Wednesday
- a. Finish
b. Be near to
- ix. Mohit could not excuse himself from the party
- a. To leave or release
b. To justify or give explanation
- x. She is seconds away from making a new record
- a. Next in rank or place or order
b. Short unit of time equal to 60th of a minute

Words Often Confused

NOTES

10.9 FURTHER READINGS

- Baldick Chris. 2009. *The Oxford Dictionary of Literary Terms*. Oxford: Oxford University Press.
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UNIT 11 ABBREVIATIONS, ONE-WORD SUBSTITUTION AND TENSE FORMS

Structure

- 11.0 Introduction
 - 11.1 Objectives
 - 11.2 Abbreviations
 - 11.3 Use of Appropriate Tense Forms
 - 11.3.1 Common Mistakes in Tense Usage
 - 11.4 Commonly Used One-Word Substitution in English Language
 - 11.5 Answers to Check Your Progress Questions
 - 11.6 Summary
 - 11.7 Key Words
 - 11.8 Self Assessment Questions and Exercises
 - 11.9 Further Readings
-

11.0 INTRODUCTION

This unit will familiarise the students with the proper usage of grammar in English Language. It will start by discussing the importance of one-word substitution and then it will move on to the commonly used abbreviations that are necessary to learn. The last part of the unit will refer to the different forms of tenses that are required in English.

11.1 OBJECTIVES

After going through this unit, you will be able to:

- Explain the meaning of one word-substitution in English language
 - Discuss the concept and use of abbreviations
 - Describe the usage of appropriate tense forms
-

11.2 ABBREVIATIONS

In Latin, abbreviation means something that is short; therefore it defined as a shortened or condensed version of a phrase or a word. Abbreviations are a combination of words, letter or even phrases. It consists of different types like acronyms, initialisms and contractions.

NOTES

Abbreviations that can be made by just using the first letters of any phrase or a word are known as initialisms like WHO for World Health Organisation. Initialisms are frequently used for referring to the name of organisations or nations.

Example:

UK stands for United Kingdom

BBC stands for British Broadcasting Corporation

The second type is acronyms which are used when first letters of different words are pronounced as full phrases or words.

Example:

SATs stands for Standard Attainment Tests

Radar stands for Radio Detection and Ranging

Contractions are the third type of abbreviations where we don't use the letters from the middle part of any word. The first letter is usually capitalised.

Example:

Mr stands for Mister

Dr stands for Doctor

Another way of using contractions are by using apostrophe for the missing letters within a word like she's, he's, I've and they'd etc. The list of commonly used abbreviations are given below, refer to it for better understanding.

- | | |
|----------|---|
| A/c: | The term stands for account in banking. |
| AD: | Anno Domini stands for in the year of the Lord in Latin |
| Approx.: | Shorter term for approximately |
| AI: | It stands for Artificial Intelligence |
| AIDS: | An illness known as Acquired Immuno Deficiency Syndrome |
| AICTE: | It means All India Council for Technical Education |
| AIIMS: | It refers to All India Institute of Medical Science, one of the most reputable medical institutions in India. |
| AITUC: | It is a shorter version of All India Trade Union Congress |
| A.m.: | Before midday is known as ante meridiem |
| ATM: | Automated Teller Machine is used as an electronic banking service that is easily accessible to the customers. |
| ASP: | Used for Active server page |
| BCC: | Blind Carbon Copy is used frequently for sending copies of an email to different people. |
| BLOB: | It means Binary Large Object which can store data. |

NOTES

BIS:	Refers to Bureau of Indian Standards
BBC:	It denotes British Broadcasting Corporation which is an acclaimed public service broadcaster
BEL:	It means Bharat Electronics Limited
BIOS:	Basic Input Output System
BPR:	Business Process Re-engineering
BSE:	Bombay Stock Exchange is an Indian stock exchange in Mumbai
BPO:	Business Process Outsourcing is used for business functions using third party vendors.
CBSE:	Central Board of Secondary Education
CBI:	India's investigating agency is known as Central Bureau of Investigation
CAT:	It is Common Admission Test for getting admission in MBA.
CAD:	Computer Aided Design used for designing machines, buildings and cars.
CD-RW:	It stands for Compact Disc Re-Writable
CD-ROM:	It stands for Compact Disc Read-Only Memory
CD-R:	A digital optimal disc is known as Compact Disc Recordable
CRIS:	Centre for Railway Information System
CA:	A professional accountant is referred as Chartered Accountant
CPWD:	Central Public Works Department looks after public work sector
CV:	Curriculum Vitae means course of life in Latin
DVD:	The term means Digital Versatile or Video Disc
DTH:	Direct to Home provides television services.
DTP:	Desktop Publishing is for making brochures or newsletters.
DC:	Direct Current
EDI:	Electronic Data Interchange
EIS:	Executive Information System
ECG:	Electro Cardiogram
ERNET:	Educational and Research Network
FBI:	Federal Bureau of Investigation
FOB:	Free Of Board
FERA:	Foreign Exchange Regulation Act
ISRO:	Indian Space Research Organisation
LCM:	Lowest Common Multiple

MBBS:	Stands for Bachelor of Medicine and Bachelor of Surgery
MIDI:	Musical Instrument Digital Interface
MIPS:	Million Instructions per Second
MNC	Multi National Corporation
NDA	National Defence Academy
NSUI	National Students Union of India
NTPC:	National Thermal Power Corporation
NASSCOM:	National Association of Software and Service Companies
SAIL:	Steel Authority of India Limited
SIM:	Subscriber Identity Module used in cellphones.
TOEFL:	Test of English as a Foreign Language in English speaking colleges worldwide.
UML:	Unified Modeling Language is a discipline under software engineering.
UNI:	United News of India is an English news provider.
UPSC:	Union Public Service Commission is the central recruiting agency of India.
VIP:	Stands generally for Very Important Person
VIRUS:	Vital Information Resources Under Siege
VoIP:	Voice Over Internet Protocol allows people to make calls using internet connection.
WPA:	It denotes Wi-Fi Protected Access
WHO:	World Health Organisation is a part of the United Nations

*Abbreviations, One-Word
Substitution and
Tense Forms*

NOTES

11.3 USE OF APPROPRIATE TENSE FORMS

You have already learnt about the concept of appropriate tense forms in Unit 2. It is very important to use the correct form of tenses because otherwise it will be difficult to understand the time of occurrence of action. Since, you are already abreast with rules and usage of tenses from Unit 2, in this section, we will only recapitulate the major points.

Tenses are the category of grammar that is used to express time difference by using specific forms of verbs. The tenses are majorly divided into three categories-

- i. Past Tense
- ii. Present Tense
- iii. Future Tense

NOTES

Let's discuss these tenses one by one in this section.

i. Past Tense: It is generally used to describe events or actions that have already happened in the past. Past tense is divided into three categories.

- a) Simple Past Tense
- b) Past Continuous Tense
- c) Perfect Past Tense

Let's discuss these concepts briefly:

a) Simple Past Tense: It is generally used for actions or events that have already been completed in the past or facts that were true at some point in the past.

Example:

Prateek played football as a child every day.

Ritika was eight years old in 2001.

Karan left home by evening.

b) Past Continuous Tense: It is generally used to describe events or actions that were happening at a certain point in the past. Past continuous tense is generally formed by adding the past tense of be (was or were) before the participle form of verb (ing verb).

Example:

Shashank was writing a letter when I entered the room.

I was eating lunch in the morning.

He was going for a walk every day when he was at home.

c) Past Perfect Tense: It is used for actions and events that ensued before some point in the past. When speaking about something in the past, when one wants to point out an action that occurred even before that, they can use past perfect tense. Past perfect tense is generally formed by adding had before past participle form of the verb.

Example:

I had already completed my homework by the time the teacher arrived.

If I had woken up earlier today, I would have been able to see the sunrise.

ii. Present Tense: It is a tense that is used to describe general facts and habits, events/actions that occur in an unspecified time or actions that are either happening in the present or just got completed. It is also divided into three categories.

- a) Simple Paste Tense
- b) Present Continuous Tense
- c) Present Perfect Tense

Let's briefly learn about these sub-types.

NOTES

- a) **Simple Present Tense:** It is used to describe actions or events that are happening right now or happen regularly.

Example:

Garima practices dancing every day.

Tanu writes very well.

I feel great today.

- b) **Present Continuous Tense:** It used to describe actions or events that are happening in the present or may be frequently. Present continuous tense is generally formed by adding the present tense of be (is or are) before the participle form of verb (ing verb).

Example:

I am typing right now.

I am waiting for the breakfast to be served.

- c) **Present Perfect Tense:** This is an event or action that either happened at an indefinite period in the past or started in the past and sustained to the present time. Present perfect tense is generally formed by adding has/have before present participle form of the verb.

Example:

Rohit has gotten taller.

We have already walked O'Neill this path before.

I have already read that book.

- iii. **Future Tense:** It is a tense form used to describe events that are going to happen somewhere in the future. Like other forms of tenses, it is also comprised of three categories.

- a) Simple future tense
- b) Future continuous tense
- c) Future perfect tense

Let's discuss these sub-types briefly here.

- a) **Simple Future Tense:** It is used to describe the events or actions that will take place sometime in the future. It is used to describe actions that will begin and end in the future or things one wants to accomplish.

NOTES

Example:

I will attend the meeting tomorrow.

This year, I will complete all my goals.

- b) **Future Continuous Tense:** It used to describe actions or events that will begin sometime in the future and then continue till a foreseeable point in the future. Future continuous tense is generally formed by adding ‘will’ along with the present tense of be (is or are) before the participle form of verb (ing verb).

Example:

Mike will be competing against his best friend this week.

Sam will be watching the movie the whole day on Saturday.

- c) **Future Perfect Tense:** The future perfect tense is used to refer to an action or event that will be completed before some other point in the future. Future perfect tense is generally formed by adding ‘will have’ before past participle form of the verb.

Example:

Leena will have left for the airport by the time you come.

By the time you wake up, the parade will already have started.

11.3.1 Common Mistakes in Tense Usage

Tense is the manifestation of time in language. Time of the event is presented with relation to the time of speaking. It has been commonly agreed that English has three tenses, past, present and future, though the future tense is not marked morphologically on to the verb. Events that happened before the time of speaking are presented in past tense form, events that happened after the time of speaking are expressed using future tense and events that happened at the time of speaking are expressed using present tense. Use of the wrong tense is another common mistake that non-native speakers of English make. Let us study some such mistakes.

- Using past tense after *did* instead of the infinitive form of the verb is common with Indian English users.
For example:
 - Did you saw the movie yesterday? (Grammatically incorrect)
 - Did you see the movie yesterday? (Grammatically correct)
 - Did not saw the movie yesterday. (Grammatically incorrect)
 - I did not see the movie yesterday? (Grammatically correct)
- Using the third person singular form of the verb after ‘does’ is another common mistake.
- Another common mistake that is found in non-native speakers of English is the wrong use of sequence of tense.

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For example:

- o John told me what he is doing. (Grammatically incorrect)
- o John told me what he was doing. (Grammatically correct)

- In the subordinate clause, we need to use *would* instead of *will*, *could* instead of *can*, and *might* instead of *may*.

For example:

- o John said he will come tomorrow. (Grammatically correct)
- o John said he would come tomorrow. (Grammatically incorrect)
- o Yesterday, John told me that he may come. (Grammatically incorrect)
- o Yesterday, John told me that he might come. (Grammatically correct)

- Present perfect tense is used only when we talk about the result of the past action which is relevant in the present. We have to use present perfect in a context where the action described happened in the past but goes on in the present as well.

For example:

- o I have been working in this university for the past two years.
(Grammatically correct)
- o I worked in this university for two years. (Grammatically incorrect)

There are certain stative verbs (which expresses a state rather than an action) like *understand*, *know*, *believe*, *like*, *love*, *belong*, *prefer*, *consist*, *mean* and so forth, that does not take continuous aspect in any tense.

- Some speakers have the tendency to use continuous form of the verb to denote a habitual action. Some also use the verb to represent habitual action. In English, a simple present tense form of the verb that agrees with the subject in number is used to represent habitual action.

For example:

- o Every morning, I am getting up at six o clock. (Grammatically incorrect)
- o Every morning, I get up at six o clock. (Grammatically correct)

- The verbs after *as if* and *as though* should be in the past tense. But speakers tend to use present tense.

For example:

- o Aman behaves as if he knows everything. (Grammatically correct)
- o Aman behaves as if he knew everything. (Grammatically incorrect)

- Simple present tense is another area of concern. It is the only time the verb inflect for number of the subject noun. If the subject is in singular form then, the verb takes *-s*, *-es*, *-ies* suffix.

NOTES

For example:

- o Gabby watches cartoons in the morning.

It is a common practice that the verb is not inflected like this. So, we often say Gabby watch cartoons in the morning. The pronouns he, she and it also takes the same form.

Right Usage	Wrong Usage
The sun rises	The sun rise
I am	I has
I have	
He is	He have
He has	
He carries	He carry

11.4 COMMONLY USED ONE-WORD SUBSTITUTION IN ENGLISH LANGUAGE

One of the most effective ways to boost your vocabulary is by learning one-word substitution. It can easily replace an entire sentence into just a word. Once we are able to learn quite a few of these one-word substitutions, we can express the notion in a more precise manner. In addition, it offers us the precision that lends exactness and brevity to our expressions.

One-word substitution is a technique where we use a single word instead of a wordy expression for making the structure of the sentence clearer. It turns the work more concise, rather than complicated. Like, in a sentence that says “He drives me in a vehicle around town.” instead you can use ‘He chauffeurs me around town.’ The meaning remains same, yet the sentence is much shorter. This adds some intricacy to the writing and makes the sentence is succinct. The frequently used words are given below for your reference.

1. Someone who is hired to drives a luxurious car-Chauffeur
2. A person who distrusts or hates of mankind-Misanthropist
3. An instrument useful for detecting earthquake-Seismograph
4. Someone who is devoted for the well-being of other people-Altruist
5. Someone who is responsible of a museum-Curator
6. A being who lives on the flesh of animals-Carnivores
7. A condensed type of a phrase or word-Abbreviation
8. A person who carves a stone-Sculptor
9. Someone who does not have faith in in God-Atheist
10. Life story of a person written by oneself-Autobiography

NOTES

11. Government by the privileged class-Aristocracy
12. A fellow participant of a job-Colleagues
13. A sound that cannot heard clearly- Inaudible
14. A supposed treatment for all sickness or problems-Panacea
15. A long list of books-Catalogue
16. A presentation or speech made without planning-Extempore
17. Literary theft of a person's original work under his name-Plagiarism
18. A strong wish to go back to one's home-Nostalgia
19. Someone who is particularly desirous of wealth-Avarice
20. A hand writing that can't be understood or read- Illegible
21. A position for which no income is given- Honorary
22. Someone who compiles a dictionary-Lexicographer
23. A person with strange and peculiar habits -Eccentric
24. Impulsive Stealing-Kleptomania
25. Easily gulled, cheated and convinced-Credulous
26. A female who never gets married-Spinster
27. A person who has elegant and beautiful handwriting-Calligrapher
28. Something that is considered redundant and unnecessary-Superfluous
29. Saying things in a roundabout way-Circumlocution
30. Killing one's father-Patricide
31. One who believes in God-Theist
32. The small remaining piece of a cigarette-Stub
33. Someone's life history written by another person-Biography
34. A tendency to be supportive for one's relative-Nepotism
35. A series of three novels written by the same author-Trilogy
36. A story where ideas are symbolised as characters-Allegory
37. A medicine that cures every disease-Panacea
38. Someone who abstains from alcohol-Teetotaller
39. Someone who rejects one's religion-Apostate
40. Deliberate suffering for one's depravities / sins-Expiation
41. A person who is extremely proud of his gender, race etc.-Chauvinist
42. A pen name for a writer-Pseudonym
43. Someone who seeks pleasure in harming others-Sadist
44. A place where birds or animals are sheltered-Sanctuary
45. Someone who eats in large and indiscriminately way-Glutton
46. One who travels to a holy place to worship Pilgrim

NOTES

47. Someone who pays a lot of attention on physical appearance-Dandy
48. A person who is fond of collecting stamps-Philatelist
49. An animal tale with a moral at the end-Fable
50. One who is made to suffer due to other's actions-Scapegoat

Check Your Progress

1. What are contractions?
2. When is past perfect tense used?
3. How is future perfect tense generally formed?
4. Mention the one word which can be used to substitute the words 'A hand writing that can't be understood or read.'

11.5 ANSWERS TO CHECK YOUR PROGRESS QUESTIONS

1. Contractions are the third type of abbreviations where we don't use the letters from the middle part of any word.
2. Past Perfect Tense is used for actions and events that ensued before some point in the past. When speaking about something in the past, when one wants to point out an action that occurred even before that, they can use past perfect tense.
3. Future perfect tense is generally formed by adding 'will have' before past participle form of the verb.
4. The word 'illegible' can be used to substitute the words 'A hand writing that can't be understood or read.'

11.6 SUMMARY

- Abbreviations are a combination of words, letter or even phrases. It consists of different types like acronyms, initialisms and contractions.
- Abbreviations can be of different types like acronyms, initialisms and contractions.
- Tenses are the category of grammar that is used to express time difference by using specific forms of verbs. The tenses are majorly divided into three categories-
 - o Past Tense
 - o Present Tense
 - o Future Tense

NOTES

- Past tense is divided into three categories:
 - a) Simple Past Tense
 - b) Past Continuous Tense
 - c) Perfect Past Tense
- Past tense is divided into three categories:
 - a) Simple Paste Tense
 - b) Present Continuous Tense
 - c) Present Perfect Tense
- Future tense comprised of three categories:
 - a) Simple future tense
 - b) Future continuous tense
 - c) Future perfect tense
- One of the most effective ways to boost your vocabulary is by learning one-word substitution. It can easily replace an entire sentence into just a word.
- One-word substitution turns the work more concise, rather than complicated.

11.7 KEY WORDS

- **Abbreviation:** It is defined as a shortened or condensed version of a phrase or a word.
- **One-word substitution:** It is a technique where we use a single word instead of a wordy expression for making the structure of the sentence clearer.

11.8 SELF ASSESSMENT QUESTIONS AND EXERCISES

Short Answer Questions

1. What are the different categories of abbreviations?
2. Mention the full form of the following acronyms:
SAARC, ATM, PIN, BBC, CAT, ISRO
3. Write a short note on one-word substitution.
4. Mention the one-word which can substitute the following set of words/phrases:
 - a) That which lasts forever
 - b) A disease spreading over a large area

- c) Words or promises that are not true
- d) That which cannot be avoided

Long Answer Questions

1. Explain the different types and sub-types of tenses in English.
2. Identify the different types of tenses in the following statements:
 - a) He attended maths tuition regularly during the vacation.
 - b) We shall have a dance recital tonight.
 - c) He will be leaving for the Malta next month
 - d) I shall not give him any help unless he asks for it.
 - e) He is always singing something.
 - f) The parents have been fighting all morning.
 - g) We were watching the match at 8 pm yesterday.
 - h) While I was reading, he was playing ping pong.
 - i) He has invited all his friends. He is going to celebrate his child's birthday tomorrow.
 - j) The school's football team will have won the match.
 - k) We bought a Go-pro one week ago.

11.9 FURTHER READINGS

- Baldick Chris. 2009. *The Oxford Dictionary of Literary Terms*. Oxford: Oxford University Press.
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UNIT 12 SPELLINGS, SYNONYMS AND ANTONYMS

*Spellings, Synonyms
and Antonyms*

NOTES

Structure

- 12.0 Introduction
- 12.1 Objectives
- 12.2 Spelling and Use of Correct Spelling
- 12.3 Synonyms and Antonyms
 - 12.3.1 Synonyms and Antonyms in Sentences
- 12.4 Answers to Check Your Progress Questions
- 12.5 Summary
- 12.6 Key Words
- 12.7 Self Assessment Questions and Exercises
- 12.8 Further Readings

12.0 INTRODUCTION

For enriching vocabulary as well as for being good at written English, it is important that certain elements of words are understood properly. One of the fundamental aspects of learning words and their meaning is the knowledge of the correct spelling. This will help one understand the correct meaning of similar sounding words. In this unit, you will learn about the concept of spellings and tips for improving spelling skills.

In this unit, you will also learn about concept of synonyms and antonyms. You will learn how the knowledge of synonyms can enrich your vocabulary. This unit will make you realize how many different words can be used to express the same thing. It will also provide you some knowledge of antonyms that can be used to make arresting or powerful statements. To give an example, the synonyms for the word ‘contradict’ are, challenge, counter, disprove, oppose, negate. The antonyms for the same word are, confirm, agree, corroborate and acquiesce.

12.1 OBJECTIVES

After going through this unit, you will be able to:

- Discuss the concept of spelling and use of correct spelling
- Discuss the concept of synonyms
- Describe the concept of antonyms

NOTES

12.2 SPELLING AND USE OF CORRECT SPELLING

The importance of spellings should not be ignored. Even the best writers can make spelling mistakes and, therefore, need to use a dictionary when writing. A good dictionary, thesaurus or computer's spell check software has made it very easy to spell correctly.

Spelling Tips

The following are some important tips for improving spelling:

- **Write and see the words on paper:** In order to improve our spellings, it is important to write the words on paper and read them. If the word has not been spelt correctly it will not look correct. We must then check a dictionary to learn the correct spelling.
- **Do not replace difficult words:** Always try to use difficult words even if we have not used them before or if the spellings are difficult. This is one of the best ways to learn the spellings of new words.
- **Do not focus on spellings all the time:** Write first and then check the spellings. This is important because if we constantly keep stopping to check the spellings, it will become difficult to concentrate on what we are writing.
- **Check spelling at the end:** Make a habit of always checking all the spellings at the end. First concentrate on the content itself and then check the spellings.
- **Check if everything has been written:** It is important to check that we have not missed out anything while writing. If a word looks wrong, underline it and later, with the help of a dictionary, look for another word to use instead.
- **Rewrite the whole word:** When we correct a spelling, we should write the whole word again. This is an effective way to learn the correct spelling.

Spelling List

There are some words that we may use more frequently than others. We need not try to learn words we will use rarely. Instead, we should focus on words that we use often.

We should make a list of words that we have difficulty in spelling. Then list them in an alphabetical order. We should use this spelling list when writing. A good method to learn words before we put them in our list is by looking at them and then saying and writing their spellings.

Spell Check

All computers have a spell check facility in them. An automatic spell check corrects all wrong spellings. However, do not always think that the computer is correct.

Programmes, like MS Word automatically check spelling as we type and show the errors by underlining the incorrect word with a red wavy line.

Note: A computer spell check will also show spellings that are not familiar as errors, for example, names like Ramesh or Trishna.

For English, we have to decide whether we want to use American English or British English. For American English, we have to select English (US) in the language options pop up box, while English (UK) has to be selected for British English.

The following table shows the difference between the spellings of some commonly used words:

Table 12.1 Difference in Spelling in American English and British English

American English	British English
Organization	Organisation
Color	Colour
Analyze	Analyse
Defense	Defence
Center	Centre
Honor	Honour
Program	Programme
Modeling	Modelling

Check Your Progress

1. Choose the correct spelling for the missing word in the following sentence
How much is the airplane?
 - a. Fair
 - b. Fare
2. Choose the correct spelling for the missing word in the following sentence
He has to some weight before his pilot duty begins.
 - a. Loose
 - b. Lose

12.3 SYNONYMS AND ANTONYMS

Effective expression in the English language—oral or written — comes from knowledge of vocabulary.

Synonyms are words that mean the same or nearly the same thing but their usage in sentences may sometimes vary depending on the context of the passage. Synonyms are also used to avoid repetition of the same word in a sentence yet conserve the meaning of the sentence. In fact, to have a good control over the English language, it is important to have a good command over synonyms.

NOTES

Two words are often said to be synonymous if they have the same implication. Synonyms can be found in any of the parts of speech (e.g. nouns, verbs, adjectives, adverbs or prepositions), as long as both members of the pair belong to the same part of speech.

Examples of a few synonyms are:

- Baby (noun) - infant, child, toddler, newborn
- Petty crime - misdemeanor (noun), offence
- Student (noun) - pupil, learner, beginner, trainee
- Buy (verb) - purchase, procure, obtain, acquire, get
- Pretty (adjective) - attractive, good-looking, sweet, cute
- Sick (adjective) - ill, unwell, ailing, under the weather
- Quickly and speedily (adverb) - rapidly, hastily, promptly
- Freedom and liberty (noun) - choice, freewill, sovereignty
- Dead and deceased (adjective) - lifeless, departed, silent, boring

You must note that some synonyms are defined with respect to the sense of certain words. Look at the following examples:

The word *expired* as in ‘having lost validity’ (used in the context of medicines, or the tenure of a position held by someone) does not necessarily mean death.

The word ‘pupil’ as in ‘the iris of the eye’ does not necessarily mean student.

There are very few words which are truly synonymous in meaning, that is, have exactly the same meaning. Generally, there are some differences in the usage if not in the meaning.

For example, the words *aged*, *ancient*, *obsolete*, and *matured*.

Aged implies *of advanced age* and is applicable to people.

Ancient implies *of or in time long past* and is applicable to objects, animate or inanimate.

Obsolete implies *no longer in general use* and is applicable to fashion, mobile phones, gadgets.

Matured implies *ripe*, and is applicable to fruits, or fully aged, as in cheese or wine.

Examples of Synonyms

Let us now look at a few important synonyms.

i. Absolute

Part of Speech: *adjective*

Definition: Having and exercising complete political power and control.

Synonyms: absolutistic, arbitrary, autarchic, autarchical

Part of Speech: *noun*

Synonyms: positiveness, positivity, totality, unconditionality

*Spellings, Synonyms
and Antonyms*

ii. Candid

Part of Speech: *adjective*

Definition: Manifesting honesty and directness, especially in speech.

Synonyms: artless, blunt, clear, direct,

Part of Speech: *noun*

Synonyms: candidness, candour, honesty

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iii. Definite

Part of Speech: *adjective*

Definition: Having distinct limits.

Synonyms: determinate, fixed, limited

Part of Speech: *adjective*

Definition: Known positively.

Synonyms: certain, positive, sure

Part of Speech: *noun*

Synonyms: definiteness, definitude, finality, finitude, inevitability, precision, tangibility

iv. Economy

Definition: Careful use of material resources.

Part of Speech: *adjective*

Synonyms: cheese-paring, economic, economical, frugal,

Part of Speech: *noun*

Synonyms: administration, austerity, conservation, discretion,

Part of Speech: *verb*

Synonyms: curtail, cut back, economize, and retrench

v. Fastidious

Part of Speech: *adjective*

Definition: Showing or marked by attentiveness to all aspects or details.

Synonyms: meticulous, painstaking, punctilious, scrupulous

vi. Gamut

Part of Speech: *noun*

Definition: the full range or compass of recognized musical notes; by extension, the compass of an instrument or voice

Synonyms: compass, continuum, extent, field

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vii. Illiterate

Part of Speech: *adjective*

Definition: Without education or knowledge.

Synonyms: ignorant, uneducated, unlearned, and unschooled

viii. Immaculate

Part of Speech: *adjective*

Definition: Free from dirt, stain, or impurities.

Synonyms: flawless, clean, spotless, unblemished

ix. Innocuous

Part of Speech: *adjective*

Definition: Devoid of hurtful qualities

Synonyms: harmless, innocent, inoffensive

x. Morbid

Part of Speech: *adjective*

Definition: Susceptible to or marked by preoccupation with unwholesome matters

Synonyms: diseased, sick, unhealthy, dreadful

Part of Speech: *noun*

Synonyms: cachexia, gruesomeness, morbidity

Antonyms

You have already learnt about synonyms or words having similar meanings. Antonyms on the other hand, are more commonly known as opposites. An antonym is a word or a phrase that means the opposite of another word or phrase. An antonym is often the negative connotation of a particular word as is evident from the following examples:

Rich	Poor
Friend	Enemy
Truth	Lie
Knowledge	Ignorance
Win	Lose

While conversing, there is always an unavoidable need for an appropriate word suitable to the occasion. With a good knowledge of words, one can express one's thoughts and feelings exactly.

Examples of Antonyms

- i. The Finance Minister tried to be as **precise** as possible in his statement on public policy. One should try to be **exact** in his calculations.

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Antonyms:

- Incorrect
- Inaccurate
- Inexact
- Wrong
- False

ii. Power corrupts a man and absolute power corrupts absolutely.

Antonyms:

- Submission
- Obedience
- Subjection
- Thralldom
- Slavery

iii. Ravi is a **bold** and **courageous** person.

Antonyms

- Afraid
- Cowardly
- Daunted
- Timid
- Intimidated

iv. His approach was so **brutal** that we all maintained a distance from him.

Antonyms

- 1.Humane
- 2.Merciful
- 3.Kind
- 4.Sympathetic
- 5.Compassionate

v. He is **cleaver** at algebra.

Antonyms:

- Foolish
- Dull
- Doltish
- Incapable
- Stupid

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vi. She is **curious** to know what he said about her.

Antonyms:

- Incurious
- Indifferent
- Uninterested
- Common
- Everyday

vii. The **depraved** employees will come forward to raise their issues against the Company.

Antonyms:

- Chaste
- Decent
- Ethical
- Good
- Honorable

viii. Rita's stupidity will drive me to **despair**.

Antonyms:

- Confidence
- Encouragement
- Elation
- Hopefulness
- Expectation

ix. His **extravagant** habits explain why he is always in debt.

Antonyms:

- Reasonable
- Judicious
- Moderate
- Temperate
- Economical

x. She was **enchanted** with the poems you wrote for her.

Antonyms:

- Disgusted
- Repulsed
- Replied
- Nauseated

Frequently used Antonyms

*Spellings, Synonyms
and Antonyms*

Let us now look at a list of commonly used nouns, verbs and adjectives along with their antonyms.

i. Nouns and their antonyms

<i>Nouns Antonyms</i>	<i>Nouns</i>	<i>Antonyms</i>	
Absence	presence	Comparison	Contrast
Ald	hindrance	Darkness	light
Arrival	departure	Day	night
Ascent	descent	Death	birth
Attack	defence	Delay	haste
Beginning	end	[Disease, Sickness	health
Belief	disbelief, doubt	Dwarf	giant
Bravery	top	Equality	inequality
Bravery	cowardice	Enemy	friend
Care	neglect	Entrance	exit
Exterior	interior	Master	servant
Fact	fiction	Merit	demerit
Failure	success	Miser	spendthrift
Falsehood	truth	Motion	rest
Freedom	slavery	Peace	war
	Pleasure	pain	
Gain, Profit	loss	Plenty	scarcity
	Pride	humility	
Glory	shame	Prose	poetry
Happiness	misery	Punishment	reward
Head	tail Rear front, van		
Heaven	hell	Sea	land
Honour shame, dishonour	Solid	Smile	frown
	liquid		
Hope	despair	Synonym	antonym
Ignorance	knowledge	Tolerance	intolerance
Import	export	Union	disunion
	discord; split		
Increase	decrease		
Interest	indifference	Use	disuse, abuse
Joy	sorrow	Victory	defeat
Likeness	difference	Virtue	vice
Love	hatred	War peace	

ii. Verbs and their antonyms

<i>Verbs</i>	<i>Antonyms</i>	<i>Verbs</i>	<i>Antonyms</i>
Accept	reject, refuse	Continue	discontinue
Acquit	convict	Contract	expand
Advance	retreat	Create,	destroy
Agree	disagree, differ	Encourage	discourage
	Enrich	impovertish	
	Enter	exit	
Allow	disallow, forbid	Enthrone	dethrone

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Appear	disappear	Fail	pass, succeed
Approach	retire	Gather	scatter
Go	come		
Assemble,	disperse	Grant	reject
Collect	Help	hinder	
Attract	repel	Hide	seek
Beautify	disfigure	Hurt	heal
Borrow	lend	Include	exclude
Compare	contrast	inhale	exhale
Conceal	reveal	Join	disjoin
Confess	deny	Laugh	weep
Lead	follow	Remember	forget
Lessen	extend	Rise	fall, set
Lock	unlock	Sink	swim
Make	mar	Strengthen	weaken
Obey	disobey	lake	give
Offer	refuse	Teach	learn
Open	shut	Tie	untie
Oppose	yield	Unite	disunite
Please	displease	Wake	sleep
Praise	defame	Wane	wax
Punish	reward	Win	lose
Raise	lower	Worry	comfort

iii. Adjectives and their antonyms

<i>Adjectives</i>	<i>Antonyms</i>	<i>Adjectives</i>	<i>Antonyms</i>
Absent	present	Definite	indefinite, vague
Active	inactive, passive	Dense	sparse, rare
Acute	obtuse	Different	similar
All	none	Difficult	easy
Ancient	modern	Diligent	lazy
Animate	inanimate	Doubtful	sure
Artificial	natural	Dry	wet
Barren	fertile	Early	late
Base	noble	Equal	unequal
Beautiful	ugly	Eligible	ineligible
Bitter	sweet	Empty	full
Blunt	sharp	External	internal
Bold	timid	Fair	foul
Brave	cowardly	Faithful	faithless
Bright	dull	False	true
Broad	narrow	Far	near
Careful	careless	Familiar	strange
Certain	uncertain	Famous	notorious
Cheap	dear	Foolish	wise
Cheerful	cheerless	Fortunate	unfortunate
gloomy	Fresh	stale	unfriendly
Clean	dirty	Friendly	fruitless
Clever	stupid	Fruitful	particular
Coarse	fine	General	

Cold	hot	Glad, happy	sad
Cool	warm	Great	small
Correct	incorrect	Guilty	innocent
Cruel	kind	Hard	soft
Dead	alive	Heavy	light
Deep shallow	Hollow	solid	

*Spellings, Synonyms
and Antonyms*

NOTES

Source: Sidhu, C.D., Prem Nath and Kapil Kapoor. 2004. Comprehensive English Grammar and Composition. New Delhi: Khosla Publishing House.

12.3.1 Synonyms and Antonyms in Sentences

- i. This town is **famous** for its beautiful castles.

The above sentence can be rewritten, using either of the following synonyms, without changing the meaning.

Synonyms:

Noted
Celebrated
Renowned

However, the use of the antonyms of the word ‘famous’ would change the meaning of the sentence completely. For example, the use of **obscure** instead of ‘famous’ would result in a sentence like:

The castles in this town are **obscure**.

Antonyms:

Obscure
Fugitive
Inglorious

Let us now look at a few more examples:

- ii. His taking to alcohol was a great **grief** to his parents.

Synonyms:

Pain
Sorrow
Trouble

Antonyms:

Glee
Joy
Contentment

- iii. He told us a story full of **humour**.

Synonyms:

Wit

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Fun

Comedy

Antonyms:

Solemnity

Gravity

Sobriety

- iv. When there is no work, one remains **idle**.

Synonyms:

Inert

Unoccupied

Lazy

Antonyms:

Active

Busy

Diligent

- v. He is very **innocent** like a newborn baby.

Synonyms:

Blameless

Sinless

Untainted

Antonyms:

Blameworthy

Culpable

Guilty

- vi. My college days are the most **joyous** days in my life.

Synonyms:

Ecstatic

Elated

Jovial

Antonyms:

Gloomy

Miserable

Morose

- vii. This **lonely** mountain village has produced many writers of high repute.

Synonyms:

Solitary
Desolate
Isolated

Antonyms:

Escorted
Attended
Befriended

viii. His music was full of **melody**.

Synonyms:

Unison
Tune
Symphony

Antonyms:

Discord
Distortion
Disruption

ix. Is the meaning of the word still **obscure** to him?

Synonyms:

Dark
Doubtful
Dim

Antonyms:

Apparent
Intelligible
Lucid

x. The atmosphere in that hotel is **odious** to stay there even for a day.

Synonyms:

Abhorrent
Abominable
Detestable

Antonyms:

Agreeable
Charming

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Congenial
xi. Ram prefers quality to **quantity**.

Synonyms:

Measure

Amount

Bulk

Antonyms:

Shortage

Deficiency

Insufficient

xii. How do you **rate** this movie?

Synonyms:

Appraise

Compute

Estimate

Antonyms:

Miscalculate

Underrate

Undervalue

xiii. The President is held in high **respect**.

Synonyms:

Esteem

Regard

Consideration

Antonyms:

Contempt

Disregard

Disown

xiv. He is lost in the **shallow** argument.

Synonyms:

Trifle

Superficial

Slight

Antonyms:

Wise
Intelligent
Shrewd

xv. The **tedious** work took an entire day to complete.

Synonyms:

Banal
Drab
Dreary

Antonyms:

Enjoyable
Enthralling
Exciting

*Spellings, Synonyms
and Antonyms*

NOTES**Check Your Progress**

3. Choose the synonym of the word ‘unique’ from the following options:
 - a. Distinguished
 - b. Uniform
 - c. Singular
4. Choose the synonym of the word ‘disinterested’ from the following options:
 - a. Inclined
 - b. Impartial
 - c. Uninterested
5. At the Directors’ meeting, the managers decided against the new project as a viable option. What is the antonym of viable?
 - a. Impractical
 - b. Feasible
 - c. practical
 - d. positive
6. Raj thought the issue at hand was not morally just and consequently he would never endorse the petition. Select the antonym of endorse.
 - a. Support
 - b. Oppose
 - c. Approve
 - d. Create

12.4 ANSWERS TO CHECK YOUR PROGRESS QUESTIONS

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1. The correct spelling for the missing word in the given sentence is ‘fare’.
2. The correct spelling for the missing word in the given sentence is ‘lose’.
3. The synonym of the word ‘unique’ from the given options is ‘singular’.
4. The synonym of the word ‘disinterested’ from the given options is ‘impartial’.
5. The antonym of viable is ‘impractical’.
6. The antonym of endorse is ‘oppose’.

12.5 SUMMARY

- The importance of spellings should not be ignored. Even the best writers can make spelling mistakes and, therefore, need to use a dictionary when writing.
- The following are some important tips for improving spelling: write and see the words on paper, do not replace difficult words, do not focus on spellings all the time, check spelling at the end, check if everything has been written and rewrite the whole word.
- All computers have a spell check facility in them. An automatic spell check corrects all wrong spellings. However, do not always think that the computer is correct.
- Effective expression in the English language—oral or written—comes from knowledge of vocabulary.
- Synonyms are words that mean the same or nearly the same thing but their usage in sentences may sometimes vary depending on the context of the passage. Synonyms are also used to avoid repetition of the same word in a sentence yet conserve the meaning of the sentence.
- Antonyms are more commonly known as opposites. An antonym is often the negative connotation of a particular word.

12.6 KEY WORDS

- **Synonyms:** These are words that mean the same or nearly the same thing but their usage in sentences may sometimes vary depending on the context of the passage.
- **Antonym:** It is a word or a phrase that means the opposite of another word or phrase.

12.7 SELF ASSESSMENT QUESTIONS AND EXERCISES

Short Answer Questions

1. List some important tips for improving spelling.
2. What is a spell check?
3. When are synonyms used?
4. What is the condition for two words to be called synonymous?
5. What is an antonym?

Long Answer Questions

1. English Language: Correct the spelling

Words with silent letters (e.g., k in knight) are often incorrectly spelt. Write the correct spellings for such words given below and their meanings:

- a. Aquaintance
- b. Silouette
- c. Hemorrage
- d. Aquire
- e. Aline
- f. Suttle
- g. Absess

2. Choose the right synonym for the underlined word.

- a. The **woman** wore a black outfit.

Man

Lady

Girl

Mother

- b. He had a **bad** day.

Terrible

Unlucky

Good

Upset

- c. I am **happy** to be with my family

Laughing

Sad

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Joyful

Content

- d. I had this **strange** feeling today.

Funny

Unusual

Weird

- e. His **excellent** performance in the exam got him lots of appreciation.

First-rate

Mediocre

Faulty

Imperfect

3. Write at least three synonyms for each of the following words:

Achieve, accord, apparent, bashful, build, common, defend, invisible, defend, favour, kindle, mislead, numerous, precarious, pretend, risk, sacred, superb, tragedy, vague.

4. Write at least three antonyms for each of the following words:

Comic, famine, complex, guilt, genuine, benevolent, expand, forcible, hostile, deep, repulsive, suddenly, worthless, forcible, feminine, optimistic, wicked, yawn, zeal, submissive.

5. State the words opposite in meaning to the following:

Thin, similar, worthless, complex, trust, failure, alive, shallow, honest, important, prudent, rich. Savage, transparent, junior, uniform, invisible, vulgar, bitter, immodest.

12.8 FURTHER READINGS

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UNIT 13 MATCHING WORDS AND MEANINGS, COMMON ERRORS AND USE OF PREPOSITIONS

Structure

- 13.0 Introduction
- 13.1 Objectives
- 13.2 Match Words with Their Meanings
- 13.3 Spotting Common Errors in English Grammar
- 13.4 Appropriate Use of Prepositions
- 13.5 Answers to Check Your Progress Questions
- 13.6 Summary
- 13.7 Key Words
- 13.8 Self Assessment Questions and Exercises
- 13.9 Further Readings

13.0 INTRODUCTION

Now that you have learnt about the concept of homonyms, homophones, homographs, spellings, synonyms and antonyms, in this unit, you will briefly learn about matching of words to their meanings and the confusion which may arise in this context. There are also some common errors which are observed in the users of English language, these will be discussed under specific categories. In the last section of the unit, you will learn about the concept of preposition and the manner of their usage.

13.1 OBJECTIVES

After going through this unit, you will be able to:

- Discuss the concept of matching words with their meanings
- Describe some of the common errors in English grammar
- Explain the concept and appropriate use of prepositions

13.2 MATCH WORDS WITH THEIR MEANINGS

Meaning is of different types. The first is the literal meaning. It defines what is meant by a word, text, concept, or action. Similarly, there is a literal meaning

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above the word level as well. A sentential meaning is derived from the sum of all the meanings of the words that are combined plus how those words are arranged. However, there is another type of meaning that is active when we speak. That is called the contextual meaning. Contextual meaning is over and above the literal meaning. It is the communicative value that a sentence has when it is spoken. In linguistics, the study of meaning is divided into semantics that studies the literal meaning and pragmatics that studies the contextual meaning.

The words in a language are interconnected as a web of meaning one related to another in many ways. Some words have similar meanings not same though! Still some other words are opposite, some sound same, some spell same, some are general words some are specific words, so on and so forth. Language is full of nuances and diversity, which adds richness and interest to our conversations and our writing. Irrespective of all these we are still able to communicate without any ambiguity in a concise and clear way. This is the singleness of meaning. You have already learnt the different aspects of singleness of meaning through the concepts of homonyms, homophones, homographs, spellings, synonyms and antonyms in Units 10 and 12. In this section, these concepts are briefly recapitulated.

Shades of Meaning

Words with shades of meaning are called synonyms. As you have learnt in Unit 12, different words with similar meanings are called synonyms. English is rich in synonyms partly because it has borrowed words from different languages like French, Latin/Greek and so forth. Following is a list of words that we commonly use and their synonyms.

Table 13.1 List of Synonyms

Word	Synonyms
Acquaintance	Ally, friend, confidant
Action	Work, operation, performance
Afraid	Frightened, scared, fearful, panicky, terrified
Amazing	Incredible, fantastic, fabulous, astonishing, extraordinary
Answer	Respond, reply
Awful	Terrible, abominable, dreadful
Bad	Evil, spoiled, imperfect, infamous, dismal
Beautiful	Gorgeous, ravishing, dazzling, exquisite, stunning
Begin	Initiate, commence, inaugurate
Big	Enormous, epic, vast, monstrous, huge, humungous, massive, mammoth, gigantic
Brave	Bold, courageous
Break	Rupture, fracture, shatter, destroy, destruct
Calm	Serene, peace, tranquil
Come	Approach, Arrive
Cool	Chilly, frosty, icy
Copy	Trace, imitate
Cut	Chop, slash, slit
Dangerous	Hazardous, risky, precarious
Decide	Determine, settle
Definite	Certain, positive, obvious
Delicious	Savoury, titbit, delectable
Describe	Portray, characterize
Destroy	Demolish, slay, ruin, raze
Difference	Disagreement, inequity, dissimilarity
Dozing	Snoozing, slumbering, sleeping, dreaming, snoring, napping
Dull	Boring, uninteresting, monotonous, humdrum, dreary
End	Terminate, conclude, cessation

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Explain	Elaborate, interpret
Fall	Drop, descend, topple
Famous	Well-known, renowned, eminent, illustrious
Fast	Quick, rapid, hasty, snappy
Fat	Stout, corpulent, chubby, bulky
Few	Rare, uncommon, limited
Fool	Cheat, mislead
Free	Release, emancipate
Funny	Amusing, humorous, droll

Get	Acquire, obtain, secure, procure, gather
Gone	Disappeared, vanished
Good	Nice, great, awesome, amazing, excellent, outstanding, fabulous, super, fantastic, equal, superb, splendid, fair, fine, wonderful,
Grand	Pleasant, spectacular
Great	Worthy, distinguished, grand, considerable, mighty
Happy	Pleased, delighted, elated, joyful, ecstatic, jubilant, jaunty
Hard	Difficult, challenging, laborious
Hate	Despise, loathe, abhor, abominate
Have	Possess, own, acquire,
Help	Aid, assist, support, encourage, relieve
Hide	Conceal, cover, mask, veil
Idea	Thought, concept, notion
Important	Necessary, vital, critical, indispensable, valuable, essential, famous, notable
Interesting	Fascinating, engaging, spirited, intriguing, gripping, enthralling, captivating
Jump	Leap, hope
Know	Think, believe
Little	Tiny, diminutive, exiguous, dinky, cramped
Look	Gaze, glance, peek, glimpse, stare, leer
Love	Like, admire, fancy, care for, adore
Make	Create, originate, invent, build, construct, manufacture, produce, compose
Move	Plod, creep, crawl, drag, toddle, shuffle, trot, lumber, meander
Neat	Orderly, tidy, trim, natty, smart, elegant
New	Unique, modern, current, recent
Old	Feeble, ancient, aged, veteran, mature, primitive, stale
Place	Draw, map, diagram, procedure, method, blueprint
Sad	Sorrowful, doleful
Show	Display, exhibit, indicate, reveal, demonstrate
Tell	Disclose, reveal, expose, narrate, inform, divulge
Upset	Mad, angry, furious,
Use	Employ, utilise, exhaust, spend
Wrong	Incorrect, inaccurate, mistaken, erroneous, improper, unsuitable

There are different ways in which synonyms differ. Firstly, the synonyms differ in their formality. For example, toilet and washroom, die and pass away. Secondly, it can vary in its degree. For example, nibble and devour, afraid and terrified and so forth. Thirdly, synonyms can differ in its usage. For example, according to and in accordance with. We can say ‘He answered the question’, but not ‘He replied the question’. It should be ‘He replied to the question’.

Confusing Pairs-What is the Difference?

English language has words that confuse us. This is because of different reasons. There are words that sound same, words that are written with the same spelling and sometimes, both spellings and sound are same. There are different names that are given for these different types of words. One of them is homonymy.

As you have learnt earlier, Homonyms are words that sound and spell the same but are actually two words. They have different meaning. For example, the word ear can mean a part of the human body and it can also mean the ear of a corn. There are so many homonyms in English which can create confusion. You can find a list of English homonyms in Table 13.2 with their meanings.

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Table 13.2 List of Homonyms in English

Word	Meaning A	Meaning B
address	To address someone	House address
arm	Hand	Branch
back	Reply	The back of human body
bank	Financial institution	River bank
bark	Barking of a dog	Bark of a tree
base	Military base	Base
bat	Cricket bat	Animal
beam	Iron beam	Light beam
bear	To bear someone	animal bear
board	To board the plane	Black board
bolt	Nut and bolt	Thunderbolt
book	To book someone for something	Comic book
bore	To make a hole	Not interesting
box	To punch someone	A rectangular container
cabinet	Cabinet of ministers	Cupboards
can	Able to do	Pepsi my can
case	A legal case	Book case
cast	Put	The actors in a movie
chair	Chairperson/ chair a meeting	Raised platform with four legs to sit
change	To change one's dress	The balance of money
check	Examine	Be careful
chicken	Easily frightened	Animal
chip	To cut into small pieces	Microchip
clear	Clean	Without ambiguity
close	To shut down	Nearby
club	To bring together	Club house
command	Authoritative direction	Military unit
content	The state of being happy	Content of something
current	The present time	Flow of electricity
crane	Animal crane	Machine
dear	Having a high price	Close relationship
deck	Pack of cards	Platform of a ship
duck	To move quickly downwards or away	animal
dust	To remove dust	Fine powder
entrance	To attract	A doorway
even	Same	To the full extent
fair	Free from favouritism	Pleasing to the eye
fall	Autumn season	To fall down
fat	Lucrative	Huge
fawn	Gain favour by flattering	A young deer
file	File a complaint	Smooth the nails with a file
fine	A penalty	Good
fire	To terminate	To start a gun
firm	Not soft	Not shakeable
flat	Level surface	Apartment
fly	insect	To fly in the air
fold	A group of sheep	Act of folding
foot	A unit of measurement	Part of the body
forearm	Arm in advance of a confrontation	Part of the body

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forte	An asset of worth	In Music, loud
fret	To worry unnecessarily	Fret a guitar
fudge	Soft dreamy candy	To tamper with
general	Not specialized	A rank in army
gig	A booking for musicians	Long rowing boat
gill	A unit of measurement	Respiratory organ in aquatic animals
gin	A strong liquor	A trap for birds
glass	A container for liquid	A transparent material
goose	A bird	A stupid person
grand	Extraordinarily good	The cardinal number that is the product of 10 and 100
grave	Causing fear or anxiety by threatening great harm	A place for the burial of a corpse
groom	Give a neat appearance	Male participant in the marriage
gross	Total	Repulsive
gum	Chewing gum	The tissue under the teeth
hack	Hack a system	A tool to break the surface of the soil
hail	To praise	Precipitation of ice
heel	Tilt to one side	The bottom of a shoe
hide	To cover	Dressed skin on animal
hind	Located at the back	A female deer
hip	Lower part of the waist	A conjunction
hold	To possess	Cause to remain in a state
horn	Horn of an animal	horn of a car
host	One who hosts	A large multitude
iron	To iron one's cloth	Metal iron
jam	Traffic jam	Bread and jam
jar	Move with sudden jerky motion	A container
jet	An aeroplane	A flow of water
jumper	A person who jumps	A coverall worn by children
just	Now/ exact	Without prejudice
key	Pitch of the voice	Lock and key
kid	Be silly	Young human
kind	Of a certain species	Showing consideration
lap	Movement around a course	Upper part of the thigh
last	Former	Temporal end
left	To go away	Left side
letter	Alphabet	Post
light	Not heavy	Bright
long	To desire strongly	Extended time
lie	Lie down in a bed	To tell lies
man	To take charge of	An adult human being
match	A game	Equal
may	May come	Month of May
mean	Cheap	Denote/ connote
mole	A spy	A mammal
nail	To hit hard	A pointed metal
object	To oppose	Something
park	To park one's car	Play in the park

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pitcher	Jug for water	Person who bowls
point	A brief	Full stop
pole	Earth's axis	Long rod
pound	To break into pieces	Currency
pot	Flower pot	Marijuana
right	Correct	Right side
rock	A piece of stone	A dependable person
rose	Past tense of rise	Flower/ colour
row	Row your boat	Rows and columns
saw	Past tense of see	Instrument to cut
seal	Animal seal	Wax seal
serve	To do a duty	Give food
show	To make clear	Give an exhibition
shower	Rain	Water sprayer
sick	Have a strong distaste	Not well
sign	Signature	An indication/ forewarning
sink	To drown	Kitchen sink
spring	Season	Suspension spring
space	Empty area	Area outside Earth's atmosphere
stall	To stop something	An enclosure for selling things
square	Characterized by honesty and fairness	Shape with equal side and right angle
tank	An armoured vehicle	Water tank
tie	To fasten	Neckware
tire	Exhaust/ get tired	Vehicle tire
trip	To fall by tripping	A journey
trunk	Main stem of a tree	Luggage
wave	To swing back and forth	Sea waves
watch	To see	Time piece
well	Good	Water well
yard	A unit of measurement	Backyard

There are other word pairs that spell similar but are pronounced differently and have different meanings. They are called homographs. An example of homographs is sow which when pronounced as /sau/ mean female hog and when pronounced as /sow/ means place seeds on the ground. There are so many homographs in English. A few of them are given in Table 13.3 with their different pronunciation and meaning.

Table 13.3 List of Homographs in English

Word	Pronunciation A	Pronunciation B
bow	/bəʊ/ bow and arrow	/bau/ bow down in front of God
Live	/liv/ to lead your life	/laiv/ to telecast live
Minute	/mainu:t/ very small	/minit/ time period
Lead	/li:d/ to control	/led/ a metal
Wind	/wind/ movement of air	/waind/ to turn
Base	/bas/ is a kind of fish	/beis/ lowest part in a musical range
Read	/ri:d/ present tense form	/red/ past tense form
Do	/du:/ to work	/doh/ first note in the octave
Buffet	/bufei/ a meal where you help yourself	/bufit/ to strike

There are so many two syllable words in English which are spelt the same but is a noun or adjective when the stress fall on the first syllable and a verb when the stress falls on the second syllable. Some of the common words that follow this pattern are addict, conflict, contest, contrast, convert, decrease, import, increase, insult, perfect, permit, pervert, present, produce, protest, recall, record, reject,

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suspect, address, attribute, conduct, console, content, converse, default, desert, entrance, exploit, extract, invalid, object, project, refuse and subject.

There are still other word pairs that sound similar but are spelt differently and have different meanings. They are called homophones. There are so many homophones in English. A few of them are given in Table 13.4 with its matching pair.

Table 13.4 List of Homophones in English

air	heir	loan	lone
ail	ale	made	maid
allowed	aloud	mail	male
arc	ark	main	mane
ate	eight	meat	meet
bad	bade	medal	meddle
bail	bale	missed	mist
bald	bawled	muscle	mussel
ball	bawl	none	nun
bare	bear	oar	ore
beach	beech	one	won
bean	been	pail	pale
bear	bare	pain	pane
beat	beet	pair	pear
bee	be	patience	patients
beet	beat	peace	piece
bell	belle	peal	peel
berry	bury	plain	plane
birth	berth	plane	plain
blue	blew	pore	pour
boar	bore	practice	practise
board	bored	praise	prays
bough	bow	pray	prey
bow	bough	principal	principle
boy	buoy	profit	prophet
brake	break	rain	reign
buy	by/bye	rap	wrap
ceiling	sealing	read	reed
cell	sell	read	red
cent	sent	right	write
cheap	cheep	ring	wring
check	cheque	road	rode
coarse	course	role	roll
cord	chord	root	route
dear	deer	rose	rows
die	dye	sale	sail
dun	done	scene	seen
Dye	die	sea	see
ewe	you	seam	seem
eye	I	sew	sow
fair	fare	sight	site

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feat	feet	soar	sore
find	fined	sole	soul
flea	flee	son	sun
flew	flu	soot	suit
flour	flower	stair	stare
flower	flour	stake	steak
fool	full	steal	steel
fore	four	stile	style
forth	fourth	suite	sweet
foul	fowl	tail	tale
fur	fir	tear	tier
gait	gate	their	there
grate	great	threw	through
groan	grown	throne	thrown
hair	hare	tide	tied
hall	haul	to	two
heal	heel	told	tolled
hear	here	too	to, two
heard	herd	towed	toad
here	hear	urn	earn
higher	hire	vain	vein
him	hymn	vale	veil
hole	whole	vein	vane, vain
hour	our	waist	waste
idle	idol	wait	weight
key	quay	way	weigh
knew	new	weak	week
knight	night	wear	where
knot	not	whole	hole
know	no	witch	which
lain	lane	wood	would
lead	led	write	right
leak	leek	yoke	yolk
lessen	lesson	yore	your

Mismatching Mars the Meaning

As we have seen in the above section, there are so many words that can create confusion while speaking or writing. Wrong usage will create confusion and ambiguity and also obscures the writer's intent. For example, the following sentence are ambiguous because of the homonymous words which are underlined.

- I saw a bat yesterday.
- I enjoyed the port.
- The pen was open.
- The bank was closed yesterday.
- My brother likes sweets/ suites.
- They provided those leads.
- They found hospitals and charitable institutions.

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Sometimes, these ambiguities are intentional as we can see from the excerpt from Lewis Carroll's *Alice's Adventures in Wonderland*.

'Mine is a long and sad tale', said the Mouse, turning to Alice, and sighing.

'It is a long tail, certainly', said Alice looking with wonder at the Mouse's tail, 'but why do you call it sad?'

The writer should always proofread the material that they have written with an eye to find out such problems. There are different ways to disambiguate the sentences too. Contextualizing is one of the ways in which some of these sentences can be disambiguated from the context. But one needs to rewrite the passage, if need be.

Check Your Progress

- What are the ways in which synonyms differ?
- Mention some examples of two syllable words in English which are spelt the same but is a noun or adjective when the stress fall on the first syllable and a verb when the stress falls on the second syllable.

13.3 SPOTTING COMMON ERRORS IN ENGLISH GRAMMAR

In this section, you will learn about some of the common errors in English grammar.

- Some errors arise out of the incorrect use of a word or an expression in place of the correct one.

Some examples are:

INCORRECT	CORRECT
Furniture is generally made of wood.	Furniture is generally made from wood.
I could not find an empty parking lot.	I could not find a vacant parking lot.
He highly deserves to be punished.	He richly deserves to be punished.
What is the time in your watch?	What is the time by your watch?
My head has been paining since morning.	My head has been aching since morning.
He earns fifty thousand rupees per month.	He earns fifty thousand rupees a month.
Doesn't he have a childish smile?	Doesn't he have a childlike smile?
I didn't know that he was so coward.	I didn't know that he was so cowardly.
That man is such a miser.	That man is so miserly.
Shall I credit the amount to your name?	Shall I credit the amount to your account?
They received a cheque of Rupees one lakh.	They received a cheque for Rupees one lakh.
I think he is totally right.	I think he is perfectly right.
He seemed to be out of sort.	He seemed to be out of sorts.
The murderer was hung this morning.	The murderer was hanged this morning.
The programme was telecasted yesterday.	The programme was telecast yesterday.
He was taken as a thief.	He was taken for a thief.

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- ii. Some errors arise not because of the incorrect use of a word or an expression, but because of a redundant (extra) word in the sentence.

Some examples are:

INCORRECT	CORRECT
He should not have picked up the quarrel.	He should not have picked the quarrel.
She lived till the age of eighty years.	She lived till the age of eighty.
Is she your cousin sister?	Is she your cousin?
Just then, the clock struck three hours.	Just then, the clock struck three.
Her suspicion was proved wrong.	Her suspicion proved wrong.
Is he your cousin brother?	Is he your cousin?
I wish we had another alternative.	I wish we had an alternative.
I think he resembles to his grandfather.	I think he resembles his grandfather.
Will you wait till I do not return?	Will you wait till I return?
He seemed to be of fifty years.	He seemed to be fifty years old.
Please report back to me.	Please report to me.
We ordered for mushroom soup.	We ordered mushroom soup.
There are very many designs to choose from.	There are many designs to choose from.

- iii. While some errors occur because of an extra word in the sentence, other errors occur because a word or some words have been omitted.

Some examples are:

INCORRECT	CORRECT
Do you have a pencil to write?	Do you have a pencil to write <i>with</i> ?
These houses are for the poor to live.	These houses are for the poor to live <i>in</i> .
Do you know to drive?	Do you know <i>how</i> to drive?
Yash looks quite grown now.	Yash looks quite <i>grown-up</i> now.
Their services have been dispensed.	Their services have been dispensed <i>with</i> .
Have you written him about the news?	Have you written <i>to</i> him about the news?
I find hard to wake up early in the morning.	I find <i>it</i> hard to wake up early in the morning.
He met an accident last night.	He met <i>with</i> an accident last night.
In India, cows are regarded sacred.	In India, cows are regarded <i>as</i> sacred.
Do you pray God daily?	Do you pray <i>to</i> God daily?

- iv. Some errors occur because of the wrong arrangement of words in a sentence.

Some examples are:

INCORRECT	CORRECT
Being dirty, she decided to wash the dress.	As the dress was dirty, she decided to wash it.
While crossing the road, a car hit him.	While he was crossing the road, a car hit him.
Being built on sand, a house will fall.	If a house is built on sand, it will fall.
They were robbed, going through the forest.	They were robbed while going through the forest.
I met a man with a glass eye named Joe.	I met a man named Joe, who had a glass eye.

- v. Many errors occur because of our tendency to translate literally from Hindi to English.

Some examples are:

INCORRECT	CORRECT
Both of them do not care for the child.	Neither of them cares for the child.
He is cent percent correct.	He is hundred percent right.
Her hairs are very long.	Her hair is very long.
They made her to do all the work.	They made her do all the work.
Didn't you get the informations?	Didn't you get the information?
Five thousand rupees are a meagre amount.	Five thousand rupees is a meagre amount.
Could you please close the fan?	Could you please turn off the fan?
Neither of the books were interesting.	Neither of the books was interesting.
The area of my house is more than your house.	The area of my house is more than that of your house.
None of the girls have come today.	None of the girls has come today.

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Check Your Progress

3. Give two examples of the incorrect usage of a word. Give the correct sentence in brackets.
4. Give two examples of the use of an extra word in a sentence. Give the correct sentence in brackets.
5. Give two examples of errors arising out of the omission of a word in a sentence. Give the correct sentence in brackets.

13.4 APPROPRIATE USE OF PREPOSITIONS

Prepositions specify place, direction and time. A preposition establishes a connection between nouns, phrases and pronouns in a sentence to other words in that sentence.

The flower is in the vase.

The flower is on the plant.

The flower is beside the bed.

She held the flower under her nose.

She plucked the flower during her morning walk.

In each of these sentences, a preposition helps to locate the ‘flower’ in space or in time.

Let us look at the following passage:

Sam’s arm was throbbing. He had been digging all day. He placed his shovel against the wall and sat down to rest. He could hear the shouts of children from across the field. He knew they had been to school, to learn about the world. He

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did not regret being illiterate. The thought of reading gave him a pain **in** the head. He felt the sweat **on** his forehead.

The words in bold are all prepositions. Some of the commonly used prepositions are listed as follows:

out	outside	over	past	since	through
throughout	till	to	toward	under	
underneath	until	up	upon	with	
within	without	about	above		
across	after	against	along	among	
around	at	before	behind	below	beneath
beside	between	beyond	but	by	
despite	down	during	except	for	from
in	inside	into	like	near	of
off	on	onto			

1. Between, Among

Between is used with two persons or things.

Among is used with more than two persons or things.

There was a fight *between* team A and team B.

The dowry system still exists *among* the Hindus of North India.

2. At, In

In is used with names of countries and large towns.

At is used when speaking of small towns and villages.

That boy is *at* the top of his class.

The kids are already *in* bed.

3. With, By

With denotes the instrument whereas *by* indicates the agent.

The house was built *by* him *with* help from his friends.

The note was scribbled *by* him *with* a piece of charcoal.

4. Till, to

While *till* is used to indicate time, *to* is used to indicate place.

On Sundays he sleeps *till* ten in the morning.

We walked *to* the neighbourhood provision store.

5. On, upon

On is used while speaking of objects that are stationary or at rest, whereas *upon* is used for things in motion.

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The teacher sat *on* a chair.

The monkey sprang *upon* the girl walking on the road.

6. In, within

In is used before a noun that indicates a period of time in the sense of *at the end of*; *within* means *before the end of*.

She was back *in* an hour (at the end of an hour).

She will be back *within* an hour (before the end of).

7. Since, from

Both *since* and *from* are used to denote a point of time. *Since* is preceded by a verb in some perfect tense, whereas *from* can be used with any form of tense. Also, *since* can be used only to talk about time in the past, whereas *from* can be used for present and future time.

He has been surviving on plain water *since* last week.

He studied classical dance *from* the age of four.

From next Monday, the school will close at 5 p.m.

8. Beside, besides

Beside is used to indicate *by the side of*, whereas *besides* means *in addition to*.

She sat *beside* him throughout the night.

Besides the participating children, there were five adults in the room.

9. Due to, owing to

Due to and *owing to* are often confused. *Due* should be used as an adjective that is qualifying a noun or pronoun.

Example: This month's rent for this room is *due*.

Due to unforeseen circumstances, we had to leave the city in a hurry.

(This sentence is incorrect).

The correct usage would be as follows:

Owing to unforeseen circumstances, we had to leave the city in a hurry.

Use of Prepositions at the End of Sentences

It is kind of odd to use a preposition at the end of a sentence. However, there are certain exceptions:

- (a) The dancer hates being talked *about*.
- (b) Nobody enjoys being shouted *at*.
- (c) This is the house that we were looking *for*.
- (d) This is the lake that he talked *about*.
- (e) This is the spot we came *to*.

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- (f) What were you staring *at*?
(g) This is the book we were talking *of*.

When there are two verbs which should be followed by different prepositions, make sure that you put both the prepositions.

Example: The seniors have been talking and laughing at the freshers all night.

(incorrect)

The seniors have been talking *about* and laughing *at* the freshers all night.

(correct)

Phrase Prepositions

Phrase prepositions are a group of words, or a phrase containing the force of a single preposition. A phrase preposition ends in a simple preposition. Some examples of phrase prepositions used in sentences are as follows:

- (a) *In comparison to* his elder brother, he is very dull.
(b) *On behalf of* the staff, the executive handed over the gift to the boss.
(c) *In the event of* his death, the property will go to his elder daughter.
(d) *In addition to* being an ace tennis player, she is also a good singer.
(e) *On account of* his poor health, he was dropped from the team.

Nouns and Adjectives and their Specific Prepositions

There are a number of adjectives that require specific prepositions to connect them with the nouns that follow.

Examples:

beset with	devoid of	occupied with
acquainted with	defective in	ignorant of
astonished at	capable of	entitled to
applicable to	contrary to	guilty of
bent on	disappointed with	envious of
deaf to	good at	delighted with
afraid of	doubtful of	indebted to

A number of nouns require specific prepositions which connect them with other nouns. Here are a few examples:

capacity for	access to	interest in
expert in	cause for	love for
appetite for	fear of	hope of
approach to	difference between	surprise at
invitation to	comparison with	acquaintance with
cure for	attention to	improvement in

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Check Your Progress

6. What does a preposition establish a connection between?
7. Give one example to denote the use of ‘with’ and ‘by’.

**13.5 ANSWERS TO CHECK YOUR PROGRESS
QUESTIONS**

1. There are different ways in which synonyms differ. Firstly, the synonyms differ in their formality. For example, toilet and washroom, die and pass away. Secondly, it can vary in its degree. For example, nibble and devour, afraid and terrified and so forth. Thirdly, synonyms can differ in its usage. For example, according to and in accordance with. We can say ‘He answered the question’, but not ‘He replied the question’. It should be ‘He replied to the question’.
2. There are so many two syllable words in English which are spelt the same but is a noun or adjective when the stress fall on the first syllable and a verb when the stress falls on the second syllable. Some of the common words that follow this pattern are addict, conflict, contest, contrast, convert, decrease, import, etc.
3. Examples of the incorrect usage of a word:

What is the time in your watch? (What is the time by your watch?)
The murderer was hung this morning. (The murderer was hanged this morning.)
4. Examples of the use of an extra word in a sentence:

He should not have picked up the quarrel. (He should not have picked the quarrel.)
Please return back the book by Sunday. (Please return the book by Sunday.)
5. Examples of errors arising out of the omission of a word in a sentence:

Do you have a pencil to write? (Do you have a pencil to write with?)
He met an accident last night. (He met with an accident last night.)
6. A preposition establishes a connection between nouns, phrases and pronouns in a sentence to other words in that sentence.
7. One example to denote the use of ‘with’ and ‘by’ is as follows:

The cat was killed by Shyam with a knife.

13.6 SUMMARY

- Meaning is of different types. The first is the literal meaning. It defines what is meant by a word, text, concept, or action. Similarly, there is a literal meaning above the word level as well. A sentential meaning is derived from the sum of all the meanings of the words that are combined plus how those words are arranged. However, there is another type of meaning that is active when we speak. That is called the contextual meaning.
- Words with shades of meaning are called synonyms.
- English language has words that confuse us. This is because of different reasons. There are words that sound same, words that are written with the same spelling and sometimes, both spellings and sound are same. There are different names that are given for these different types of words. One of them is homonymy.
- There are other word pairs that spell similar but are pronounced differently and have different meanings. They are called homographs.
- There are so many words that can create confusion while speaking or writing. Wrong usage will create confusion and ambiguity and also obscures the writer's intent.
- Some errors arise out of the incorrect use of a word or an expression in place of the correct one.
- Some errors arise not because of the incorrect use of a word or an expression, but because of a redundant (extra) word in the sentence.
- While some errors occur because of an extra word in the sentence, other errors occur because a word or some words have been omitted.
- Some errors occur because of the wrong arrangement of words in a sentence.
- Many errors occur because of our tendency to translate literally from Hindi to English.
- Prepositions specify place, direction and time. A preposition establishes a connection between nouns, phrases and pronouns in a sentence to other words in that sentence.
- Some of the commonly used prepositions are: In, at, on, to, till, under, by, for, of, but.
- It is kind of odd to use a preposition at the end of a sentence. However, there are certain exceptions.
- When there are two verbs which should be followed by different prepositions, make sure that you put both the prepositions.
- Phrase prepositions are a group of words, or a phrase containing the force of a single preposition.

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- There are a number of adjectives that require specific prepositions to connect them with the nouns that follow.
- A number of nouns require specific prepositions which connect them with other nouns.

13.7 KEY WORDS

- **Literal meaning:** It defines what is meant by a word, text, concept, or action.
- **Prepositions:** These are words which specify place, direction and time.

13.8 SELF ASSESSMENT QUESTIONS AND EXERCISES

Short Answer Questions

1. What are the different types of meaning?
2. What is the meaning of singleness of meaning?
3. Give examples of the use of prepositions at the end of sentences.
4. List examples of nouns which require specific prepositions which connect them with other nouns.

Long Answer Questions

1. Discuss some of the common errors in English grammar.
2. Describe the meaning and correct usage of prepositions.

13.9 FURTHER READINGS

- Baldick Chris. 2009. *The Oxford Dictionary of Literary Terms*. Oxford: Oxford University Press.
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UNIT 14 DIAGRAMS INTO LANGUAGE, WORD FORMATION, IDIOMS, PHRASES AND INTELLIGENCE TESTS

Structure

- 14.0 Introduction
- 14.1 Objectives
- 14.2 Conversion of Diagrams Into Literal Language
 - 14.2.1 Writing Process
- 14.3 Word Formation
- 14.4 Phrases and Idioms
 - 14.4.1 Meaning of Idioms
 - 14.4.2 Some Commonly Used Idioms
- 14.5 Intelligence Test
 - 14.5.1 Fundamental Concepts Involved in Intelligence and Intelligence Testing
 - 14.5.2 Measurement of Intelligence
 - 14.5.3 Classification of Intelligence Tests
 - 14.5.4 Criteria of a Good Test
 - 14.5.5 Uses and Limitations of Intelligence Tests
- 14.6 Answers to Check Your Progress Questions
- 14.7 Summary
- 14.8 Key Words
- 14.9 Self Assessment Questions and Exercises
- 14.10 Further Readings

14.0 INTRODUCTION

Up till now, you have learnt different aspects of enriching English vocabulary, this included concepts of homophones, homonyms, spellings, antonyms, common errors etc. In this unit, you will learn about the application of vocabulary in the conversion of diagrams into literal language. This will include a basic description of picture composition and a detailed understanding of the writing process. Further, a crucial element of vocabulary enrichment will be discussed: Word formation. The linguist Bogdan Szymanek in *Handbook of Word-Formation* (2005) remarked, ‘English word-formation is doing quite well and keeps many people busy: first, the ordinary language user, the journalist or media man, the writer and the copywriter, and all those other individuals who like to test, from time to time, the limits of morphological creativity, and, finally, the linguist, who must try to make sense of the new creations.’ In linguistics, word formation refers to the creation of a new word. The formation of words has few rules which determine the nature of the words, thus, formed.

Further in the unit, you will learn about the concept of phrases and idioms and discuss some of the popular ones. In the end, you will learn about intelligence tests and their uses and classification

14.1 OBJECTIVES

After going through this unit, you will be able to:

- Understand the meaning of picture composition
- Describe the different types of word formation processes
- Discuss some of the famous idioms and phrases
- Explain the concept, measurement and types of intelligence tests

14.2 CONVERSION OF DIAGRAMS INTO LITERAL LANGUAGE

Conversion of diagrams into literal language refers to the concept of picture composition. Picture composition is a type of writing in which we are required to write a paragraph, a story, a notice, a report or an essay based on the picture that is given. It is important to understand the picture and explain it in the best possible manner. Thus, picture composition involves building a story from pictures.

While writing a picture composition, the following points should be kept in mind:

- Look for the main element or theme of the diagram or picture
- Identify the specific details mentioned in the diagram
- Peripheral details must also be studied,
- Try to study the cause and effect of what is presented in the diagram

Exercise 1

Study the picture given below. Write a report for this accident from the perspective of a newspaper reporter.



Exercise 2

Write a diary entry about how you felt on seeing these trees being cut. Write the day and date and begin with 'Dear Diary'.



Exercise 3

Bhavya and Vrinda, who grew up in the same town, were meeting after almost a decade.



Write an original short story on these two characters.

Since, conversion of diagrams into literal language is concerned with picture composition, it will be clear to note that the general writing process and tips are also applicable in the case of picture composition. In the following sub-section, let's have a look at the writing process so as to ensure that the composition so composed is of good quality.

14.2.1 Writing Process

It is true that creative writing is an art, but general writing is a craft which can be learnt with practice. For example, one writes poetry as s/he has a natural inclination to write poetry, but when one writes a paragraph on some issue or take down notes, one does it because of a professional need or for an academic purpose or

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for some purpose which is not merely for pleasure. For learning how to write effectively we should know the basic features of writing—the first amongst many is that writing should be approached as a process.

1. Writing is a process

As writing is a process, therefore it usually follows a particular sequence:

Prewrite Write → Rewrite.

- (a) Prewrite – Prewriting is a process which comes before the actual writing begins. While writing anything, it is presumed that there must be something very significant that needs to be said to a particular audience. Therefore, there are certain significant aspects that one must ponder over before one begins writing. They are:
 - One should figure out the aims and goals of writing. One must make sure that one knows why one is writing.
 - One should consider the audience. One should gather all the available information and data on the subject one decides to write on.
 - One should then determine the style, that is, the way one arranges one's words.
- (b) Write – Once the relevant information and data has been gathered and the objectives, style and audience of writing is set, one can launch oneself into the actual process of writing. In this phase of writing, one should organize the writing in such a manner that the readers can comprehend it easily. Therefore it is very important to write from a reader's point of view and also to ascertain that a logical sequence is maintained while writing.
- (c) Rewrite – Rewriting is the final step, and one that is essential to successful writing. This step requires that one revises the rough draft and edits it. Revision allows you to perfect your memo, letter, report, or any other document.

2. Choose the Right Words and Phrases

The right words in the right context are immensely powerful, but if words are used without any thought then they still wield power but of the wrong kind and often can have an opposite effect or an effect which is least intended by the writer. Therefore, while writing, it is important that one should have the following parameters in mind.

• Use Simple, Familiar, Straightforward Words

The simpler a person is in expressing himself, the better it is for the reader or listener to understand what is intended in the message. One needs therefore to write in as simple strait forward, familiar language as possible so that the reader finds it comfortable to read and understand. It can further be added that obscure

words and expressions are not at all good for any kind of writing as it makes a writing seem very awkward. There are some obscure words and expressions given below along with the alternative words and expressions for your understanding.

Table 14.1 Avoid obscure words and expressions

Avoid obscure words and expressions	
Obscure words	Alternative words
Accede	Agree
Aforementioned	Already discussed
As per your request	As you requested
Ascertain	Find out
Attached herewith	Attached
Cognizant	Know
Endeavour	Try
In lieu of	Instead of
Inasmuch as	Because
Initial	First
Issuance	Send
Pertaining to	About
Pursuant to	After
Remittance	Pay
Subsequent	Later
Supersede	Replace

It is moreover advisable to use specific and concrete words. This will make your writing more appealing to the readers. Further it should be kept in mind that one should avoid clichés as much as possible as it makes writing look archaic. Clichés are words and phrases which are used so much that they have lost their appeal. For example, if one says – ‘There is no point in burning the midnight oil in discussing a topic which would not provide any food for thought to the audience.’ The phrases ‘burning the midnight oil’ or ‘food for thought’ are redundant as they have been used so much that when one hears or reads them, one feels that the encoder of the message has no original thought of his or her own. Instead, the encoder could have said the same thing in a much more direct way – ‘There is no point in putting so much of labour in discussing a topic which would not interest the audience.’

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• Avoid using jargons

Jargons are words or expressions which are subject-specific or profession specific, and consequently can be easily understood by the people within the same profession or who are dealing with the same subject. But for others who are not from the same profession or discipline, it becomes difficult and sometimes impossible to comprehend jargon. If one is writing a paper for a journal, then it is appropriate to use jargons, but when one is writing for the general reader, it is sensible / desirable to minimize the use of jargon. Below is a list of jargon words from different fields.

Table 14.2 Jargons

JARGONS	
Newspaper Jargon	beat, breakline, byline, chaser, circulation, cut, dateline, ears, flag, lead, stringer, strip, teaser, and zone
Business Jargon	actionable, axe, back burner, best practice, bean counter, bearish, brain dump, bullish, buzz, change agent, circular file, core competency, down and dirty, downsize, headcount, hired guns, in the black, in the loop, in the red, level playing field, leverage, org chart, out of pocket, out of the loop, stakeholders, sweat equity, timeframe, traction, value-added
Computer Jargon	browser, bus, cache, chip, cookie, CPU, crash, database, download, driver, file, firewall, folder, fragmentation, freeware, hardware, interface keyboard, shortcuts, mouse, network, operating system, plug and play, resolution, software, spam, upload, URL, and virus

• Avoid Redundant Words and Circumlocution

Redundancies are two or more words that say the same thing but still we use both the words. For example, we often write ‘During the year 2010’, it is unnecessary to use the words ‘the year’ as ‘during 2010’ carries the whole sense. Such redundancies should be excluded from communication. Below is a list of some expressions with redundant words and their corresponding concise alternatives:

Table 14.3 Redundant Words and Phrases

Phrases with Redundancies	Concise Alternatives
In the month of December	In December
Needless to say	Then why say it?
Will cost a sum of Rs. 1000.	Will cost Rs. 1000.
Our regular monthly status reports	Our monthly status reports
We collaborated together	We collaborated
The other alternative	The alternative
A new innovation	An innovation
The consensus of opinion is to	The consensus is to

- **Avoid Discriminatory or sexist language** as it contributes to the unequal socio-cultural status of women, the differently-abled and people from various ethnic and racial backgrounds. It is appropriate to use non-discriminatory language as not only is it politically correct, but also reflects one's mental and psychological makeup. The discriminatory words and phrases that one should avoid are:

Table 14.4 Discriminatory Words and Phrases

Avoid	Use
Men of science	Scientists
Manpower	Workforce
Manning the office	Staffing the office
Man-made	Synthetic/artificial
Chairman	Chairperson

Those who are differently-abled should not be labeled as crippled, deaf, dumb, disabled, handicapped, mentally retarded, blind, etc. Instead terms like 'physically challenged', or 'differently abled' should be used.

Similarly, racial biases should not be a part of the language we use. We should not use the word 'ethnic' to mean 'foreign' or 'the other'. Everybody has an ethnicity and belongs to an ethnic group. Moreover, other such terms, such as 'uncivilized', 'uncultured,' etc. to refer to a minority group not in touch with the mainstream culture should be avoided as they have their own culture and civilization having its own uniqueness and identity.

One should keep in mind that the use of discriminatory language is extremely hurtful and upsetting for the recipient and in most cases even unlawful.

3. Choose the Right Sentences

Choosing right words are important in communication, but to put them properly in grammatically and semantically coherent sentences is important to make written communication effective. If the sentences are loosely formed, grammatically incorrect, ambiguous, awkward, then they fail to make an impact on the reader. Therefore, it is essential to write in grammatically correct and coherent sentences.

- Use simple, short and straightforward sentences
- Economize with words
- Use active voice as far as possible
- Avoid ambiguous sentences

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Check Your Progress

1. List the significant aspects that one must ponder over before one begins writing.
2. What are jargons?

14.3 WORD FORMATION

Words are one of the basic building blocks of language. The world of words is an interesting place to visit. It is easy to get there and great fun to be there. Do you know when goat is served as meat it is called mutton, cow is called beef and pig is called pork? Do you know that animal names are English words but the meat name is French? It is interesting to note that this happened between the 11th and 15th century when the French ruled England. Do you know that colonel, captain, lieutenant, are French titles because the English adopted the French military system? Do you know that the position of a governor and a governess are not the same and a spinster and a bachelor are not equally eligible? Words are not just the basic units of meaning but they have interesting stories to tell.

All these examples suggest that words can reveal the history of the people, who they were, with whom they communicated, and what was the nature of that communication. Words can also tell us about the culture of people who speak that language, and their attitude towards different strata of society. Words can even tell us about the human mind and its creativity.

Have a Hearty Meal—Word Formation Process

How can English language keep up with the pace of developments that are happening around the world and handle the technologically advanced and globalized world? Does it have a kitchen to cook new words? If yes, how is it cooked? The English language has to undertake very many processes to enhance the existing vocabulary. There are a lot of ways in which words become a part of a language. An understanding of the different word formation processes in English will help you to use this language in a more creative way. Let us look at some of the important word formation process in English and their examples.

- Compounding
- Affixation
- Back formation
- Clipping
- Blending
- Clitic
- Extension

- Reduplication
- Borrowing
- Coining

i. Compounding: It is one of the most productive word formation processes in English and other Germanic languages. It is a process whereby two existing free words are combined to form a new word. For example, schoolboy, schoolbag and so forth. In a compound, sometimes, the meaning of the new compounded word may be a combination of the meaning of both its constituents like north-east. In some cases, one of the word will be a meaning head and the other will act as a modifier like blackboard, stonewall and so forth. In other cases, the meaning of the word may not be derived from any of the combined words like in straight-jacket, blue-collar and so forth. In a compound, the affixes will be either attached to the right- sided constituent as in schoolbags (plural form of schoolbag), or it may be attached to the left- sided constituent as in passersby (plural form of passerby).

More examples of compound word are cupcake, greenroom, greenhouse, cupboard, wallpaper, newspaper, everybody, battlefield, earshot, earthquake, fanfare and several others.

ii. Affixation: It is a process where a word is attached with a bound morpheme or affixes like -ly, -ness and others. These affixes cannot form a word by itself nor is its meaning realized in isolation. These bound morphemes can be attached to the beginning of the word (prefix) like rewrite, unproductive and others. Moreover, it can be attached at the end of the word (suffix) like in happiness and blackish. Sometimes, it is added at both ends (circumfix) like in embolden. As far as the meaning of these affixes is concerned, it can quantify the word like uni-lateral, bi-lateral, multi-purpose, semi-arid, omni-present, macro-systems and others. Else, it can talk about location like circum-navigate, intra-venous, para-linguistics and others. Also, it can talk about time as in fore-father, pre-independence, post-modern, neo-classical, and other examples. There are a lot of negative affixes too like asymmetrical, anti-glare, dis-like, in-eligible and others. Some affixes refer to person who does a task like applic-ant, budget-eer, teach-er and so forth. Sometimes, it refers to an activity as in leak-age, recit-al, absorb-ance and others.

iii. Back formation: As we have seen in the above paragraph, there are bound morphemes in English language which are attached to existing words to form new words. But there are some words that exist in English where some parts of the word is identical to the form (sound and/or spelling) of bound morphemes like the -er sound/spelling in

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burglar and juggler or *-ion* in television. The speakers tend to remove these endings supposing that they are bound morphemes to create new words. For example, the word burgle is created from burglar which has an *-ar* ending. Other examples of back formation in English are televise from television, administrate from administration, maffick from mafficking, ūoresce from ūorescent and so forth. The verb of lase has been back formed from laser which itself was formed as an acronym for Light Amplification by the Stimulated Emission of Radiation. This example suggests that words can undergo multiple word formation process.

- iv. **Clipping:** This is a word formation process where a multisyllabic word is shortened to a monosyllabic word without any change in the meaning. In this process, both the words will coexist in the language with the same meaning and same usage, like exam for examination. According to the linguist Marchand, clippings first originate in among different groups as slangs and then enter the standard language. There are different ways of clipping. We can clip the first part of the word and retain the last syllables like in plane for airplane, bus for omnibus and so forth. Else, clip the last part of the word and the first part is retained like exam for examination, doc for doctor, lab for laboratory, math for mathematics and others. In some other cases, the first and last part are clipped and the middle syllable is retained like in flu for influenza and others.
- v. **Blending:** In this process, two words are clipped first and then combined together to form a new word. For example, fantastic and fabulous is blended to form fantabulous, chizza blended from chicken and pizza. Usually, in the blending process, the last part of the first word and the first part of the last word is clipped. But this is not always the case. Sometimes, the last part of both words are clipped as in navicert (a blended from of navigation and certificate). In blending, it is also not mandatory that both the words are clipped to a shortened form. Even one word can be clipped, for example, emoticon is a blended form of emotion and icon. This process is also called portmanteau. The new word will have the combined meaning of both its constituents. This process has become very popular in the last few decades as it is very creative and offers a lot of possibilities in terms of speech and meaning. Other examples of blending words include edutainment, brunch, workaholic, telecast and others.
- vi. **Clitic:** This is also a shortening process, but unlike clippings, these shortened words are attached to a free word. This shortening occurs as a result of less emphasis on the said word. Like clippings, here too both the shortened form and the free word coexist with the same meaning. For example, I'm is a clitic form of I am, I'd of I would and

likewise. It is different from affixes because they are syntactically independent words but are phonologically dependent. Depending on the position to which it is attached, clitics can be divided into proclitic and enclitic. Proclitic is added to the beginning of a word like, the English article ‘the’, when unstressed and with a reduced vowel, is a proclitic, as in the house, or enclitic attached to the end of a word like, he’ll, could’ve and it’s.

vii. Extension: In this word formation process, the name of a person, place or brand is extended over a period of time to the product or process. For example, we put diesel in our car which is an extension of the name Rudolph Diesel who invented it. We eat sandwich in the morning which is an extension of sandwich —a place in Britain. The earl of Sandwich had this fondness for eating two loaves of bread with something in between. We also use googling for Internet search which is an extension of the company name Google. There are other examples of extension such as aspirin, Band-Aid, tweet, cologne, sodomise, pasteurize, Braille and so forth.

viii. Reduplication: It is a process where a syllable or a word is repeated to create a new word. Reduplication can refer to all the following processes. Firstly, the base is repeated together with an additional sound. For example, lovey-dovey, super-duper, okey-dokey and so forth. In such cases, the meaning is derived from the first word and the second word carries a semantic modification. Secondly, syllables are repeated to constitute a single word/lexeme. For example, blah blah blah, yadda yadda yadda, willy-nilly, hobnob, helter-skelter and others. Here the individual syllable will not have a meaning on its own and does not exist as a word. Thirdly, the reduplicated words are intervened by a syllable or a postposition in such a manner that it appears as discontinuous. For example, bric-a-brac, ring-a-ling and others. Reduplicated word always operates as a single lexical category. Only the second part of the reduplicated word takes any inflectional or derivational affix.

ix. Borrowing: When languages come into contact, sometimes language A borrows words from language B for different reasons. The most common reason is that language A does not have words for the thing or process. Borrowing also occurs if language B has a higher prestige. Whatever the case may be; borrowing enriches the vocabulary of language. In English, it has helped distinguish between a formal use and an informal use. English has come into contact with many languages around the world and borrowed words from them. For example, sushi from Japanese, boomerang from Australian, ketchup from Chinese, choir from Malayalam, *pyjama* from Hindi, *avatar*, *dharma* from Sanskrit, chikungunya from Swahili, alcohol, elchemy from Arabic,

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coleslaw from German, machet from Spanish, wine, mile from Latin, academic, acoustic from Greek, tomahawk from Amerindian and others.. The list is so big that English is often called the most expressive language in the world.

- x. **Coining:** Last but not the least, word formation process is called coinage or word manufacture, that is, the creation of an entirely new word. The new word will be based on the phonological constraints of the given language. Some of the examples of recent coinages are spandex, nylon and others.
- xii. **Idioms:** An idiom is a usage in which the meaning is not literal, as the writer is actually referring to something else. The meaning of an idiomatic expression might not be the same in another language, hence, translating an idiom might change its meaning. Some of the common examples of idioms used in English language are a cut above, lock horns, nip something in the bud, rain or shine, no axe to grind and so forth. You will study about idioms in the next section of this unit.

Check Your Progress

3. Give examples of compound words.
4. Define the word formation process blending.
5. What is reduplication?

14.4 PHRASES AND IDIOMS

As mentioned in Unit 1, phrases are a small group of words which have a specific meaning. Idioms are made of phrases.

There are hundreds of phrases in the English language. Below are some commonly used phrases.

- **Point-blank:** To say something directly or rudely, without explaining or apologising. *Example:* The company owner told the workers point-blank that their demands could not be met.
- **So-so:** Not very satisfactory. *Example:* My new job is so-so but I cannot afford to give it up.
- **Chit-chat:** Small talk or unimportant conversation. *Example:* The boss asked them to stop their chit-chat and get on with their work.
- **See-saw:** Something that goes up and down. *Example:* The Indian rupee has been see-sawing for the last one year.
- **Black-and-white:** Something which is extremely clear. *Example:* The employees have been told in black-and-white that they have to deliver or quit.

- **Dos and don'ts:** The rules. *Example:* A good driver always follows the do's and don'ts of driving.
- **Haves and have-nots:** Those who are rich and those who are not. *Example:* In India, there is a wide gap between the haves and have-nots of the population.
- **Ins and outs:** The details. *Example:* As I don't know the ins and outs of the situation, I can't really comment on it.
- **Pros and cons:** Advantages and disadvantages. *Example:* One must consider all the pros and cons before buying a new car.
- **Tried and tested:** Something which has been well-tested. *Example:* Drinking green tea is a tried and tested way of improving the digestion.
- **Ups and downs:** Very good times and very bad times. *Example:* He has had a lot of ups and downs in his business.
- **Flesh and blood:** One's close family. *Example:* You must help your brother – after all, he's your flesh and blood.
- **By and large:** Generally. *Example:* By and large, people prefer quality products to low prices.
- **Dead and buried:** Something that is not going to happen again. *Example:* Their long dispute is now dead and buried.
- **Wine and dine:** To entertain someone lavishly. *Example:* The Chopras are known for wining and dining their guests.
- **Bread and butter:** The main source of income, or the most important issue. *Example:* Making shoes was the poor shoemaker's bread and butter.
- **Spick and span:** Very clean and tidy. *Example:* Mrs Khanna's house is always spick and span.
- **A bit much:** Something that is excessive or annoying. *Example:* All that violence in today's movies is a bit much.
- **Bad egg:** A person who cannot be trusted. *Example:* Don't hire that man – he is a bad egg.
- **Behind bars:** To be in prison. *Example:* Corrupt people find themselves behind bars one day.

14.4.1 Meaning of Idioms

An idiom is a phrase or an expression whose meanings cannot be inferred from the meaning of the words that make it up. This manner of speaking is very natural to the people who speak that language as their mother tongue, or are native speakers of that language. The use of idioms can be associated with a group which makes them distinct from others or it can be the style of an author or a movement. The

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meaning of an idiom is difficult to deduce because these phrases will be originally used in other semantic fields and are imported to other semantic field extending the literal meaning. For example, one of the filed that contributed idiomatic phrases to English is different sports games. We talk about investments as *marathon* and not a *sprint*. That is long-term and short-term. One can follow a discussion on politics *on the sidelines*. This means that the person who said this is not an active participant in the discussion, but he is watching the discussions. We also talk about *timeouts* that are time periods when people are not allowed to play. Other idiomatic expressions that have its origin in sports are given as follows.

- *Big league* means the most important and biggest group.

For example: The Company after the recent expansion is in the big league.

- *Home run* means something that exactly succeeds in achieving its goal.

For example: The Prime Minister's speech in Gujarat was a home run.

- *Knockout* is a word that is used in boxing that means a blow that renders the opponent unconscious. So, it came to mean eliminate or in a more positive note overwhelm with admiration.

For example:

You have to knock out that target.

Her charm knocked out everybody in the room.

- *Floored* is another word that comes from boxing. It means to knock down with force. As an idiom, it has gained the meaning of greatly surprise or silence with a surprise response and so forth.

For example: We were *floored* by his arguments.

On the ropes is another heady expression which mean in difficulties and likely to fail and has its origin in the Boxing sports. For example: The troubled company is *on the ropes*.

Throw in the towel is yet another phrase that comes from boxing vocabulary. It means to give up in the face of defeat of lacking hope; admit defeat. For example: In the face of criticism, the minister has *thrown in the towel*.

Hail Mary which is a salutation to the Virgin Mary, after its association with sports came to mean to describe a desperate play or move with little chance of success. For example: This merger is a *Hail Mary* to the company.

Slam dunk which has its origin in basketball is a move in which the ball is propelled through the basket downward. Over a period of time it became in idiom that means something that is a sure to occur; or a foregone conclusion. For example: Rahul becoming the president of the party was a *slam dunk*.

Score is yet another word that comes from sports. You score a point, the winning score/ shot, settling a score and so forth are idiomatic phrases that come from score.

We cannot wind up our discussion on sports contributing to idioms without talking about cricket.

Sticky wicket is one common idiom that has its origin in cricket. It literally means a pitch that has become wet because of rain and, therefore, on which the ball bounces unpredictably. As in idiom it came to mean an unpredictable situation. For example: The minister's relation with the big industrialist has put him in a *sticky wicket*.

If somebody has enjoyed a positive period of time then *he had a good innings*. To have a good innings is also often used to describe someone who has lived a long life. Similarly, when we surprise or shock someone we *hit them for a six*. Or when, we are astonished by something, to be left speechless we *are bowled over*. And finally, when we have no idea, to not know how to solve a problem we *are stumped*.

14.4.2 Some Commonly Used Idioms

There are hundreds of idioms in the English language. Below are some commonly used idioms.

- **Add fuel to the fire:** To make a bad situation worse. *Example:* He was already in a bad mood and his wife's nagging added fuel to the fire.
- **Now and then:** Occasionally. *Example:* We manage to go for a movie now and then.
- **On the back burner:** To give an issue low priority. *Example:* The women's reservation bill was put on the back burner by the government.
- **With bated breath:** Very excited. *Example:* We waited with bated breath for the magic show to begin.
- **Beeline for:** To head directly to a place. *Example:* At the Diwali Mela, the children made a beeline for the snacks stalls.
- **Neck and neck:** Very close. *Example:* The two candidates are running neck and neck in the elections.
- **Apple of the eye:** Someone who is cherished above all others. *Example:* Abhishek is the apple of his father's eye.
- **To cry wolf:** To raise a false alarm. *Example:* We were told that there was a fire in the building, but someone was just crying wolf.
- **From rags to riches:** To go from being very poor to being very wealthy. *Example:* The famous actor went from rags to riches in one year.
- **A knee-jerk reaction:** An automatic response. *Example:* Please think carefully about the proposal – don't give a knee-jerk reaction.
- **Over the top:** Very excessive. *Example:* The businessman went over the top in spending money at his daughter's wedding.

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- **Pass the buck:** Avoid responsibility by giving it to someone else. *Example:* When the workers complained, the manager passed the buck to the supervisor.
- **Go scot-free:** To escape without punishment. *Example:* The people who had started the fake finance company went scot-free.
- **Turn a blind eye:** Refuse to acknowledge something. *Example:* Despite many accidents, the local authorities turned a blind eye to the bad roads.
- **A cut above:** To be superior or better. *Example:* The actress who won the National Award is certainly a cut above the rest.
- **Rain or shine:** No matter what the weather is like. *Example:* Rain or shine, he goes for a walk at the same time every day.
- **Wild goose chase:** A futile or hopeless pursuit. *Example:* The police thought that they would catch the gang leader, but they were on a wild goose chase.
- **Last-ditch effort:** A final effort. *Example:* The team made a last-ditch effort and managed to win the match.
- **Lock horns:** To have a heated argument. *Example:* The two politicians locked horns in Parliament over the issue of corruption.
- **Nip something in the bud:** To end something at an early stage. *Example:* It is said that evil should always be nipped in the bud.
- **Lock horns:** To have a heated argument. *Example:* The two politicians locked horns in Parliament over the issue of corruption.
- **Nip something in the bud:** To end something at an early stage. *Example:* It is said that evil should always be nipped in the bud.
- **To be born with a silver spoon in one's mouth:** To have opportunities that you did not earn but that you have from the influence of your family. *Example:* Bill was not born with a silver spoon in his mouth – he came from a poor family and earned his success through hard work.
- **To be at daggers drawn:** To be angry and ready to fight or argue with each other. *Example:* Local residents are at daggers drawn with the council over rubbish collection
- **To be at sea:** To be confused; to be lost and bewildered. *Example:* When it comes to problems on trigonometry, Mustafa is totally at sea.
- **To be in the dark:** Not to have knowledge about something. *Example:* Taha did not go for the party as he was in the dark about it.
- **To be in hot water:** To be in trouble. *Example:* Sushila was in hot water as she had not submitted her practical file to her science teacher.
- **To be on the run:** To try to avoid being caught. *Example:* The dreaded criminal was on the run after he managed to escape from prison.

- **To be out of the woods:** To emerge safely out of danger. *Example:* It is true that the economy is getting stronger, but we are not out of the woods yet.
- **To be under someone's thumb:** To be completely under someone's control. *Example:* The committee is firmly under his thumb and will agree to whatever he asks.
- **To break the ice:** To attempt to become friends with someone. *Example:* It is very difficult to break the ice at formal events.
- **To make a mountain of a molehill:** To make a major issue out of a minor one; to exaggerate the importance of something. *Example:* Lata aggravated the situation by making a mountain out of a molehill.
- **To put a spoke in someone's wheel:** To deliberately hinder someone's plan. *Example:* Whenever Jalil embarked on a new venture, someone put a spoke in his wheel and he was not able to proceed.
- **To put two and two together:** To make a correct guess from existing evidence. *Example:* When I saw the crumbs on the table, I put two and two together and guessed that Muzna had eaten the cake.
- **To turn a deaf ear:** To ignore someone when they complain or ask for something. *Example:* Tanya's mother turned a deaf ear when she pleaded for more ice cream.
- **To turn over a new leaf:** To begin afresh, to reform. *Example:* The teachers at school were pleasantly surprised when Mukesh turned over a new leaf and started taking his studies seriously.
- **To turn the tables (on someone):** To cause a reversal in plans. *Example:* She turned the tables by playing a better game and recently has won most of her matches.
- **To blow one's own trumpet:** To brag about yourself. *Example:* Sushil thinks that he will become popular if he blows his own trumpet.
- **To burn the candles at both ends:** Someone who burns the candle at both ends lives life at a hectic pace, doing things which are likely to affect their health badly. *Example:* She'd been burning the candle at both ends studying for her exams and made herself ill in the process.
- **To curry favour:** To try to make someone like you or support you by doing things to please them. *Example:* The government has promised lower taxes in an attempt to curry favour with the voters.
- **To cut one's coat according to one's cloth:** To plan one's aims and activities in line with one's resources and circumstances. *Example:* We would like a bigger house, but we must cut our coat according to our cloth.
- **To fish in troubled waters:** To involve oneself in a difficult, confused, or dangerous situation, especially with a view to gaining an advantage. *Example:* Frank is fishing in troubled waters by buying more shares of that company.

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- **To hit the nail on the head:** To do exactly the right thing; to do something in the most effective and efficient way. *Example:* Susan hit the nail on the head when she said that most people were expecting a holiday after the working weekend.
- **To kill two birds with one stone:** To solve two problems with one single action. *Example:* Tanushree says that she kills two birds with one stone if she does her own housework because she gets the house clean and she gets some exercise at the same time.
- **To know where the shoe pinches:** To know exactly what the problem is; to know how much someone else is suffering. *Example:* As I've been through this myself, I know where the shoe pinches.
- **To let the cat out of the bag:** To reveal a secret. *Example:* Smita did not want anyone in the office to know that it was her birthday but her colleague let the cat out of the bag.
- **To smell a rat:** To be suspicious. *Example:* Indraneil did not say anything but from his silence that evening, his mother could smell a rat.
- **To wash one's hands off something:** to stop being involved with or responsible for someone or something. *Example:* Veena couldn't wait to wash her hands off the on-going project.
- **To wash your dirty linen in public:** To talk to other people about personal things that you should keep private. *Example:* I was brought up to believe that it was wrong to wash your dirty linen in public.
- **To dig up:** To go to great effort to find someone or something. *Example:* Grandma dug up some toys from the large trunk in the attic.
- **To lay your cards on the table:** To tell someone honestly, what you think or what you plan to do. *Example:* Sohail decided to lay his cards on the table and close the deal for the house.

Check Your Progress

6. What is the meaning of the phrase ‘wine and dine’?
7. State the meaning of the idiom ‘Go scot-free.’
8. Mention an example of the idiom ‘Nip something in the bud.’

14.5 INTELLIGENCE TEST

There is no unanimity among writers and psychologists regarding definition on intelligence. In fact, there are as many definitions of intelligence as there are writers on the subject.

P B Ballard (1913) observed, “While the teacher tried to cultivate intelligence and the psychologist tried to measure intelligence, nobody seems to know what

intelligence was.” On account of the different ways in which intelligence is interpreted, it has become less acceptable and more exposed to criticism by psychologists. Nevertheless, it is traditionally acknowledged by parents and teachers that intelligence is the most important single variable which affects success in school and in life. In general terms, intelligence means the manner with which an individual deals with facts and situations. Intelligence is the aggregate or the global capacity of the individual to act purposefully, to think rationally and to deal effectively with the environment. According to Prof. R R Kumria, “Call it practical wisdom, call it commonsense, call it genius—it is just the same in different names and grades.”

Four-fold Classification of Definitions of Intelligence

A variety of definitions of intelligence have been suggested by the psychologists, which can be classified into at least four distinct groups.

- i. The first group of definitions places the emphasis upon the adjustment and adaptation of an individual to his total environment or to its limited aspects. According to this group, intelligence is general mental adaptability to new problems and to new situations of life.
- ii. The second group of definitions stresses on the ability to learn. The more intelligent a person, the more readily and extensively he is able to learn and enlarge his field of activity and experience.
- iii. The third group of definitions maintains that intelligence is the ability to carry on abstract thinking. This implies the effective use of ideas and efficiency in dealing with symbols, especially numerical and verbal symbols.
- iv. The fourth category refers to the operational definitions.

14.5.1 Fundamental Concepts Involved in Intelligence and Intelligence Testing

Chronological Age (CA) is the age of an individual in years, months, hours. This is counted from the time and date of his birth. It is symbolically expressed as CA.

Mental Age (MA): Binet, known as the father of modern psychological testing, was the first psychologist to introduce the concept of mental age. Assisted by Simon, he gave a better footing and credibility to intelligence test results. His intelligence test is known as Binet-Simon Test of Intelligence. The then French Government was faced with the problem of identifying mentally retarded children from the normal ones. This job was assigned to Binet who took about 15 years to complete it. The year 1905 is a landmark in the history of intelligence testing.

Mental age refers to ‘mental maturity’ of a person, corresponding to his level of performance in an intelligence test—irrespective of his CA. If a person of CA is seven years old and is able to score satisfactorily on a test meant for a child of CA 10, then the mental age of the former is 10. Mental age can also be defined as “an expression of the extent of development achieved by the individual stated in

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terms of the performance that can be expected at any given age.” And when the scores of a given intelligence tests are put into MA scores, we have with us the ‘age scale’. Maximum mental age is 19 or 20.

Basal Age: Basal age is that age of the child with reference to his chronological age where he can solve all questions in a given test. Mental age cannot be calculated directly. It is the basal age which helps in calculating mental age. The concept of basal age may be explained with the help of the following example.

Suppose, a child’s CA is 6. He solves all questions in a test meant for child of CA 7. He also does the same for a child of CA 8 and then his efficiency declines, i.e., he solves only 2 questions out of 6 questions in a test meant for a child of CA 9. The basal age of a child with CA 6 is 8 years. His mental age will be:

$$\begin{aligned}\text{Mental age} &= \text{Basal age} + \text{Partial credit} \\ &= 8 \text{ years} + 4 \text{ months}\end{aligned}$$

Thus, the child has an MA of 8.33 years.

Constancy of IQ: In 1921, Terman concluded on the basis of his studies that IQ is a sufficiently constant measure for mental classification to make it a practical and serviceable basis.

In 1933, R R Brown also came to the same conclusion.

In 1941, W F Dearborn reported that the size of the correlation between test and retest varied with intervals.

The retesting of subnormal children by Phillips in Australia also showed a decline in the rate of mental growth through 1929 to 1938 as compared with the initial IQ.

In 1945, C M Fleming found marked changes in the mental growth of children.

Studies by H E Gones in 1943 found changes in the mental growth of one boy. The boy’s IQ was 98 at the age of 9, 101 at the age of 12, and from the age of 12 to 15, the range of his score was from 81 to 119.

According to W S Neff (1938), “Whether changes in IQ are due to changes in maturational process, or due to changing environments is difficult to say. But certainly those individuals who show large variations from test to retest are precisely the ones whose educational and social factors should have been teased out in the greatest detail.” “This brings out the importance of the marked shifts in the total situation to produce a change in IQ and this change is found to be more significant the longer the child lives in that situation,” observed Prof. Uday Shanker (1988). He further stated, “These conditions make it possible for the teacher to determine more accurately the kind of treatment required by the pupil who is showing a marked decrease in the rate of growth—either mental or physical. The teacher is thus driven back to a realization of the necessity for continuous observation, for repeated diagnosis and for perpetual remedial treatment.”

14.5.2 Measurement of Intelligence

Intelligence tests are used to measure intelligence of an individual. It is important to note that intelligence is inferred from a variety of elements, i.e., behaviour and speed of doing things correctly, etc. An intelligence test is an objective and a standardized measure.

Intelligence is measured through a complicated process. It involves a comparison and establishment of a relationship between CA (Chronological Age) and MA (Mental Age). This relationship is expressed by the term IQ (Intelligence Quotient). When the mental age is divided by the chronological age and the quotient is multiplied by 100, the result is IQ.

$$IQ = \frac{MA}{CA} \times 100$$

When we want to calculate the mental age of a student, all questions assigned to that age are put to him. (In the individual scale of Binet a certain number of questions are assigned to that age). If he answers all the questions assigned to that age correctly, his mental age is equal to his chronological age and that child is considered to be an average one. Suppose you have to test a child of CA 8 on Binet scale. You will start with questions assigned to the sixth year and then go up. The child may be successful in answering correctly all the questions assigned to years 6, 7, 8 and may stop at 9. His mental age will be 8.

Intelligence is measured on the following factors:

- **Vocabulary**—Choosing a synonym or antonym or near-synonym or near antonym.
- **Verbal analogies**, e.g., Branch is to a tree as brook is to river.
- **Sentence completion**, e.g., India has states.
- **Arithmetic reasoning**. Simple arithmetic sums.
- **Number series**, e.g., What next? 11, 13, 15 (17, 19, 21).
- **Picture arrangement**. Arranging pictures of a story in proper sequence.
- **Comprehension**. For testing common sense, certain cards or paragraphs are given in which some absurdity is shown.
- **Similarities**, e.g., In what way are cotton and silk alike?
- **General information**. From everyday life.
- **Digit span**. For testing memory, digits are orally mentioned and the subject is asked to repeat them in the same order.
- **Digit-Symbol substitution**. A code is given and substitution is to be carried out.
- **Figure analogies**

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- **Classification**, e.g., Which word on the right belongs to the group on the left?
- Pen, table, book, stone, pencil, radio
- **Multimental**, e.g., Of some given figures which one does not belong to the other four.

14.5.3 Classification of Intelligence Tests

Intelligence tests may be classified under three categories:

- i. *Individual Tests*—These are administered to one individual at a time. The age group for this test ranges from two years to 18 years. The tests are: (a) Binet-Simon tests, (b) Revised tests by Terman, (c) Mental scholastic tests of Burt, and (d) Wechsler test.
- ii. *Group Tests*—Group tests are administered to a group of people. Group tests originated in America—when the intelligence of the recruits who joined the army in the First World War, was to be calculated. These are: (a) Army alpha and beta test, (b) Terman's group tests, (c) Otis self-administrative tests.
Group tests are of two types (i) Verbal, and (ii) Non-verbal. Verbal tests require use of language to answer the test items. Non-verbal do not use language to respond to items.
- iii. *Performance Tests*—These tests are administered to illiterate persons. These tests generally involve the construction of certain patterns or solving problems in terms of concrete material. Some of the famous tests are: (a) Koh's block design test (b) Cube construction tests, and (c) Pass along tests.

Table 14.5 Comparison between Individual Tests and Group Tests

<i>Individual Test</i>	<i>Group Test</i>
1. It is administered to an individual at a time.	1. It is administered to a group at the same time.
2. It is costly in terms of administration and time.	2. It is less costly in terms of administration and time.
3. A trained tester is required to administer it.	3. No trained person is required to administer it.
4. There is face to face interaction between the individual and the tester.	4. There is no such face to face interaction.
5. Individual test is more reliable. Guidance can be provided to the individual on the basis of its results.	5. Group test may be influenced by several factors.
6. It is useful for small children.	6. It is suitable for older children and adults.
7. The tester can motivate the individual by means of praise and encouragement as he can adapt to the needs of the individual child.	7. It is not possible to do so.
8. There is very little scope for cheating.	8. Cheating is possible on a large-scale.
9. There is no competition in individual testing.	9. Speed and reading ability may influence test score.
10. No special formalities are observed in individual testing.	10. Several formalities are observed in administering group testing.
11. Instructions can be made clear before testing.	11. A few members of the group may not clearly understand the instructions.

Measuring Special Ability

The IQ obtained as a result of performance on an intelligent test indicates general status only. It does not point to the size of strength or weakness in each of the particular mental abilities that are being measured. For example, two students showing an IQ of 120 on a particular test may have different positions on different sub-tests; one may do very well in arithmetic and poorly in vocabulary, while the other may do well in vocabulary and poorly in arithmetic; yet both score the same total.

Primary Mental Abilities Test (PMA Test)

To correct this sort of error, we need tests which indicate differential success of a subject on various mental abilities. The tests of primary mental abilities prepared by Thurstone meet this need. The PMA test, for ages 11 to 17, is based on the group factor theory of mental ability which postulates that intelligence is made up of certain distinct and more or less independent mental functions, which Thurstone called the primary mental abilities. The primary abilities, as measured by this test, are:

- Number facility.
- Verbal comprehension.
- Spatial perception.
- Word fluency.
- Reasoning.
- Rote memory.

Differential Aptitude Test Battery (DATB)

Another test to measure the special abilities is Differential Aptitude Test Battery (DATB). This comprises eight tests:

- Verbal Reasoning.
- Numerical Ability.
- Abstract Reasoning.
- Space Relations.
- Mechanical Reasoning.
- Clerical Speed and Accuracy.
- Language Usage: Spelling.
- Language Usage: Grammar, punctuation and word usage.

General Aptitude Test Battery (GATB)

Another test of the differential aptitude type is the General Aptitude Test Battery (GATB), developed by the United States Employment Service. It consists of 15

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tests which cover nine factors, such as intelligence, verbal aptitude, numerical aptitude, spatial aptitude, form perception, clerical perception, motor-coordination, finger dexterity and manual dexterity.

These sophisticated test batteries mentioned above give a much clearer picture of what special abilities a person has than the general intelligence tests.

14.5.4 Criteria of a Good Test

- **Reliability:** A test is said to be reliable if it gives the same results whenever it is repeated. If there is no variation in a pupil's score obtained in a test today and obtained after a sufficient long time, the test is said to be reliable. The test should also give the same result, if it is applied by different persons who follow the set instructions. There are two methods which are usually employed to determine the validity of a test: (a) The test-re-test method, (b) The split-half method.
According to the first method, the same test is applied after some months to the individuals and the scores of two administrations of the test are compared and correlation co-efficient is calculated. The test is said to be fairly reliable if the correlation is 90. In the second method, test is arbitrarily split up into two equal halves, the scores on odd and even items are counted separately and correlation co-efficient is calculated.
- **Validity of a Test:** A test is said to be valid if it succeeds in measuring what it aims at measuring. The validity of a test can be judged in more than one ways:
 - A test is said to be valid if its results correspond to the judgment of competent judges. The scores of an individual on the test may be compared with a list prepared by the class teacher and the correlation can be found.
 - By comparing the scores obtained through new test with the scores compared through the Simon-Binet Test.
 - By correlating the results of a group test with those of an individual test given to the same group of students.
- **Objectivity:** The test should be free from the personality bias of the teacher. There should be no scope in the variability of answers of different items in the test. Each question which is asked should have only one possible answer.
- **Predictability:** The test should be such which can give a forecast of the possibilities of future achievements of the students.
- **Administrative ease:** The test should be easy to administer in all its three stages, i.e., setting, answering and scoring.

14.5.5 Uses and Limitations of Intelligence Tests

To quote Prof. Percy Nunn, “You are forever you, and I forever I.” It has been amply demonstrated by many psychologists that all persons do not have the same intelligence and all cannot do same work with the same speed and efficiency. The assumption that given the same opportunities, all men will be equally successful, is based upon faulty foundations.

Intelligence tests are of great use in schools. To be a successful teacher, one must know one’s pupils thoroughly and must possess an instrument with which one can measure the intelligence of pupils and should know the proper use of that instrument.

Binet’s rod of mental measurement is an instrument for the teacher to find the exact calibre of the minds of his pupils. Intelligence tests help to discover whether a child is backward or dull or intelligent. It is not possible to gauge the intelligence of children without the use of mental tests. The children’s intelligence cannot be estimated from the marks obtained by them in their school subjects. A child of 12 years and another of 14 years may be put on the same level if they obtain the same number of marks. But this is a defective method. Obviously, the child of 12 years is more intelligent than the child of 14 years in this illustration. Similarly, a child may be more industrious but comparatively dull and may score more marks than another child, who may in fact be more intelligent but less industrious.

Some important areas in which intelligence tests may be employed are given here.

- **Selection of students to a school:** In good schools, there is always a rush for admission. All applicants, though eligible for admission, cannot be admitted. Intelligence tests help to meet out this difficulty.
- **Classification of pupils:** Intelligence tests help us to make a sifting at the time of first admission to school at the age of four or five. Secondary education is the next stage where another check can be provided.
- **Detection of superior and inferior intelligence:** Some pupils have superior intelligence than others. They move at different rates of performances and cannot be given instruction together. Many methods have been suggested to give instruction to the superior. While some favour complete segregation of the superior or more intelligent ones, others suggest that they should be taught along with the average and an enriched course of study should be prescribed for them. To quote Prof. R R Kumria, “If on the other hand gems of purest ray serene are allowed to be unfathomable caves, the blame of this criminal neglect lies at the door of the parents and teachers who are making the future generation—they should pick and choose the vanguard and the rearguard of the

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nation. Tarring all with the same brush is not only a psychological absurdity but a political blunder.” Dr Rice’s classification of the IQ of the Indians is given in Table 14.6.

Table 14.6 IQ Classification by Dr Rice

<i>Classification</i>	<i>Punjabi IQ</i>
Genius	165 and up
Very superior	140–165
Superior	120–140
Average	85–120
Dull	70–85
Border line	55–70
Feeble-minded	Below 55

- **Selection of Courses:** Different subjects require different degrees of intelligence. Some call for a higher level of intelligence and the others of a low. A nation-wide study conducted in the United States gave Median IQ of the High School boys in different courses (Table 14.7).

Table 14.7 Median IQ of the High School Boys

<i>Courses</i>	<i>Median IQ</i>
Technical	114
Scientific	108
Academic	106
Commerce	104
Trade	92

Burt found the following correlation between:

Intelligence and composition	0.63
Intelligence and reading	0.56
Intelligence and arithmetic (Problems)	0.55
Intelligence and spelling	0.52
Intelligence and writing	0.21
Intelligence and hand work	0.18
Intelligence and drawing	0.15

This means that children of high IQ are superior in the linguistic and abstract subjects—composition, reading, arithmetic and spelling.

- **Selection of suitable occupations:** Burt drew up the following provisional scheme for occupational classification according to the degree of intelligence they require:
 - i. *Higher professional and administrative work* — (IQ 150). Lawyer, physician, architect, teacher (university and secondary).
 - ii. *Lower professional, technical and executive work* — (IQ 130 to 150).
 - iii. *Clerical and highly skilled work* — (IQ 115 to 130). Shorthand typist, bank clerk, salesman, electrician, nurse.
 - iv. *Skilled work* — (IQ 100 to 115). Tailor, dressmaker, carpenter, cashier, printer.
 - v. *Semi-skilled repetition work* — (IQ 85 to 100). Barber, welder, minor, painter, baker.
 - vi. *Unskilled repetition work* — (IQ 70 to 85). Manual labour, packer.
 - vii. *Casual labour* — (IQ 50 to 70). Simplest routine work.
 - viii. *Institutional* — (IQ under 50). Unemployable.
- **Award of scholarships:** Various public scholarships are awarded on the basis of the results secured through intelligence tests.
- **Determination of the optimum level of work:** The intelligence tests help to measure the student's capacity to succeed in his school work and enable the teachers to make an estimate of the mental level at which the student can be expected to work most efficiently in academic subjects. IQ is a rough index of the probable learning capacity of the various members of the class. With the aid of this test, the teacher finds it easy to adjust his methods in order to meet the needs of the individual.
- **Assessment of teacher's work:** When the achievement of pupils in a subject does not correspond to the scores of their intelligence tests, it gives indication that the subject has not been taught properly by the teacher and understood by the student.
- **The discovery of unusual cases:** The lack of intelligence may be the main cause of abnormal behaviour. The intelligence tests, thus, help to find other cases of abnormal behaviour.
- **Intelligence and success in college:** Gates and others were of the view that IQ of at least 120 is needed to do acceptable college work in a first college with an average expenditure of time and energy.
- **Help in Diagnosis of backwardness:** Ordinary scholastic examinations fail to discover 'educable abilities'. The failure of a child in the examination is no indication that he lacks intelligence. This failure may be due to defective methods of teaching or it may be due to some temperamental

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or physical obstacles which might have stood in the way of the child. There may not be any fault with the intelligence of the child, only it has not been allowed to work itself out.

- **Evaluation of methods and materials of instruction:** Intelligence tests are helpful in evaluating the results of the experiments conducted by a school in the relative importance of the different methods of instruction, i.e., achievement obtained with different textbooks or with a certain textbook as in comparison to extensive reading material obtained from not any one book but many.

Limitations of the Intelligence Tests

It would be a great mistake to think that these tests are without any limitations. Intelligence is not the only factor which determines the success of a man for the journey of his life.

The first limitation of such tests is that they seek to measure intelligence which in itself is not a clear conception to the psychologists and on which they differ among themselves.

Secondly, intelligence is not the only factor which plays a significant role in the success or failure of a man in a particular vocation. The intelligence tests fail to measure the depth, strength and qualities of a man pertaining to his emotional stability. They also fail to measure his ethical, social and aesthetic qualities which play a significant part in the life of an individual.

Thirdly, intelligence tests fail to take into account the environmental factors and the educational factors many a time and thus give misleading results. These tests may include material with which children of certain socio-economic groups have had more experience than those of other groups.

Precautions To Be Taken

While interpreting test results, the teacher, should take certain precautions, namely:

- General intelligence test, especially the group test, measures ability to work with abstract ideas and their relationships. This is just one type of ability. Thus, a child who scores low on this test can do well or very well on other practical activities. Children with low intelligence level should, therefore, be encouraged to develop and strengthen their special practical skills.
- Verbal group test of intelligence is sufficiently dependent upon reading. So, a low test score should be interpreted very carefully for a poor reader. Such a child should be tested on an individual test, as well as on a non-verbal test.
- Test results for socially disadvantaged children should be interpreted with caution.

- The test interpreter should always keep in mind the standard error of measurement and take this into account while interpreting the test result.
- Intelligence tests do not take into consideration interests, attitudes and motives.

Check Your Progress

9. What is mental age?
10. How is the intelligence quotient measured?
11. Mention some famous examples of performance intelligence tests.

**14.6 ANSWERS TO CHECK YOUR PROGRESS
QUESTIONS**

1. The following are certain significant aspects that one must ponder over before one begins writing:
 - One should figure out the aims and goals of writing. One must make sure that one knows why one is writing.
 - One should consider the audience. One should gather all the available information and data on the subject one decides to write on.
 - One should then determine the style, that is, the way one arranges one's words.
2. Jargons are words or expressions which are subject-specific or profession specific, and consequently can be easily understood by the people within the same profession or who are dealing with the same subject.
3. Some examples of compound words include cupcake, greenroom, greenhouse, cupboard, wallpaper, newspaper, everybody, battlefield, earshot, earthquake, fanfare and several others.
4. Blending is a process in which two words are clipped first and then combined together to form a new word. For example, fantastic and fabulous is blended to form fantabulous, chizza blended from chicken and pizza.
5. Reduplication is a process where a syllable or a word is repeated to create a new word.
6. The meaning of the phrase 'wine and dine' is 'to entertain someone lavishly.'
7. The meaning of the idiom 'Go scot-free' is to escape without punishment.
8. An example of the idiom 'Nip something in the bud' is:
It is said that evil should always be nipped in the bud.
9. Mental age refers to 'mental maturity' of a person, corresponding to his level of performance in an intelligence test—irrespective of his CA.

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10. Measurement of intelligence quotient involves a comparison and establishment of a relationship between CA (Chronological Age) and MA (Mental Age). This relationship is expressed by the term IQ (Intelligence Quotient). When the mental age is divided by the chronological age and the quotient is multiplied by 100, the result is IQ.
11. Performance tests are administered to illiterate persons. These tests generally involve the construction of certain patterns or solving problems in terms of concrete material. Some of the famous tests are: (a) Koh's block design test (b) Cube construction tests, and (c) Pass along tests.

14.7 SUMMARY

- Conversion of diagrams into literal language refers to the concept of picture composition. Picture composition is a type of writing in which we are required to write a paragraph, a story, a notice, a report or an essay based on the picture that is given.
- As writing is a process, therefore it usually follows a particular sequence:
Prewrite Write → Rewrite
- The right words in the right context are immensely powerful, but if words are used without any thought then they still wield power but of the wrong kind and often can have an opposite effect or an effect which is least intended by the writer.
- If one is writing a paper for a journal, then it is appropriate to use jargons, but when one is writing for the general reader, it is sensible / desirable to minimize the use of jargon.
- Choosing right words are important in communication, but to put them properly in grammatically and semantically coherent sentences is important to make written communication effective.
- Words are one of the basic building blocks of language. The world of words is an interesting place to visit.
- Words can also tell us about the culture of people who speak that language, and their attitude towards different strata of society.
- There are a lot of ways in which words become a part of a language. An understanding of the different word formation processes in English will help you to use this language in a more creative way.
- Affixation is a process where a word is attached with a bound morpheme or affixes like -ly, -ness and others. These affixes cannot form a word by itself nor is its meaning realized in isolation. These bound morphemes can be attached to the beginning of the word (prefix) like rewrite, unproductive and others.

- Clipping is a word formation process where a multisyllabic word is shortened to a monosyllabic word without any change in the meaning.
- Blending is a process in which two words are clipped first and then combined together to form a new word. For example, fantastic and fabulous is blended to form fantabulous, chizza blended from chicken and pizza.
- Clitic is also a shortening process but unlike clippings these shortened words are attached to a free word. This shortening occurs as a result of less emphasis on the said word.
- Extension is a word formation process in which the name of a person, place or brand is extended over a period of time to the product or process. For example, we put diesel in our car which is an extension of the name Rudolph Diesel who invented it.
- An idiom is a usage in which the meaning is not literal, as the writer is actually referring to something else.
- An idiom is a phrase or an expression whose meanings cannot be inferred from the meaning of the words that make it up.
- There is no unanimity among writers and psychologists regarding definition on intelligence. In fact, there are as many definitions of intelligence as there are writers on the subject.
- Chronological Age (CA) is the age of an individual in years, months, hours. This is counted from the time and date of his birth. It is symbolically expressed as CA.
- Mental age refers to ‘mental maturity’ of a person, corresponding to his level of performance in an intelligence test—irrespective of his CA.
- Basal age is that age of the child with reference to his chronological age where he can solve all questions in a given test.
- Intelligence tests are used to measure intelligence of an individual. It is important to note that intelligence is inferred from a variety of elements, i.e., behaviour and speed of doing things correctly, etc.
- Intelligence is measured through a complicated process. It involves a comparison and establishment of a relationship between CA (Chronological Age) and MA (Mental Age). This relationship is expressed by the term IQ (Intelligence Quotient). When the mental age is divided by the chronological age and the quotient is multiplied by 100, the result is IQ.
- Intelligence tests may be classified under three categories: *Individual Tests, Group Tests, and Performance Tests*.
- The IQ obtained as a result of performance on an intelligent test indicates general status only. It does not point to the size of strength or weakness in each of the particular mental abilities that are being measured.

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- Criteria of a Good Test includes: Reliability, Validity of a Test, Objectivity, Predictability and Administrative ease.
- Intelligence tests are of great use in schools. To be a successful teacher, one must know one's pupils thoroughly and must possess an instrument with which one can measure the intelligence of pupils and should know the proper use of that instrument.
- It would be a great mistake to think that intelligence tests are without any limitations. Intelligence is not the only factor which determines the success of a man for the journey of his life.

14.8 KEY WORDS

- **Picture composition:** It is a type of writing in which we are required to write a paragraph, a story, a notice, a report or an essay based on the picture that is given.
- **Idiom:** It is a phrase or an expression whose meanings cannot be inferred from the meaning of the words that make it up.
- **Intelligence:** It is the aggregate or the global capacity of the individual to act purposefully, to think rationally and to deal effectively with the environment.

14.9 SELF ASSESSMENT QUESTIONS AND EXERCISES

Short Answer Questions

1. Write a short note on picture composition.
2. Briefly explain the following:
(a) Affixation (b) Coining
3. Match the following body idioms with their correct meaning.

Set A	Set B
a. Neck to neck	a. To cause embarrassment by saying something tactless
b. To catch someone's eye	b. To give stiff competition
c. To get cold feet	c. To give an automatic response
d. A knee-jerk reaction	d. To have a reason to quarrel
e. A bone to pick with him	e. To attract someone's attention
f. To make your blood boil	f. To tease someone
g. To pay through the nose for something	g. In conspiracy
h. To pull someone's leg	h. To take a risk
i. To put your foot in	i. To pay too much for something
j. To stick your neck out	j. To lose courage
k. To be hand in glove	k. To make you very angry

4. Why is the meaning of an idiom difficult to deduce?
5. What is the four-fold classification of intelligence?
6. Write a short note on the classification of intelligence tests.
7. List the criteria of a good intelligence test.

Long Answer Questions

1. Explain the writing process and the things to keep in mind.
2. Discuss the different processes of word formation.
3. Describe the uses of intelligence tests.
4. Assess the limitations of intelligence tests and precautions to be used.

14.10 FURTHER READINGS

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