UNIT - I
General English and Soft Skill

Role and significance of English language in the present scenario & its relevance for the Indian industry

ROLE OF ENGLISH:

English plays quite a multidimensional role in day-to-day life. It is used as a medium of communication in banks, railway stations, bus stations, airways, educational sector, medical, private sector, etc. English is a link language and is used in trade and business both at national and international level. Students who fly abroad for education and jobs would be at ease if they have efficient communication skills. We are aware of the fact that students are prime learners of English as it helps in designing their career and accomplish their goals. If the students are proficient in interactive skills, they would have confidence to face most of the challenging people which turns out to be a good experience for them to apply the same to face interviews. English has become indispensable in this ultra-modern world, It is a major window of scientific and technical knowledge in the world. With the development in technology, there is also an increase in the need to learn English to meet the requirements of existing circumstances. Modern lifestyle of people has also changed, and hence English communication adds more value to it. In the present scenario, a person who does not have proficiency in English is considered as semi-illiterate or an illiterate.

Importance and use of English language:

English has very often been termed as a window of the world as it has its influence in different fields like business, education, IT, science, technology etc. It has often been described as pipe-line for the stream of knowledge in all branches of learning. The Radhakrishnan University Education Commission observed, "It (English) is a language which is rich in literature humanistic, scientific and technical. If under sentimental urges we should give up English, we would cut ourselves off from the living stream of ever-growing knowledge. Unable to have access to this knowledge our standards of scholarship would fast deteriorate and our participation in the world movements of thought would become negligible - for living nations must move with the times and must respond quickly to the challenges of their surroundings." The Kothari Commission has rightly stressed that English would play a vital role in higher education as an important library language. The commission maintained that no student should be considered qualified for a degree, in particular as Master's degree, unless he has acquired a reasonable proficiency in English. According to the Commission "The implications of this (English as a library language) are twofold: all teachers in higher education should be essentially bilingual in the sense that they should be able to teach in the regional language and in English and all students (Particularly post graduates) should be able to follow lectures and use reading materials in the regional language as well as in English.

Following are some important areas where English Language has its importance:

As a Link Language in the global context:

English is a link language. It is important for international communication. As global communication expands throughout the world, so does the need for a global language. English is only the language that is recognized and understood by people in many parts of the world. It is estimated that "the number of native English speakers is 300 million to 450 million." (Stevenson) More than one billion people are believed to speak some form of English

As the Library Language:

The Kothari Commission is of view that English plays a vital role in Higher education and is a library language. The commission maintained that no student should be considered qualified for a degree, in particular as Master's degree, unless he has acquired a reasonable proficiency in English. According to the Commission, "The implications of this (English as a library language) are twofold: all teachers in higher education should be essentially bilingual in the sense that they should be able to teach in the regional Language and in English and all students (Particularly post graduates) should be able to follow lectures and use study materials in the regional language as well as in English."

For Higher Education

English is very much essential to many aspirants in India and other western countries who want to pursue higher education in other universities of the world for research purpose or any other scientific and technical operations. Here English helps them to reach their destination and opens the window of knowledge since most of the knowledge through books and materials is available only in English language.

For getting job opportunities

English plays a pivotal role in the employment sector. Students and scholars from various disciplines of the knowledge seek employment in and across the country. Multinational organizations always recruit candidates with excellent communication skills and provide them good platform for the same. World's topmost companies and investors establish their empire in India and other corner of the globe to increase their capital and recruit English literate manpower

English is useful for Business transactions

Coming to trade and commerce both nationally and Internationally, English is a link language which makes the transactions take place with ease. No business can be run without skilled manpower. In most of the business organizations the first criterion for recruitment of employees is good command over language and proficiency in English.

Official Language:

English is employed by many of the offices today. We could not imagine any office without the use of English language. The abolition of English will adversely affect the office work. Most of the office-goers know English besides their mother-tongue or regional language. Thus, they prefer to communicate in English to fulfill their everyday accomplishments. So, if the office goers are asked to bid goodbye to the English language, they will face a great difficulty.

Language of Media and Entertainment:

It is a known fact that 70% media and entertainment channels use English for broadcasting purpose. Electronic media made the world transform into a global village, it brought the people of whole world very close through expanding use and this has become possible only through English language.

Language of Information Technology:

Software programmers develop software programs that form the basis of the Internet. They make up the majority of professional and related occupations, and account for about 34 percent of the industry as a whole. Computer programmers write, test, and customize the detailed instructions, called programs or software that computers follow to perform various functions such as connecting to the Internet or displaying a Web page in English. Language teaching in general and English language teaching in particular has tremendously changed over the centuries. Educational technologies, especially computers and computer-related peripherals, have grown tremendously and have permeated all areas of our lives. It is incomprehensible that anyone today would argue that banks, hospitals, or any industry apply technical knowledge. The Internet in particular gradually has become a vital tool in our information society. We can witness people going for online education, business transactions, personal correspondence, research and information-gathering

Introduction to listening, speaking, reading, writing:

In-order to become a well-rounded communicator one needs to be proficient in each of the four language skills. These four skills give learners opportunities to create contexts in which to use the language for exchange of real information, evidence of their own ability (proof of learning) and, most important, confidence. Listening and reading are the receptive skills because learners do not need to produce language, they receive and understand it. These skills are sometimes known as passive skills. The productive skills are speaking and writing because learners are applying these skills in a need to produce language. They are also known as active skills.

Listening

Listening is a receptive language skill which learners usually find the most difficult. This often is because they feel under unnecessary pressure to understand every word. The listener has to get oriented to the listening portion and be all ears. The listener is also required to be attentive. Anticipation is a skill to be nurtured in Listening. In everyday life, the situation, the speaker, and visual clues all help us to decode oral messages. In due course of listening, be in a lookout for the sign post words. Thirdly one should be able to concentrate on understanding the message thoroughly. Listening Skills could be enhanced by focusing on making the students listen to the sounds of that particular language. This would help them with the right pronunciation of words. To equip students with training in listening, one can think about comprehending speeches of people of different backgrounds and regions. This intensive listening will ultimately help a student to understand more on the accents to be used and the exact pronunciation of words.

Speaking

Language is a tool for communication. We communicate with others, to express our ideas, and to know others' ideas as well. We must take into account that the level of language input (listening) must be higher than the level of language production. In primary school's elocution and recitation are main sources to master the sounds, rhythms, and intonation of the English language through simple reproduction. The manifestations of the language in games and pair work activities are encouraging source to learn to speak the language. This assists the learners to begin to manipulate the language by presenting them with a certain amount of choice, albeit within a fairly controlled situation. This skill could be improved by understanding para-linguistic attributes such as voice quality, volume and tone, voice modulation, articulation, pronunciation etc. This could also be further enhanced with the help of debates and discussions.

Reading

Reading is a learning skill. It helps you improve all parts of the English language – vocabulary, spelling, grammar, and writing. It helps to develop language intuition in the corrected form. Then the brain imitates them, producing similar sentences to express the desired meaning. Using skimming or scanning technique to read quickly is highly effective. While reading underlining of key words is a must. Reading Skills help the students grasp the content and draw conclusions. The students should also make it a point to familiarize themselves with the jargons and new words by making reading a habit be it reading newspapers, articles, books, magazines etc.

Writing

Writing provides a learner with physical evidence of his achievements and he can measure his improvement. It helps to consolidate their grasp of vocabulary and structure, and complements the other language skills. It helps to understand the text and write compositions. It can foster the learner's ability to summarize and to use the language freely. To write flawless language one should excel in the Writing Skills with the help of various methods. Importance should be given to composition and creative writing. One should also focus on coherence and cohesiveness when it comes to writing a language.

With these four skills addressed equally while learning English, the learners can be assured of having good communication skills, a great necessity in today's competitive world.

UNIT - II

Grammar and usage

Verbs

Verbs are the most important component of any sentence. These words talk about the action or the state of any noun or subject. This means that verbs show what the subject is doing or what is the state or situation of the subject.

For example:

He ran to the store. - Here the verb ran describes the action of the subject _he.'

She is a creative person. - Here there is no action being done. Instead, the auxiliary verb _is' shows the state of the subject _she' as being _creative '.

There are different types and classifications of Verbs; some of the most important ones are listed below:

Action Verbs

These verbs talk about what the subject is doing in the sentence. Action Verbs are one of the most easily identifiable types of verbs. To recognize them, you simply have to look for the word in the sentence that answers the question. What is the subject doing?' e.g. - Hari is painting the kitchen walls. The subject here is Hari, and what is Hari is doing? He is painting. Hence painting is our action verb. My dog is sleeping on the sofa. The subject here is dog, and what is the dog doing? The dog is sleeping. So sleeping is our action verb. There are two types of Action Verbs which describe the Verb and the Subject doing the action and the Object on which the action is done, they are -

Transitive Verbs

These Action Verbs have a definite object on which, or for which the action is being performed. That means that the action has a definite recipient or object. To identify them you can ask the question what is the/did the subject -verb-?

Hari is painting the kitchen walls.

Here the verb is painting and the subject is Hari. If we form the question - what is Hari painting?

The answer is- The kitchen walls.

Thus, we see that there was a specific object on which the action of painting was being done.

Hannah gave him a big hug.

Here we see that the action gave' is being performed by the subject Hannah. So the question is what did Hannah give? And the answer is - A big hug.

Here, we also have a indirect object as him'. This indirect object would be the answer to the question- Who did the subject (Hannah) -verb- (give) the object (hug) to?

Intransitive Verbs -

These verbs also show an action but here there is no specific object on which the action is being done. To recognize these verbs, we ask the question what is the/did the subject -verb-? If there is no answer present, then the verb in the sentence is an Intransitive Verb.
Rose is painting right now.

Here, if we ask the question what is Rose painting? There is no answer which means that in this sentence painting is an Intransitive Verb.

It is telling us about the action of the subject but there is no specific object for the action. Hannah sneezed repeatedly.

Here, the verb is sneezed. If we ask the question what did Hannah sneeze? There is no answer present for it making sneezed a intransitive verb.

Dynamic and Stative Verbs

This category of verbs deals with the verb words themselves; and whether they indicate an action or a state of the subject. This category is not concerned with the object in particular.

Dynamic Verbs

These verbs denote an actual action or expression or process done by the subject. They mean an action which can be seen or physically felt or the result of which is seen or physically felt by the object or an indirect object.
She buys new clothes every week.

Here the verb is buys which is an action done by the subject she', hence it is a dynamic verb. He is swimming at the beach.

Here again we have the definite action swimming done by the subject he', making swimming' a dynamic verb in this sentence.

Stative Verbs

These verbs refer to the state of the subject or the situation of the subject. Stative Verbs tell us about the state of mind of the subject, or the relation between the subject and the object.
She prefers strawberry jam.

Here the Stative Verb is prefers' which shows the thinking of the subject She' towards the object, which is jam'.

The cupboard requires a new coat of paint.

Here the subject is cupboard' and the stative verb is requires 'which is telling about the relation between the subject cupboard' and the object paint'.

Linking Verbs

These verbs are unlike other verbs as they do not tell anything about a subject themselves, instead Linking Verbs connect the subject to a noun or adjective that helps in describing or providing additional information about the subject. Those nouns or adjectives are called the subject complements.
Sita is fussy about food.

Here we see the subject is Sita and the linking verb is _is' which is connecting Sita to the subject complement fussy about food' which is giving additional information about Sita's preference

They are stubborn children.

Here the linking verb is are' which is combining the subject they to the subject complement of stubborn' which is an adjective.

The best to recognize linking words in a sentence is to see whether the verb can be replaced by is, am or are'. If the sentence still sounds logical you know you have a linking verb.

The students felt relieved. The students are relieved.

Hence felt' was a linking verb and not an action verb. As felt' here is simply connecting the subject to the adjective.

Every student felt the relief. Every student is/am/are the relief.

Hence in this sentence felt' is action verb as it is the action of feeling an emotion.'

Using Verbs in Sentences -

To use verbs correctly in sentences you need to learn more about the construction and use of the various verbs. And how they change form according to tenses and use in a sentence. For correct application verbs in written text you will need to know about - ***Regular and Irregular Verbs*** - These are the two different ways in which verbs change to form different tenses. Whether to simply add -ed' at the end of a verb or does it take a different form altogether.

Finite and Non-Finite Verbs - These are verbs which can be either the main verb of a sentence or just one that is used as an adjective or noun as well.

Modal Verbs - These verbs tell us whether something is probable or about the skills of a noun etc. There are 10 modal verbs in total and each have an important part in sentence formation.

List of Verbs, Verb Examples

Accept	Catch	Expand	Lie	Select
Achieve	Challenge	Explain	Like	Sell
Add	Change	Fear	Listen	Send
Admire	Cheat	Feel	Lose	Sing
Admit	Chew	Fight	Love	Snore
Adopt	Choose	Find	Make	Stand
Advise	Clap	Fly	Marry	Stare
Agree	Clean	Forget	Measure	Start
Allow	Collect	Forgive	Stink	Meet
Announce	Compare	Fry	Move	Study
Appreciate	Complain	Gather	Murder	Sweep

Approve	Confess	Get	Obey	Swim
Argue	Confuse	Give	Offend	Take
Arrive	Construct	Glow	Offer	Talk
Ask	Control Greet	Open	Teach	
Assist	Copy	Grow	Paint	Tear
Attack	Count	Guess	Pay	Tell
Bake	Create	Harass	Pick	Thank
Bathe	Cry	Hate	Play	Travel
Be	Damage	Hear	Pray	Type
Beat	Dance	Help	Print	Understand
Become	Deliver Hit	Pull	Use	
Beg	Destroy	Hope	Punch	Visit
Behave	Disagree	Identify	Punish	Wait
Bet	Drag	Interrupt	Purchase	Walk
Boast	Drive	Introduce	Push	Want

Breathe	Eat	Keep	Read	Weep
Bring	Employ	Kick	Relax	Wink
Build	Encourage	Kiss	Remember	Worry
Burn	Enjoy	Laugh	Reply	Write
Bury	Establish	Learn	Retire	Yell
Buy	Estimate	Leave	Rub	
Call	Exercise	Lend	See	
Borrow	Earn	Jump	Race	Wed
Boil	Drop	Irritate	Quit	Warn

Regular and Irregular Verbs

The distinction between regular verbs and irregular verbs is a very simple one:
Regular Verbs
Those verbs that form their past participle with _d' or _ed' are regular verbs. These verbs do not undergo substantial changes while changing forms between tenses.
If the verb ends with a vowel, only _d' is added. For example:

PRESENT TENSE	PAST TENSE
Share	Shared
Scare	Scared
Dare	Dared

If the verb ends with a consonant, _ed' is added. For example:

PRESENT TENSE	PAST TENSE
Want	Wanted
Shout	Shouted
Kill	Killed

Irregular Verbs

Those verbs that undergo substantial changes when changing forms between tenses are irregular verbs. The changed forms of these verbs are often unrecognizably different from the originals. For example:

PRESENT TENSE	PAST TENSE
Go	Went
Run	Ran
Think	Thought

There is no way to tell what form an irregular verb is going to take in a changed tense; the only option for an English speaker is to commit the changes to memory. With practice, it will become a matter of habit.

Finite and Non-Finite Verbs

Finite Verbs

Finite Verbs are those verbs that have a definite relation with the subject or noun. These verbs are usually the main verb of a clause or sentence and can be changed according to the noun. They are used only in present and past tense. They can be indicative of passive or active voice and also of number (singular or plural).

She walks home. - Here we see that the finite verb is walks and the pronoun is 'she'.

She walked home. - Here we can see how the verb changed/modified to change the tense of the sentence.

Non-Finite Verbs

These verbs cannot be the main verb of a clause or sentence as they do not talk about the action that is being performed by the subject or noun. They do not indicate any tense, mood or gender. They are used as Nouns, adverbs and adjectives. They are also used to form non-finite clauses which are simply dependent clauses that use non-finite verbs.

He loves camping in the woods. - Here the non-finite verb is camping and it is used as a noun. These kinds of non-finite verbs are called Gerunds.

I need to go to sleep. - Here the non- finite verb phrase is to sleep, it is acting as a noun. Non-finite verbs that use to before them are called Infinitives.

The sleeping dog caused a delay. The nonfinite verbs that have '-ing' or '-ed' as suffixes and cause the verb to come an adjective are called Participles.

Participles, Gerunds & Infinitives

Participles, Gerunds and Infinitives are called verbal's. Verbal's are words which are formed from a verb but which function as a different part of speech.

Participle

A participle is usually formed by adding –ing or –ed to a verb. It functions as an adjective.

Examples:

The singing bird was the main attraction at the

event. The injured man was waiting for the

doctor.

Gerund

A gerund is formed by adding –in to a verb. It functions as a noun.

Examples:

Swimming is very good for the body. Smoking is prohibited in the hospital.

Infinitive

An infinitive is formed by using the word _to 'before the verb in its stem word. It functions as a noun, adjective or adverb.

Examples:
He was made to clean his room. Shalini loves to talk.

Auxiliary Verbs

These verbs are also called Helping Verbs, as they _help' the main verb to denote the actions of the subject. They help in making compound tenses of the main verb and also help in making negative statements, questions and passive voice statements. There are only four auxiliary verbs - Be, Have, Will and Do.

BE

The verb _be 'can be used as an auxiliary and a full verb, we can distinguish between the two uses as the auxiliary _be 'will always have another main verb coming after it in a sentence. _'Be' is an irregular verb with many different forms according to the different tenses. Please refer to the Irregular Verbs list to avoid confusion.

Progressive Tense Use of Be:

In progressive tense sentences made with _'be', we always use the _'-ing'suffixed version of the main verb.

Tense	Meaning	Use of 'Be'
Present Progressive	The action which is ongoing	She **is** baking a cake today.
Past Progressive	An action that was ongoing in the past.	She **was** baking a cake yesterday.
Present Perfect Progressive	Action that began in the past and is still going on.	She **has been** baking a cake today.
Past Perfect Progressive	Action that started in past and finished at another time in the past.	She **had been** baking a cake last night.

Passive Voice Use of Be:

Using passive voice means when we want to put the emphasis on the object, to which the action is being done instead of on the subject or not include the subject at all e.g. - The dishes are washed. - Here the dishes are the object that received the action of washing but no subject is mentioned to show _who was washing the dishes.

Passive	Use of 'Be'
Simple Present	The cake **is** made.
Simple Past	The cake **was** made.
Present Perfect	The cake **has been** made.
Past Perfect	The cake **had been** made.
Future	The cake **will be** made.

HAVE

The verb _have' can also be used as full verb or a helping verb. The way to differentiate between them is that if _have' is used as an auxiliary verb, then it has to be followed by a main verb as well. The verb _have' is used to make compound tenses in active and passive voices, and also used in the making of negative sentences and questions. It is an irregular verb that changes form according to tense.

Using 'Have' in Compound Tenses:

When we use _have 'in simple tense with an active voice, we use the _-ed'suffixed form of the main verb unless it is an irregular verb. While for progressive tenses we use the _-ing'suffixed form of the main verb. Have is used for only two compound tenses in the passive voice.

Tense	Meaning	Use of 'Have'
Present Perfect	Action that happened at unspecified time before now	She **has** baked a cake.
Past Perfect	Action that happened before another action in the past	She **had** baked a cake.
Present Perfect Progressive	Action that began in the past and is still going on.	She **has been** baking a cake.
Past perfect Progressive	Action that started in past and finished at another time in the past.	She **had been** baking a cake.
Present Perfect (Passive Voice)	Action that happened at unspecified time before now	The cake **has been** made.
Past Perfect (Passive Voice)	Action that happened before another action in the past	The cake **had been** made.

Negative Sentences and Questions:

While making negative sentences and questions with _have 'as an auxiliary verb, we need to be careful to put _have 'before the other verb otherwise _have 'becomes the main verb of the sentence.
She does not have a cake.

- In this sentence _have 'is the main verb while _does not 'becomes the
auxiliary verb. She has not got a cake.
-    In this sentence _have 'is the helping verb for the main verb which is _got'.

Has she got cake?

-   Here the main verb is _got 'and the helping verb is _have 'as it comes before the

main verb. Does she have cake?
-     In this sentence the main verb is _have 'as it comes after the helping verb _does'.

WILL

The verb ‗will 'is the only auxiliary verb that can never be a main verb. It is always used as an

Future Tense Use of 'Will':

Tense	Meaning	Use of 'Will'
Future I	An action promised/assumed in the future.	She **will** not bake a cake.
Future I I	An action that will be finished in the future.	She **will** have baked a cake.

auxiliary to make future tenses and negative sentences. Also, it remains the same throughout every tense and person.

Negative Sentences:

In negative sentences, the verb ‗will 'does not change its form when used with ‗not'. But it does form the contraction ‗won't 'that is equally correct to use depending upon the language and flow of the sentence.

She will not have cake. = She won't have cake.

- As ‗will' can only be an auxiliary verb, both the sentences are grammaticallycorrect.

DO

The helping verb ‗do 'can also act as a full verb only in positive sentences. When do is used in a negative sentence, it is an auxiliary verb. The helping verb ‗do'is also used to make questions for most verbs except other auxiliary verbs and the modal verbs. Do is an irregular verb that changes its form according to the tense.

Negative Sentences:

Tense	Meaning	Use of 'Do'
Simple Present	Action taking place now - once or several times or never.	She **does** not bake cakes.
Simple Past	Action that happened in the past - once/ many times/ never.	She **did** not bake cakes.

Questions:

When _do' is used to make a sentence, we can only ask the question in the simple tense. For other tenses,
we have to use other verbs whether main or auxiliary.

Tense	Meaning	Use of 'Do'
Simple Present	Action taking place now - once or several times or never.	**Does** she bake cakes?
Simple Past	Action that happened in the past - once/ many times/ never.	**Did** she bake a cake?

Places Where 'Do' is Not Used:

There are certain instances where the auxiliary verb _do 'is not used for negative sentences or questions. The following table tells the different reasons and instances where and why _do 'is not used.

Reason	Negative Sentence	Question
The main verb is 'Be'	There **was** no cake.	**Is** there any cake?
There is another Helping Verb	There **won't** be any cake.	**Will** you have some cake?
There is a Modal Verb	She **can't** make a cake	**Can** she make a cake?

Stative Verbs

Stative verbs are verbs that describe a state rather than an action. When describing states, they never take the continuous (_-ing') form. Here are some examples of stative verbs and instances of their correct and incorrect usage.

STATIVE VERB	CORRECT USAGE	INCORRECT USAGE
Like	I like you.	I am liking you.
Love	I love you.	I am loving you.
Hate	I hate you.	I am hating you
Appear	It appears to be cloudy.	It is appearing to be cloudy.
Believe	I believe in God.	I am believing in God.
Fit	This shoe fits me.	This shoe is fitting me.
Sound	This song sounds good.	This song is sounding good.
Remember	I remember everything.	I am remembering everything.

Modal Verbs

There are 10 modal verbs in the English language:

Can
Could
May
Might
Will
Would
Must
Shall
Should
Ought to

Uses of Modal Verbs:

To indicate that something is probable or possible, or not so. For example:

1. It is sunny today; it must be warm outside. = It is sunny today; it is probably warm outside.

    His mobile is not reachable; he may/might/could be travelling by metro. = His mobile is not reachable; it is possible that he is travelling by metro.

    This can't be our bill. = It is not possible that this is our bill.

2. Can 'and could 'are used to refer to skills and abilities. For example:

    He can cover a hundred meters in under ten seconds. My father could see perfectly before the age of fifty. I can't ride a horse.

3. Must 'is used to indicate that something is necessary or of extreme importance, and should 'is used to suggest

That something is advisable. For example:

You must do your homework. You mustn't skip school.

You should say sorry.

4. Can', could 'and may 'are used to ask for, give and withhold permission. For example: Can I try my hand at it?

Could we disperse early today? You may not enter the premises.

5. Will 'and would 'are used to refer to habits and inclinations. When I was a child, I would often climb trees.

I will never refuse you anything. He would never do such a thing.

These verbs differ from ordinary verbs in 3 respects.

1. When used with the third person singular (he, she), they don't require the addition of a _s'.
2. They can be used to form questions by inverting the structure of the sentence.
3. They can be followed directly by the verb, without the use of _to'.

Determiners

Determiners are a kind of noun modifier; they precede and are necessarily followed by nouns. While adjectives perform a similar function, the term _determiner 'refers to a relatively limited set of well- established words that can be said to _mark 'nouns.
The function of determiners is to _express reference '; i.e. they clarify what a noun is referring to. For example, when one says _that box ', the listener knows which box is being referred to.

There are many types of determiners:

Articles

There are three articles: a, an, and the.

Indefinite Articles

A and an are indefinite articles that serve the same purpose, but they cannot be used interchangeably, because a' is only used before words that begin with consonants, and an' is used only before words that begin with vowels. (Note: _an 'before when it is silent, as in hour 'and honor'; a 'before and au 'when they sound like you', as in European 'and university'.

The uses of the indefinite article are as follows:

• To refer to some member of a group, class or category. For example, He is a doctor (profession)/an Indian (nationality)/a Hindu (religion).
• To refer to a kind of, or example of something. For example, He has a large nose/a thick beard/a strange aunt.
• Preceding singular nouns, with the words _what 'and _such '. For example, What a car! Oh,

that's such a shame!

- To mean _one 'object, whether a person or thing. For example, The thieves stole a necklace and a portrait.
- To refer to something that is being mentioned for the first time. For example, there was a chill in the air.

Note:

We usually say a hundred, a thousand, a million, etc. A 'is not indiscriminately used to refer to singular objects; one 'is used when emphasis is required. For example, there is only one way out of this mess.

Definite Article

- Thesis known as the definite article in English. Its uses are as follows:

- When something is being referred to that has already been mentioned. For example, I saw a pretty girl at the mall today. The pretty girl did not, however, see me.

- When both parties involved in the conversation are aware of what is being discussed. For example, where is the restroom?

- To refer to unique objects. For example, the sun, the moon, the Earth, the Taj Mahal.

- With superlatives and ordinal numbers (numbers used to rank a set of objects). For example, Mt Everest is the tallest mountain on earth, Neil Armstrong was the first man on the moon.

- To refer to groups of people, geographical areas and oceans, and with decades or groups of years. For example, the Americans, the Sahara/Pacific, the fifties/sixties/seventies/eighties.

Question words

There are a number of words in the English language that are used primarily to make questions; these words are _question words', sometimes known as _WH question words', owing to the fact that all of them start with the letter _w', except one which starts with _h'. Here are the question words and their functions:

What

What's used when asking for information about something, as in: What did you do last evening?
What would you like for dinner?
What did you say when you were caught?

When

When 'is used when asking for time, as in: When do you arrive?
When is the show?
When did that happen?

Where

‗Where' is used when asking for place, as in: Where do we go now? Where have you kept the book? Where do you go for your tuitions?

Who

‗Who 'is used when asking for identity of person or persons, as in:
Who is that?
Who wrote Moby
Dick? Who called
earlier?
Note: For the differences between ‗who' and ‗whom' (a variation of the former), see the article Who and Whom

Whose

‗Whose' is used when asking about possession, as in:
Whose car is this?
Whose place are you staying
at? Whose are these shoes?

Which

‗Which' is used to ask about choice, as in:
Which flavor of ice cream would you like? Which route do you think we should take? Which of the two is better?

Why

‗Why' is used when asking for reasons, as in:
Why would you say something like that? Why does the food smell bad?
Why did you not go for work today?

How

‗How' is used when asking about manner or quality or condition, as in:
How did you do that? How was the movie? How is life?

Active Voice and Passive Voice

Active Voice:

When the subject of a verb performs an action the verb is said to be in the active voice. The effect of the action may or may not fall on an object, that is, the verb mayor may not have an object.

Examples: The boy kicked the ball. The girl cries.

In the first sentence, kicked' is the verb or the action; the boy' is the subject or the doer' who

performs that action; and the ball' is the object on whom the effect of that action is directed.

In the second sentence, cries' is the verb or the action; and the girl' is the subject or the doer of that action. There is no object because the effect of the girl's crying cannot be directed at another object.

Passive Voice:

When the object of a verb appears to perform an action so that the effect of that action appears to fall on the subject the verb is said to be in the passive voice.
Examples: The work was completed on time. The song was sung beautifully by the singer.
A sentence in the active voice can be converted to form a sentence in the passive voice. Examples:
A film was watched by us.
A kite was flown by me.

Rules for changing voice:

- Only sentences containing transitive verbs can be changed from the active voice to the
  passive voice. A subject

  That is, a doer 'of the action—is required to change a sentence from the passive to the active voice.

  Examples: My mother cut the fruit. The fruit was cut by my mother.

  Here, the object _fruit' is acted upon by the doer _mother'.

- For the simple present tense use am, is or are with a past participle to form the passive voice.

Active voice	Passive voice
The caretaker locks the door.	The doors are locked by the caretaker.
The waiter carries the trays.	The trays are carried by the waiter.

- For the simple past tense, use was or were with a past participle to form the passive voice.

Active voice	Passive voice
Dad drove us home.	We were driven home by Dad.

He caught the ball. The ball was caught by him.

- For the present continuous tense, use am, is or are with being followed by a past participle, to form the passive Voice.

Active voicePassive voice

The waves are washing away the sandcastle. The sandcastle is being washed away by the waves.
She is working on the computer. The computer is being worked upon by her.
- For the past continuous tense, use was or was with being, followed by a past participle, to form the passive voice.

Active voice	**Passive voice**

Jimmy was making our costumes. Our costumes were being made by Jimmy. She was reading a book. The book was being read by her.

- For the future tense, use shall or will with be, followed by a past participle, to form the passive voice.

Active voice	**Passive voice**

The choir will sing the next hymn. The next hymn will be sung by the choir. We will celebrate her birthday. Her birthday will be celebrated by us.

- For the present perfect tense, use have or has with been, followed by a past participle, to form the passive voice.

Active voice	**Passive voice**

Ali has scored two goals. Two goals have been scored by Ali. I have seen that movie. That movie has been seen by me.

- For the past tense, use had with bean, followed by a part participle, to form the passive voice.

Active voice	**Passive voice**

The hunter had caught a fox. A fox had been caught by the hunter. Sheila had given a gift to Rina. A gift had been given to Rina by Sheila

Tenses

Tenses play a crucial role in the **English language.** It denotes the time an action takes place, whether sometime in the past, in the present or will take some time in the future.

1 The Present - What you are currently doing. I eat, I am eating

2. The Past - What you did some time back. I ate, I was eating

3. The Future - What you will do later. I will eat, I will be eating

In the English language, tenses play an important role in sentence formation.
The tense of a verb shows the time of an event or action.
There are four types of tenses. Simple, Perfect, Continuous and Present Perfect Continuous and each of these has a present, past and future form.

PRESENT TENSES

SIMPLE PRESENT TENSE
In Simple Present, the action is simply mentioned and there is nothing being said about its completeness. I eat.

I
sleep.
I
play.

PRESENT CONTINUOUS TENSE

In Present Continuous, the action is on-going/ still going on and hence continuous. I am eating.
I   am
sleeping.   I
am playing.

PRESENT PERFECT TENSE

In Present Perfect, the action is complete or has ended and hence termed Perfect. I have eaten.
I have slept.
I have played.

PRESENT PERFECT CONTINUOUS TENSE

In Present Perfect Continuous, the action has been taking place for some time and is still ongoing.
I have been eating.
I   have   been
sleeping.   I   have
been playing.

PAST TENSES

SIMPLE PAST TENSE
In Simple Past, the action is simply mentioned and understood to have taken place in the past. I ate.
I slept.
I played.

PAST CONTINUOUS TENSE

In Past Continuous, the action was ongoing till a certain time in the past. I was eating.
I   was   sleeping.   I   was
playing.

PAST PERFECT TENSE

Past Perfect is used to express something that happened before another action in the past. I had eaten.
I had slept.
I had played.

PAST PERFECT CONTINUOUS TENSE

Past Perfect Continuous is used to express something that started in the past and continued until another time in the past.

I had been eating.
I had been
sleeping. I had
been playing.

FUTURE TENSES

SIMPLE FUTURE TENSE
Simple Future is used when we plan or make a decision to do something. Nothing is said about the time in the future.
I will eat.
I will
sleep.
I will play.

FUTURE CONTINUOUS TENSE

The future continuous tense is used to express action at a particular moment in the future. However, the action will not have finished at the moment.
I will be eating at 9 a.m.
I will be sleeping when you
arrive. I will be playing at 5
p.m.

FUTURE PERFECT TENSE

Future Perfect expresses action that will occur in the future before another action in the future. I will have eaten before 10 a.m.
I will have slept before you arrive. I will have played before 6 p.m.

FUTURE PERFECT CONTINUOUS TENSE

Future Perfect Continuous is used to talk about an on-going action before some point in the future. I will have been sleeping for two hours when you arrive.
I will have been playing for an hour when it is 5 p.m.

PRESENT TENSE

i. Simple Present Tense-
Indicates an action that is generally true or habitual. That is, it took place in the past, continue to

take place in the present, and will take place in the future. This tense is used to denote

-a habitual action- for instance, "He walk to school."

-general truths- for instance, "The sun rises in the east", "Honesty is the best policy."

-a future event that is part of a fixed timetable- for instance, "The match starts at 9 o' clock."

Note

a. The form of Simple Present Tense is- verb (infinitive without 'to' and agreeable with the subject)

ii. Present Perfect Tense-

Indicates an action that has been completed sometime before the present moment, with a result that affects the present situation.

For example, "He has finished the work."

"He has slept."

Note

a. The form of Present Perfect Tense is- has/have + verb (past participle form or 3rd form of the verb)

iii. Present Continuous Tense-

Indicates an action that is taking place at the moment of speaking.

For example, "She is walking."

"I am studying."

Note
a. the form of Present Continuous Tense is- is/am/are + verb + ing

iv. Present Perfect Continuous Tense-

Indicates an action that started in the past and is continuing at the present time.

For example, "He has been sleeping for an hour."

Note

a. The form of Present Perfect Continuous Tense is- has/have + been + verb + ing

PAST TENSE

i. **Simple Past Tense**-

Indicates an action took place before the present moment and that has no real connection with the present time.

For example, "He danced in the function." (The action took place in the past, is finished and is completely unrelated to the present)

"He flew to London yesterday."

Note

a . **the verb** 'flew' is an irregular verb which does not take 'ed' in the past tense like regular verbs.

b. the form of Simple Past Tense is - verb + ed

ii. Past Perfect Tense-

Indicates an action in the past that had been completed before another time or event in the past.

For example, "He had exercised before it started to rain."

"He had slept before I came back from the market."

Note

a. The form of Past Perfect Tense is- had + verb (past participle form or the 3rd form of the verb)

iii. Past Continuous Tense-

Indicates an action going on at some time in the past or an action in the past that is longer in duration than another action in the past.
For example, "It was getting darker."
"The light went out while they were reading."

Note

a. The form of Past Continuous Tense is- was/were + verb + ing

iv. Past Perfect Continuous Tense-

Indicates an action in the past that took place before another time or event in the past and continued during the second event/time point in the past.
For example, "At that time, he had been writing a novel for two months."

"He had been exercising when I called."

Note

a. The form of Past Perfect Continuous Tense is- had + been + verb + ing

Note

a. The form of Past Perfect Continuous Tense is- had + been + verb + ing

FUTURE TENSE

i. Simple Future Tense-
Indicates an action that will take place after the present time and that has no real connection with the present time.

For example, "She will visit her ailing grandmother soon."

"He will walk home."

Note

a. the form of Simple Future Tense is- will/shall + verb

ii. Future Perfect Tense-

Indicates an action in the future that will have been completed before another time or event in the future.

For example, "By the time we arrive, he will have studied."

Note

a. The form of Future Perfect Tense is- will/shall have + verb (past participle form or 3rd form of the verb)

iii. Future Continuous Tense-

Indicates an action in the future that is longer in duration than another action in the future.

For example, "He will be walking when it starts to rain."

Note

a. The form of Future Continuous Tense is-will/shall be + verb + ing

iv. Future Perfect Continuous Tense-

Indicates an action in the future that will have been continuing until another time or event in the future.

For example, "He will have been exercising an hour at 2:00."

Note

a. The form of Future Perfect Continuous Tense is- will/shall have been + verb + ing
Summary of Tenses

time ⟶	PAST	PRESENT	FUTURE
↓ aspect			
SIMPLE	she worked	she works	she will work
CONTINUOUS	she was working	she is working	she will be working
PERFECT	she had worked	she has worked	she will have worked
PERFECT CONTINUOUS	she had been working	she has been working	she will have been working

UNIT - III

Letter writing & Notice Writing

Letter writing

Letter writing is an essential skill. Despite the prevalence of emails and text messages, everyone has to write letters at some point. Letters of complaint, job applications, thank you letters, letters requesting changes or making suggestions — the list goes on and on. Encouraging children to write letters from an early age will improve their communication, social and handwriting skills, and teach them what they need to know about writing and structuring letters.

Letter is such a written message that we sent to persons who are far away from us and we want to convey our message to them in a clear and forceful manner. We usually write letters to our friends and relatives. Although advent of IT- Telephones, Mobile SMS and Chat- has reduced the importance of personal letter writing as we can send our messages through these mediums very easily but this art is still required where there is need of formal communication. Some time we have to send an application in the school for grant of leave and at other time we have to complain about someone. Same way we get a lot of chances where we have to send formal letter. Thus this art of letter writing is no more an ornamental accomplishment but something that every educated person must acquire for practical purposes.

1. Informal letter writing
2. Formal letter writing
3. Business letter writing
4. Official letter writing

Formal letter writing

A business letter is a letter written in formal language, usually used when writing from one business organization to another, or for correspondence between such organizations and their customers, clients and other external parties.

Formal letters

These are sometimes known as business letters. They are written in a strictly formal style. Such letters are always written on an A4 (8" x 11") sheet of paper. They can be folded three times so that the address to which the letter is being sent can appear in the window of a business envelope. The layout is always the same.

Structure:

- The senders address is put at the top right hand side
- Include telephone number and email if available
- The address of the person receiving the letter goes on the left hand side below the sender's address
- The date

- Greeting — Dear Sir or Madam. You can use the titles Miss, Mrs. or Mr. if you know the name of the person to whom you are writing

- The message

- Complimentary close — Yours faithfully or Yours sincerely

- Signature

- Write name in block letters (this is to ensure that the person receiving the letter knows exactly who has sent it. Signatures may not be very clear)

Types of Formal Letters and Formal Letter Format

A. Letter of Enquiry

As the name suggests this type of letter is the source of collecting information. People usually use a letter of inquiry as one of the most used business letter or formal letter. A letter of inquiry helps a person to have information like some course or job inquiry, prices of services and products, terms and orders or working agreements etc. One must always keep in mind

- Give a brief introduction about yourself

- Include the name of the organization (if possible)

- Provide clear details about the area of inquiry

- Present your queries and doubt in a clear and understandable form

- Mention the deadlines by which you need the information

Some Abbreviations Used in Letter Writing

The following abbreviations are widely used in letters:

asap = as soon as possible

cc = carbon copy (when you send a copy of a letter to more than one person, you use this abbreviation to let them know)

enc. = enclosure (when you include other papers with your letter)

pp = per procuration (A Latin phrase meaning that you are signing the letter on somebody else's behalf; if they are not there to sign it themselves, etc)

ps = postscript (when you want to add something after you've finished and signed it)

pto (informal) = please turn over (to make sure that the other person knows the letter continues on the other side of the page)

RSVP = please reply

Outline: A Covering

Letter

The format of this letter is the same as the formal letter format.

Sample

16 Ring Road
Nagpur – 01

November 30, 20xx

The Director
ABC Classes
35 Patel Street
Delhi − 18

Dear Sir,

Sub.: Enquiry about CAT Coaching Classes.

This is with reference to your advertisement in the 'The Times of India' for CAT Coaching classes. I have passes the B.Sc. degree examination with Statistics as the main subject. I am keen on joining your institute for the coaching classes.

Kindly let me know about the procedure of applying for the qualifying test and its date. I would also like to know the duration of the coaching programme, the duration and the number of classes per week along with the available mode of classes. Information about the fees payable and the study materials is highly appreciated. Could you please send me a copy of your prospectus?

I would like to enroll as soon as possible. Your early response will enable me to decide fast.

Thanking you.

With   kind   regards
XYZ

B. Order Letter

When a buyer needs to order some goods, he writes an order letter to the seller. The three main parts of this letter are

- The details of the items or the goods being ordered must be clearly stated. It must have complete information like the quantity of the goods, model number (if possible), etc.

- The information related to the shipping must also be clearly given. The mode of shipping, shipping location and the Desired date for the goods to be shipped must be clearly stated.

- The inquiry related payment whether it is the mode of payment, date of payment or terms and conditions regarding payment should be clearly mentioned.

Let's look at the format with an example.

Sample

New Era Business
16 Ring Road
Delhi – 01

November 30, 20xx

The Manager
Woods and Worlds
35 Patel Street
Delhi − 18

Dear Sir,

Sub.: Placing order for furniture.

As we have discussed telephonically, on behalf of our company I like to place an immediate order for the supply of the following set of furniture.

As we have discussed, we are sending a demand draft of Rs. 20,000 as advance payment. The rest will be paid at the time of delivery. Kindly ship the above order at the above-mentioned address.

Kindly adhere to the terms of the agreement. We hope to receive the order in four working days.

Thanking You.

Yours truly
XYZ
HR

C. Letter of Complaint

Suppose you placed an order of some items. The quality promised and the quality of the items received is not the same. What will you do? You either want to replace them or want your payment back. How can you do so? This is where the letter of complaint comes into play. While writing this type of letter,

- One must clearly provide the details of the problem faced

- Tell what action you want to be taken

- Provide information like the date of arrival of orders, order number, or the details of the previous complaint (if any)

- Give a deadline to respond within

- Attach a copy or a specimen of the invoice or any other receipt

- Use polite yet assertive words regarding complaint issue

- Never excuse or make any allegation by self

Sample

New Business World
16 Ring Road
Delhi – 01

November 30, 20xx

The Manager
ABC Stationary King
35 Patel Street
Delhi − 18

Dear Sir,

Sub.: Complaint against Order No. S/24-201S-1147.

This is with reference to the Order No. S/24-201S-1147 place on Nov 17, 20xx. The order consists of letterhead and business cards. As per the agreement, we were promised of receiving the order latest by Nov 22, 20xx. First of all the order did not reach in time. Also, the quality of the papers and design selected for business cards is not matching with the selected one.

We have faced a lot of embarrassment and inconvenience and our reputation is at stake in the eyes of our clients.

Kindly ensure that the order will be replaced latest by Dec 4, 20xx, failing which payment will be stopped or the will be cancelled. I sincerely request you to look into the matter and do the needful as soon as possible.

Thanking you.

Yours truly

XYZ
General Manager

Promotion Letter

This type of letters mainly refers to the one of promoting new developments and up-gradation. The promotion can be of anything new opening of a new branch or show-rooms, new schemes, or any other promotional discounts. For any promotional letter, it is very important to

- Use clear, definite terms
- Proper use of punctuations and correct spelling
- Avoid slang, fancy terminologies of jargon
- Clearly discuss the promotion
- Avoid the use of abbreviations

Let's look at the format with an example.

Sample

ABC Group of Company
16 Ring Road
Delhi – 01

November 30, 20xx

The Manager
XYA Agency
35 Patel Street
Delhi − 18

Dear Sir,

Sub.: New Branch at QPR Colony.

We are glad to announce the grand opening of a new branch of our company in QPR Colony, Delhi on Dec 05, 20xx.

As a respected client, we are extremely delighted to inform you that this branch is also fully efficient. It offers various solutions to your problems and anything that you would ask for. We are dedicated to providing you with the best service that you deserve.

We would be very happy to have you as our guest in our branch and encourage you to find more of our products.

Looking forward to your visit to our new branch.

Thanking you.

Yours truly

XYZ
HR

F. Sales Letters

These letters are written to tell about a product to the customers with an intention of selling it. A sales letter helps in the sale promotion and presenting introductory offers. It makes it easy to understand the facts and figures and also strengthen the partnership and the joint ventures. While writing a sales letter one must keep in mind the following points:

- The language must be formal
- Only use easy and clear language
- Avoid slang and use of abbreviations
- The content must be clear, concise and understandable
- Avoid adding extra details or information
- Pay attention towards the targeted audience
- Provide details, features, uses of a newly launched product

The format of this letter is the same as the formal letter format.

Sample

ABC Bank
16 Ring Road
Delhi – 01

November 30, 20xx

The Manager
XYZ Agency
35 Patel Street
Delhi − 18

Dear Sir,

Sub.: Availability of new scheme of an automobile loan.

It provides us with immense pleasure to inform you that we have launched a new scheme for an automobile loan. As a respectable and trusted client, we are providing you with the details of this scheme.

It will take only a couple of minutes to complete all the formalities. The rate of interest of the loan is also very low compared to the schemes of other banks. The bank also provides an opportunity to buy or sell any of the automobiles.

All other information is kept strictly confidential. This service is fast and free and we will provide you with the service within 24 hours.

We will highly oblige to help you to clear any of your doubts. Free feel to contact us. Looking forward to hear from your side.

Thanking you.

With regards,
KLM
Bank Manager

Informal letter writing

An informal letter, also referred to as a friendly letter, is a personal letter written to friends or relatives. It is written in personal fashion. You can write it to anyone with whom you have a non-professional relationship, although this doesn't exclude business partners or workers whom you're friendly with either.

There are fewer formatting rules for informal letters than there are for business or formal letters. The letter can be used for some reasons like conveying message, news, giving advice, congratulate recipient, request information, asking questions, etc. It is a personal letter, written to whom you are familiar with, like friends, siblings, parents or any other closed one. While writing an informal letter, one can afford to be friendly, and make use of personal or emotional tone.

Difference between Formal letter and Informal letter

The formal letter is written for business or professional purposes with a specific objective in mind. It uses simple language, which is easy to read and interpret. On the contrary, informal letters are written to friends and relatives for personal communication and require a casual or an emotional tone.

The size of a formal letter should be concise; that does not include irrelevant matter. In contrast, the informal letter can be lengthier.

Formal letters are used for writing letters to business contacts, i.e. partners, suppliers, customers, clients, etc. , college or institute, employer, professionals, etc. As against this, we write informal letters to friends, relatives, acquaintance, etc.

Format of Informal letter

There is no set **format when writing an informal letter**. But there is a general pattern, some conventions that people usually follow. We will be looking at this pattern and certain tips on how to write effective and **attractive informal letters**. These can act as guidelines when you are drafting a letter; they are not hard and fast rules. Let us begin.

Address

The first thing to write is your address, i.e. the address of the writer (basically, the sender's address). We usually write the address on the left-hand side of the page at the very top. The address should be accurate and complete. Even when writing to close friends or relatives the address must be written, so they can reply back to the letter with ease. If the recipient of the letter is in another country, do not forget to write your country as well in the address.

Date

Next just below the address we write the date. This allows the reader to have a reference as to when the informal letter was written. He can then relate better to the contents of the letter. The date, preferably, should be in expanded form.

Greeting

Now since you know the person you are writing to, the greeting can be informal as well. If it is a friend or someone close to your age you can greet them by their first name, like "Dear Alex". If you are writing to your relative like your mother/father/aunt/uncle etc, you may greet them as such, for example, "Dear Mom". And if you are writing to an elder person, someone you respect greatly you can address them as Mr or Mrs. Like say for example you were writing a congratulatory letter to your teacher, it can be addressed as "Dear Mrs. Alex".

Introductory Paragraph

And now we begin writing the actual letter. The introductory paragraph sets the tone for the whole letter. You might begin by asking the recipient about their well being. Or you may say that you hope the letter finds them in good health and great spirits. The opening of informal letters should be casual and comforting. It must not be formal and direct as in business letters.

Body of the Letter

The letter overall should maintain a friendly tone. But you have to adjust the language and the wordings according to who you are writing to. With a friend, you can afford to be very casual and

flippant even. But if you are writing to an elder relative, you must be extremely respectful and considerate.

One way to determine the tonality of your letter is to remember how you talk to the person in a conversation. And then apply the same syntax and sentiments to the letter.

Conclusion

In the conclusive paragraph sum up the reason for writing the letter, i.e. summarize the letter. Say a meaningful and affectionate goodbye to the reader. And do not forget to invite the reader to write back or reply to your letter. It shows an intention to keep the conversation going.

Signature

There is no one way to sign off informal letters. Since they do not follow a strict format, you may sign off as you please. Some commonly used phrases are

- Lots of Love
- Best,
- Best Wishes,
- Kind Regards,
- Kindly,

Question 1: Write a letter to your friend congratulating him/her on his/her success in class 12 board exam.

Answer:

B-32,   sector-11

Rohini

New Delhi-110034

July 10, 2018

Dear Muskan

My happiness knew no bounds when I got to know that you have topped your school and achieved your dream. I felt so pleased that I wish I were there to congratulate you personally.

The result has proved that hard work, determination and perseverance bring good results. You were so laborious and passionate about it. I know you were very nervous too, but I was always very confident that you would come out with flying colours. I apologise that I couldn't even attend the celebration party despite my wishes.

Hope to see you soon. Please be encouraged and continue your hard work. Your future is very bright. My parents and elder sister have sent lots of love and heartiest congratulations.

With lots of love and best wishes.

Yours lovingly

Shefali

Pick the one that best suits the occasion and then simply sign your name below the greeting

NOTICE WRITING

A notice is a very short piece of writing which is usually formal in style. It is widely used by individuals and organizations to announce events and celebrations, births and deaths, occasions like inaugurations or sales, to issue public instructions, to make appeals and to extend invitations besides issue notices of termination to the employees or other way round i.e. notice of leaving the job from the employee to the employer. Most notices are meant to be pinned up or pasted on special boards meant for this specific purpose only. There must be one or more such notice board in the school and other organization. Whereas notices issued by the Government departments and other big organization also appear in various newspapers.

How to Write a Notice?

Writing an effective notice is a kind of art that can be acquired with practice with keeping some basic points in mind while writing them out. Your notice should give complete information and must be written in a clear and lucid style and easily understandable language.

Content that a good effective notice must include in are:

- Name of the Organization, Institution or Office issuing it. Date of issuing of a particular notice.
- The heading Notice to make it very clear.
- A suitable description/ eye-catching caption or heading to hold the immediate attention of the reader. Purpose for which it has been written like calling a meeting, drawing attention, making an appeal or informing general public about some issue of concern etc.
- Details of schedule i.e. date, time, venue, program , duration etc. in case the notice is about an event to be organized in the near future.

Format of Notice Writing

Notice circulated for some kind of official/non-official Meeting should definitely have:
Date Time Venue
Agenda/ Purpose Who is to attend Specific instructions
Contact person/ Address

Notice issued for informing about some Events

Name
Objective/ Purpose/ Occasion Date
Time/ Duration Place/ Venue
Essential qualifications/ Eligibility/ Conditions Contact address
Specific instructions
Depending upon the occasion, one can use suitable background images, logos or any graphic representing the event.

Format of Notice Writing (Official / Non-Official)

NOTICE TITLE or just **NOTICE**

Date ____
Time ____
Venue / Place ____

Agenda / Purpose _____

(Review of policy, Stationary required, Discussion on new timings, Shortage of fund, Recovering deficits etc.)

Speakers / Chief Guest _____

(Name of the Speaker, Chief Guests Name, or Name of Dignitary or Dignitaries attending, Special Guests etc.)

Specific Instructions or Instructions _____

(Switch off Mobiles, No Eatables allowed, Formal Clothing not allowed, Bring your own Pen and Paper, Late arrivals not allowed, Adults only, Ladies only, Those aged between 20-30, Officials only)

For more Information Contact Person / Organisation Address _____

Format of Notice Writing (Event Notification) with Example

Format of Notice Writing (Event Notification)

Event Name ____

(Flower show, Dog show, Bachelor party, Fancy dress)

Date _____
Time / Duration _____
Venue / Place _____

(stadium, university centre, college campus, hotel, restaurant, discotheque)

Occasion / Event Details _____

(Silver jubilee, Launch of a product, Festival, Convention, Opening ceremony etc.)

Instructions _____

(Dress code, No Eatables allowed, Adults only, Ladies only, Age limit, Officials only,

Couples only etc.)

Contact ____

It is not compulsory to follow the format in the same manner; one can place Date, Time, Place along with Event Name, under the Event Name but always in the Top Section of the Notice. Similarly, one can change the Placement of other Essentials> as per ones Layout Design or Criteria.

Notice for Lost and Found of article or other valuables

Article Lost/ Found Date
Time(approx.) Place
Identification marks (color, size, contents, material) Contents
Whom to contact, When and Where

Format of Notice Writing (Lost or Found) with Example

Format of Notice Writing (Lost or Found)

Title of Lost or Found Notice

(Lost:- Missing black labrador, Lost silver coloured laptop, White & blue Philips MP3 player, etc.)

(Found:- Black wallet, Driving license, Keys, USB flash drive, Ring engraved with initials 'J' etc.)

Description / Content _____

(Full details like black labrador dog, aged 4 years wearing a black collar with 'S' initial,

Mention color, size, contents, material and other required information)

Place ___

(Name of street, Hotel, Cab, Parking lot etc. where item was lost or found)

Date ____   **Time** ____

Contact _____

(Call me, Give me a call, Ring me up, Get in touch at this number etc.)

- It is not compulsory to follow the format in the same manner; one can place Date Time, Place within the Description / Content (para), one can also highlight these with Bold Letters or Underlined or Differently colored Alphabets).

- Similarly, one can change the strong Placement of other Essentials as per ones. These can also be highlighted with Bold Letters, Underlined Letter or Differently colored Alphabets).

   One can also include Photos of Missing Person Missing Dog Lost Item depending upon the budget and other considerations, not required academically or grammatically.

Notice issued for informing the masses/general public for change of Name

Name and Nature Occasion

Venue

Objective - information, awareness, appeal,

invitation etc. Dates/ Timing

Expenditure/ Entry fee

etc. Beginning/

Conclusion Place (for

Tours)

Duration: From &help;.. to

&helix;.. Contact address

Specific instructions (e.g. do & rsquo;s & don & requotes, visiting hours. etc.)

Important Points to Remember while writing a notice

- The date of the notice can be placed at the top right or left, or bottom right- or left-hand corner. The entire content of the notice is centered within a & lsquo; box & risqué;.
- The individual/s responsible for issuing the notice indicates the name below the signature in parenthesis, followed by their designation/s.
- Complete sentences need not always be used in all types of notices. Abbreviations and symbols an also be used.
- Usually future time references predominate over other tense forms.
- There is penalty for exceeding the prescribed word limit (i.e. 50 words for the body of the notice)

1. Introducing New Products

PURE FOODS LTD.
11, Nehru
Place
New
Delhi

August 1, 2005
LICK UP YOURS LIPS
Dear customer

As you know, we have been bringing out new varieties and products from time to time for our esteemed customers. We are now happy to announce the introduction of

TASTY JAMS

Our jams are available in five different varieties and two types of packs. These are the result of our painstaking efforts over two years. Tasty Jams are very tasty, nutritious and hygienically produced on a fully automatic Swiss plant. The prices are very reasonable.

We are sure you will patronize our jams just as you have been using our sauces, pickles and other products for a long time. May we suggest to you to give a trial to Tasty Jams. You will forget all other jams.

Yours sincerely

Hints: (For Academic Interest):

- Draw readers' attention with some catchy phrase.
- Outline your progress and the regular improvements made for the benefit of customers.
- Give news of the new product.
- State the features and utility of the new product.
- Express gratitude for patronage and request for its continuance.
- Request a trial order from customers

2. *Obtaining of an Agency:*

GOODWILL TRADERS
Dealers in all types of
Kitchenware 5, Station Road
Agra
August 20, 2005

Dear Sir(s)

      Hither to you had to place your orders for WONDER MELMOWARE directly to the manufacturers in Mumbai. We are happy to announce that we have been appointed the sole distributing agent for WONDER MELMOWARE for your city. We stock all varieties and you can now promptly get your requirements from us. We are enclosing a catalogue and the latest price list for your convenience. . Your orders will receive our prompt attention. According to our agreement with the manufacturers, all orders are to be executed by them only through us. A discount of 10% will be offered for every order above Rs. 5,000.
We look forward to the first of your regular orders and solicit your cooperation and patronage.

Yours faithfully

Hints: (For Academic Interest)

- ✓ Explain the need for taking the agency-increasing demand for the product, etc.
- ✓ Mention the area covered by the agency.
- ✓ State the features, prices, etc., of the goods.
- ✓ Inform that you can now execute the orders more promptly and can stock a wide variety of goods.
- ✓ Notify the customers that all orders are to be booked with you and not directly to the manufacturer.
- ✓ Offer special discounts, if any.
- ✓ Request trial orders and cooperation.

1. Change in partnership:

GOODWILL TRADERS
 Dealers in all types of
Kitchenware 5, Station Road
Agra

August 31,

2005 Dear

Your continued patronage has enabled us to expand our business throughout the State. In order to handle the expanded business more efficiently we have admitted Mr. Ashok Gupta as partner. Mr. Gupta has been associated as a sales executive in a large company manufacturing kitchenware for the last fifteen years. He has wide knowledge of kitchenware. Since our new partner brings a large capital the firm's finances will be strengthened. There will however be no change in the name or policy of the firm.
We thank you for your cooperation in the past and hope that you will continue your valuable patronage to the firm.

Yours faithfully

Hints (for academic interest)

- ✓ Main changes in a partnership consist of admission of a partner, retirement or death of a partner, etc. These changes influence the capital and reputation of the firm and the confidence of the customers.
- ✓ Therefore, efforts should be made to win confidence by explaining how the change will improve the firm's position and what steps are being taken to prevent any loss of capital or efficiency.
- ✓ If a new partner is admitted, explain the reasons, e.g., expansion of business, need for additional capital and management talent, etc.
- ✓ Mention the special abilities and experience of the new partner.
- ✓ If the circular announces the retirement or death of a partner, express regrets at the loss of the partner and appreciate his services to the firm.
- ✓ Assure the reader that there will be no change in the policy of the firm and its relations with the customers.
- ✓ Solicit the continued patronage of customers.

2. Change in the Constitution of the Firm

GOODWILL TRADERS
5, Station road, Agra
January 1,

2005 Dear

patrons

Your cooperation has enabled us to grow. Because of the need for additional capital we have decided to convert our firm into a private limited company under the name.

Goodwill Traders & Co. Pvt. Ltd.

The company has five directors all of whom have subscribed to the share capital. Each one of them is an expert in production or marketing or finance.

Although the constitution of the firm has changed, we assure you that there will be no change in the policies and high service standards of our business.

We look forward to your cooperation and continued patronage as before.

Yours faithfully

Hints: (For Academic Interest)

A firm's constitution is changed when it is amalgamated with other business or when it is converted into a company. While announcing such changes, the following points should be kept in view:

✓ State that the developments of business required more capital and managerial talent.
✓ Mention the new name under which the business will be carried on.
✓ Refer to the management of the proposed company, e.g., number of directors, their qualifications, etc.
✓ Assure that the change in the constitution will not change the firm's policy of serving the customers to their satisfaction.
✓ Request the customers to continue extending their patronage in future.

Price Reduction or Clearance Sale:

GOODWILL TRADERS
5,Station
road
Agra
October
4,   2005
Dear
Sir(s)

On the eve of Diwali, we have planned for you a grand clearance sale of our stocks. Prices have been marked down by 25% to 50% for almost all items. The sale starts on the 25th October and the offer is open till 5th November.

Hurry up! There is a Double Advantage. On our purchases worth Rs. 100 or more you get a lucky draw coupon. The lucky draw will be held on 13th November and you can win anything from a time piece to a TV.

We welcome you between 10 AM and 7 PM., without any lunch-break, for your convenience. In view of the great rush, please avoid bringing children and carry bags.

Yours faithfully

Hints: (For Academic Interest)

- ✓ Mention the date of commencement of the reduction sale. Also state the period for which the special sale is open.
- ✓ Give the reasons for the reduction sale.
- ✓ Give special timing, if any, for the reduction sale.
- ✓ Suggest that the customer should pay a visit to the store at the earliest to get advantage of thesale.

UNIT - IV

Précis and Report writing

Precis Writing

Precis (pray-see, pl. pray-sees) writing is a basic and very useful skill. It has been variously referred to as 'abbreviation', 'subtraction', 'abstract', 'summary', and 'condensation'. The French gave it the name 'precis' — the pruning away of all that is inessential.

Definition:

"A precis is a brief, original summary of the important ideas given in a long selection. Its aim is to give the general effect created by the original selection." It is a concise and lucid summary that forsakes all unnecessary details (including illustrations, amplifications, and embellishments) in favor of reproducing the logic, development, organization and emphasis of the original. Retaining the substance of a fuller statement, it seeks to articulate other authors thoughts by extracting the maximum amount of information and carefully conveying it in a minimum number of words.

The Purpose:

Precis writing aims at intelligent reading and clear, accurate writing. It is a skill of both analysis and genesis that critically questions every thought included and excluded, each word used to express those thoughts, and the proportions and arrangements of those thoughts — both in the original and in the precis. In its exaction it mercilessly reveals an author's wordiness and looseness or thinness of thought and construction. It should strengthen our style, our sense of proportion and emphasis, and our sensitivity to word meanings and an author's viewpoint.

Guide to a Successful Precis:

1. Understand the essential facts or dominating idea of the passage.
2. In your opening sentence express what the passage tends to show.
3. With as few sentences as possible enlarge on the essential shown in the opening sentence.
4. Summarize only what the author says; do not add your own opinions.
5. As far as possible, use your own words.
6. Ask whether the precis is clear to one who has not seen the origin

A precis is usually reduced to at least one-fourth of its original length and frequently much more. How long it is will be determined by its purpose and by the nature of the original.

Preliminary to precis writing:

1. An abstract is a condensation of a passage, the important words, phrases, and sentences containing the essential thoughts being worked as simply as possible into sentences. It simply requires the ability to pick out essential facts.

2. Exercises in abstracting will involve underscoring the essential facts in a passage and combining them into a single whole. (N.b.: Here 'abstract' is used in its narrow sense to mean

a digest or running summary.)

3. A paraphrase is a restatement of a difficult passage, stating clearly and fully in language of the simplest sort just what the passage means. Because it clarifies hidden meanings and obscure passages, it is usually longer than the original." Precis writing involves the ability to paraphrase, but adds to it concision, all the while being careful to not to lose or distort the original meaning Exercising in paraphrasing might involve transposing poetry to prose, explaining the meaning of proverbs, etc.

4. In precis writing it is necessary to say as much as possible in as few words as possible." A word may substitute for a phrase and a phrase for a clause. The concern is for the precise meaning or connotation of a word.

5. The proper use of the colon and semicolon in punctuation is an aid to good precis writing.Generally, a precis should be written in reported or indirect speech. This means a precis will be in third person, in the past tense. Exercises will involve the change of direct speech to indirect speech.

5. A precis title must be cold and matter of fact, not attractive to the imaginative mind. It is a precis of the precis.

Ask of your precis:

1. Are the opening sentences brief and to the point? Which is best?

2. Which opening sentence tends to show best what the passage expresses?

3. Does the sentence following the opening sentence amplify the essentials shown in the openingsentence?

4. Which precis clarifies the author's best thoughts? Have additional thoughts been added?

5. Is the precis clear to one who has not seen the original?

Method:

―It will be well to remember the object of precis writing: a brief and clear summary — or precis — of what you have first carefully read. No words, phrases, clauses, or sentences which are unessential to the thought of the selection, are considered. Every unnecessary word is discarded until all that you have left is the thought, the dominating idea, of what you have read. Then in your own words, give this thought as briefly and clearly as possible. Your sentences must be carefully constructed. Do not omit any essential articles, prepositions, or conjunctions. ‖

First Reading:

1. Read every word slowly and carefully until you clearly understand the sense of the passage.
2. Look up all unfamiliar words, phrases, and allusions
3. Identify the dominating idea, the essential thought, of the passage. Ask if this idea were omitted, would the fundamental meaning of the passage be changed?
4. Determine what emphasis and space to give the thought in each section; write a heading for each section.

Second Reading:

1. Underscore with a pencil the important facts containing the essential thoughts. This is a process of differentiation between what is essential and what is not. Generally, you will omit examples, illustrations, conversations, and repetitions.
2. Reread your selections to see that they are wise and adequate.
3. Determine if your underscoring expresses the main ideas.

Final Reading:

Rapidly and intensely reread the origin, dwelling on the important facts selected for a precis. First Copy:

1. Close the book/original.

2. Write a summary of the thoughts as you remember them.

3. Compare with the original and correct, asking:

Did you retain the logical order and development of these thoughts?

Did you emphasize the dominant thought or erroneously emphasize a minor thought? Did you omit any necessary facts? names? dates? places?

Is your precis clear to one who has not seen the original? Are your sentences clear and well-constructed?

Did you use third person and the past tense? Did you punctuate and spell correctly?

Did you make any grammatical or rhetorical errors?

Final Copy:

1. Read your first copy through carefully.

2. Condense wherever you can, substituting single words for phrases and phrases for longer clauses.

3. Use only simple figures of speech.

4. Clearly and concisely express the essential points.

5. Reduce verbiage while still making the point and retaining some of the flavor and spirit of the original.

6. Be fair to the sentiments expressed, even if you don't agree with them.

7. Rewrite neatly.

Writing reports

A report is a statement of the results of an investigation or of any matter on which definite information is required.

(Oxford English Dictionary)

Reports are a highly structured form of writing often following conventions that have been laid down to produce a common format. Structure and convention in written reports stress the process by which the information was gathered as much as the information itself.

Different types of reports

During your time at university you may be asked to write different types of reports, depending upon the subject area which you have chosen. These could include laboratory reports, technical reports, reports of a work placement or industrial visit, reports of a field trip or field work.

Reports vary in their purpose, but all of them will require a formal structure and careful planning, presenting the material in a logical manner using clear and concise language.

The following section explores each stage in the development of your report, making recommendations for structure and technique.

Stages in report writing

The following stages are involved in writing a report:

- clarifying your terms of reference
- planning your work
- collecting your information
- organizing and structuring your information
- writing the first draft
- checking and re-drafting.

Terms of reference

The terms of reference of a report are a guiding statement used to define the scope of your investigation. You must be clear from the start what you are being asked to do. You will probably have been given an assignment from your tutor but you may need to discuss this further to find out the precise subject and purpose of the report. Why have you been asked to write it?
Knowing your purpose will help you to communicate your information more clearly and will help you to be more selective when collecting your information.

Planning your report

Careful planning will help you to write a clear, concise and effective report, giving adequate time to each of the developmental stages prior to submission.

• Consider the report as a whole

• Break down the task of writing the report into various parts.

• How much time do you have to write the report?

• How can this be divided up into the various planning stages?

• Set yourself deadlines for the various stages.

Collecting information

There are a number of questions you need to ask yourself at this stage: -

• What is the information you need?

• Where do you find it?

• How much do you need?

• How shall you collect it?

• In what order will you arrange it?

You may have much of the information you need already such as results from a laboratory experimenter descriptions of your methods of data collection. However, there may be other material which is needed such as background information on other research studies, or literature surveys. You may need to carry out some interviews or make a visit to the university library to collect all the information you need.

1. Make a list of what information you need.

2. Make an action plan stating how you are going to gather this.

The Information Technology Skills Guide contains much useful advice on the use of electronic information sources. This guide is available from the University's Flexible Learning Initiative.

Organizing information

One helpful way of organizing your information into topics is to brainstorm your ideas into a

_spider diagram. '

• Write the main theme in the center of a piece of paper.

• Write down all the ideas and keywords related to your topic starting from the Centre and branching out along lines of connecting ideas.

• Each idea can be circled or linked by lines as appropriate.

• When you have finished, highlight any related ideas and then sort topics.

• Some ideas will form main headings, and others will be sub-sections under these headings.

- You should then be able to see a pattern emerging and be able to arrange your main headings in a logical order (see diagram below)

Structuring your report

We discussed earlier that there are different types of report such as laboratory reports or reports on an industrial placement. Always check with the person commissioning the report (your tutor, your placement supervisor) to find out precisely what your report should include and how it should be presented. The following common elements can be found in many different reports:

- Title page
- Acknowledgements
- Contents
- Abstract or summary
- Introduction
- Methodology
- Results or findings
- Discussion
- Conclusion and recommendations
- References
- Appendices

We shall now look at each of these in turn.

Title page

This should include the title of the report (which should give a precise indication of the subject matter),the author's name, module, course and the date.

Acknowledgements

You should acknowledge any help you have received in collecting the information for the report. This maybe from librarians, technicians or computer Centre staff, for example.

Contents

You should list all the main sections of the report in sequence with the page numbers they begin on. If there are   charts, diagrams or tables included in your report, these should be listed separately under a title such as

‗List of Illustrations' together with the page numbers on which they appear.

Abstract or summary

This should be a short paragraph summarizing the main contents of the report. It should include a short statement of the main task, the methods used, conclusions reached and any recommendations to be made. The abstract or summary should be concise, informative and independent of the report. Write this section after you have written the report.

Introduction

This should give the context and scope of the report and should include your terms of reference. State your objectives clearly, define the limits of the report, outline the method of enquiry, give a brief general background to the subject of the report and indicate the proposed development.

Methodology

In this section you should state how you carried out your enquiry. What form did your enquiry take? Did you carry out interviews or questionnaires, how did you collect your data? What measurements did you make? How did you choose the subjects for your interviews? Present this information logically and concisely.

Results or findings

Present your findings in as simple a way as possible. The more complicated the information looks, the more difficult it will be to interpret. There are a number of ways in which results can be presented. Here are a few:

- Tables
- Graphs
- Pie charts
- Bar charts
- Diagrams

Illustration checklist

- Are all your diagrams / illustrations clearly labelled?
- Do they all have titles?
- Is the link between the text and the diagram clear?
- Are the headings precise?
- Are the axes of graphs clearly labelled?
- Can tables be easily interpreted?
- Have you abided by any copyright laws when including illustrations/tables from published documents?

Discussion

This is the section where you can analysis and interpret your results drawing from the information which you have collected, explaining its significance. Identify important issues and suggest explanations for your findings. Outline any problems encountered and try and present a balanced view.

Conclusions and recommendations

This is the section of the report which draws together the main issues. It should be expressed clearly and should not present any new information. You may wish to list your recommendations in separate section or include them with the conclusions.

References

It is important that you give precise details of all the work by other authors which has been referred to within the report. Details should include:

• author's name and initials

• date of publication

• title of the book, paper or journal

• publisher

• place of publication

• page numbers

• details of the journal volume in which the article has appeared.

References should be listed in alphabetical order of the authors' names. Make sure that your references are accurate and comprehensive.

Appendices

An appendix contains additional information related to the report but which is not essential to the main findings. This can be consulted if the reader wishes but the report should not depend on this. You could include details of interview questions, statistical data, a glossary of terms, or other information which may be useful for the reader.

Style of writing

There are several points that you will need to consider when you are writing your report:

Active or passive?

Your tutor will be able to advise whether the report should be written in the _active 'or _passive 'voice. The active voice reads as follows:
I recommend ...'The passive voice reads:
_It is recommended that ...'
The active voice allows you to write short, punch sentences. The passive appears more formal and considered.
Be aware of these differences and avoid mixing the two voices.

Simplicity

Most written reports should avoid using overly complicated language. If a report is to persuade, brief or justify, it's message must be clear. Furthermore, the factual presentation of data should not

be swamped with sophisticated, lengthy sentences.

Avoid using unnecessary jargon. This confuses even the most informed reader.

Ensure that your abbreviations are standardized. All too often authors invent their own jargon to ease the pressure on writing things in full. Be cautious of confusing your reader.

Use of language

Most reports should avoid the use of subjective language. For example, to report on a change inculturation from a "stunning green to a beautiful blue" is to project your own values onto a measurable outcome. What does the term "beautiful" mean to you? What will it mean to your reader? Such subjective, or personal language commonly has no place in the more objective field of report writing.

Layout

Most reports have a progressive numbering system. The most common system is the decimal notation system.

The main sections are given single Arabic numbers -1, 2, 3 and so on.

Sample Report

Typical structure template for writing a committee report:

- **Members to which the report is meant for**

- [Name, institution, location, Chair]

- [Name, institution, location, member]

- **[Date, Time, and Location]**

- [Provide simple documentation of any meetings of the committee or subset of the committee, in whatever mode and format, e.g., in person, conference call, etc.]

Purpose

- [Here you mention the purpose of the report in a brief. This enables the reader to understand the purpose behind writing the format.]

- **Issues** [Write different issues as sub headings and explain their highlights in bullet points below the respective sub headings]

- Current Status

- Accomplishments / Issue 1

- Future Goals

- **Near-Term Plans / Main Body of the Report** [Use Sub Headings as and where needed. In bullet form, outline near-term actions and plans as well under those sub headings.]

- **Informal Recommendation(s)** [An opportunity to make recommendations, suggestions, and comments to the Board and Executive Director]

Respectfully Submitted,

[<Author's Name>]

Sub-sections are given a decimal number - 1.1, 1.2,1.3 and so on. Sub-sections can be further divided into - 1.11, 1.12,1.13 and so on. An example structure would look as follows;

1. *Introduction*
    1.1 —————————
        1.11 —————————
    1.2 —————————
        1.21 —————————

2. *Methodology*
    2.1 —————————
        2.11 —————————
        2.12 —————————

Presentation

The following suggestions will help you to produce an easily read report:

- Leave wide margins for binding and feedback comments from your tutor.

- Paragraphs should be short and concise.

- Headings should be clear - highlighted in bold or underlined.

- All diagrams and illustrations should be labelled and numbered.

- All standard units, measurements and technical terminology should be listed in a glossary of terms at the back of your report.

Redrafting and checking

Once you have written the first draft of your report you will need to check it through. It is probably sensible to leave it on your desk for a day or so if you have the time. This will make a clear break from the intensive writing period, allowing you to view your work more objectively.

Assess your work in the following areas:

- Structure
- Content
- Style

Look at the clarity and precision of your work. Use the report writing checklist at the end of this section to check your report. You may like to carry out a more formal evaluation. Use the section Assessing yourself to help you draft assessment criteria and evaluate your work.