

ENGLISH FOR NURSES

FOR
B.Sc. Nursing Students

Mrs. Vijayalakshmi Naidu



NIRALI PRAKASHAN

A TEXT BOOK OF
ENGLISH
FOR
NURSES

For
B.Sc. Nursing Students

As Per INDIAN NURSING COUNCILS
Basic B.Sc. Nursing Course SYLLABUS

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PREFACE

I have great pleasure in bringing out the book, **English For Nurses** which is based on the syllabus for First Year Degree Course in Nursing.

Great care has been taken to cover the topics which would enable the students to enhance their language skills and make them confident to communicate effectively in their professional work.

Through well structured units, this book comprehensively covers the syllabus and provides adequate exercises for practice.

I have referred to standard works and collected necessary material from various authors, books, journals and websites. The sources have been acknowledge wherever applicable.

I am thankful to **Mr. Jignesh Furia**, Director, Nirali Prakashan and Mr. V. Chougule for showing confidence in me and giving me an opportunity to write this book.

I would like to mention the unstinted support rendered by my husband, Mr. P. Mukunda and son, Apurva Kumar. Both of them deserve credit for their care and co-operation.

Last but not the least, I owe my thanks to my parents for their enthusiasm and encouragement in all my endeavours.

Looking forward to suggestions for improvement of text, if any.

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SYLLABUS

- 1. Review of Grammar** **(10 Hrs)**
 - Remedial Study of Grammar
 - Building Vocabulary
 - Phonetics, Public Speaking
- 2. Read and Comprehend** **(30 Hrs)**
- 3. Various Forms of Composition** **(10 Hrs)**
 - Letter Writing
 - Note Taking
 - Precis Writing
 - Nurses Notes
 - Anecdotal Records
 - Diary Writing
 - Reports on Health Problems etc.
- 4. Spoken English** **(06 Hrs)**
 - Oral Report
 - Discussion
 - Debate
 - Telephonic Conversation
- 5. Listening Comprehension** **(04 Hrs)**
 - Media
 - Audio
 - Video
 - Speeches



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REVIEW OF GRAMMAR

- ◆ Review of Grammar
- ◆ Remedial Study of Grammar
- ◆ Building Vocabulary
- ◆ Phonetics
- ◆ Public Speaking

1.1 REVIEW OF GRAMMAR

The aim of learning English is to use the language correctly in all forms of communication. This largely depends on one's knowledge of the underlying "rules" or the code that governs the use of language. A proper knowledge of Grammar forms the foundation for any language learning.

But it is more important to use grammar accurately and appropriately in language. Thus, 'Functional' grammar, which illustrates 'the correct use of the language', is required.

English Grammar mainly consists of three aspects and they are

- (a) The ways in which English uses word order to show meaning.
- (b) The ways in which English uses structural words.
- (c) The ways in which English uses a few inflexions.

'Word' is defined as 'sound or combination of sounds, forming a unit of grammar or vocabulary of a language. Words have different forms which are called parts of speech. While studying sentence patterns, we deal with subject and predicate to name parts of a sentence.

To study changes in meaning, we must have words to indicate these changes - Tense (change in time) Voice (change in the meaning of verb) and Singular, Plural (change in the number of nouns).

Sentence

A sentence is, by definition, a series of words grammatically complete in it self. It makes complete sense and can stand on its own. For example,

My father is a doctor.

A sentence must have a verb. It always begins with a capital letter and is usually marked in writing by a final punctuation mark, such as, a full stop, a question mark or an exclamation mark.

Kinds of Sentences

1. **Declarative Sentences** : Sentences which **assert** or make a **statement** are called Declarative sentences.

For example, Anita is a clever girl.

2. **Interrogative Sentences** : Sentences which **ask questions** are called Interrogative sentences.

For example, Where do you work?

3. **Imperative Sentences** : Sentences which **express a command** or a **request** are called Imperative sentences.

For example,

(i) Sit down.

(ii) Please help her.

4. **Exclamatory sentences** : Sentences that express a **strong feeling** and end with an exclamation mark are called Exclamatory sentences.

For example, What a clever girl you are !

Subject and Predicate

Every sentence consists of two parts.

(i) **Subject**: The part which names the person or thing about which something is being said is the **subject** of the sentence.

For example, *My father* works in a hotel.

In the above example the part in italics is the subject of the sentence.

(ii) **Predicate**: The part that tells us something about the subject is called the **Predicate** of the sentence.

For example, *My father works in a hotel*

In the above example, the part in italics is the predicate of the sentence.

Phrase and Clause

Phrase: A group of words which makes sense, but does not make complete sense is called a phrase. A phrase does not have a verb and cannot stand alone.

For example,

(i) in the hotel

(ii) at 6 o'clock

Clause: A group of words which forms part of a sentence and contains a subject and predicate is called a clause. For example,

You cannot leave **while she is crying**.

Clause 1 Clause 2

The above sentence has two clauses –

Main clause: Clause 1 'You cannot leave' is called the main clause as it can stand by itself and makes sense without the help of the other clause.

Subordinate clause: Clause 2 'While she is crying' is called the subordinate clause as it cannot stand on its own and depends on the main clause.

Exercises

(I) Rearrange the jumbled words to make meaningful sentences

1. beggar / whatever / to him / was / the / beggar / hungry / ate / offered.
2. can result / or fire / Electrical faults / in shock.
3. think / why / preferred / the / you / to land / dinosaurs / water / do
4. lovely / what / child / a
5. help / please / problem / me / solve / to / this
6. resign / people / expect / to / corrupt / the / officials
7. A razor / as sharp / intelligence / is / his / as
8. dictator / a ruler / authority / with / unrestricted / is / a
9. walk / my / is very / father / going / about / early morning / particular / for his
10. Games / would / Olympic / you / next / like to / in the / part / take.

(II) Complete the sentences by adding appropriate subjects.

1. _____ moves round the sun.
2. _____ were destroyed by the floods.
3. _____ is mowing the lawn now.
4. _____ is a vocation as well as a profession.
5. _____ was shot while he was trying to escape.
6. _____ has undergone an operation for the removal of his appendix.
7. _____ recovered stolen goods worth 50 lakhs.
8. _____ lapped up the milk greedily.
9. _____ was too nervous to answer the questions in the interview.
10. _____ asked the passengers to fasten their seat – belts.

Parts of Speech

There are eight Parts of Speech to which a word may belong, according to its function in the sentence : noun, pronoun, adjective, verb, adverb, preposition, conjunction and interjection.

1. Noun

A noun is the name of a person or thing, or the designation of an abstract quality. For example, Praveen, car, book, city, love, Pune.

Nouns can be further classified according to their kinds. They are as follows :

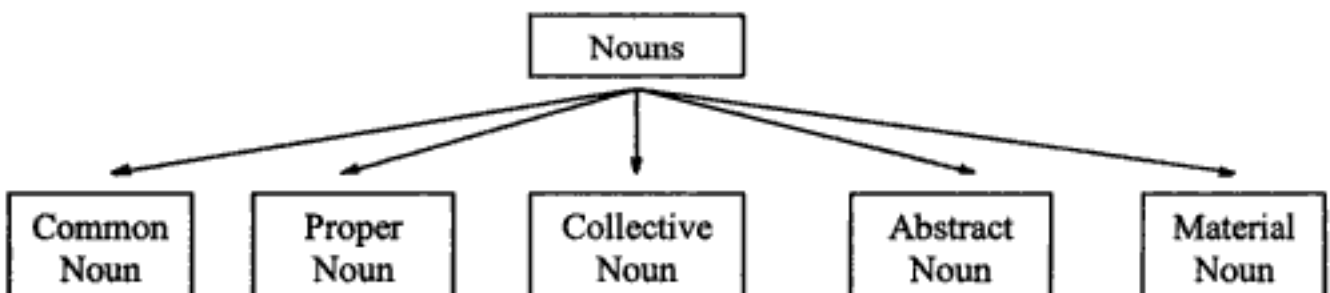


Fig. 1.1

Common Noun

A common noun is a name given in common to all objects of one class. For example, boy, table, chair, mountain etc.

Proper Noun

A proper noun is the name of a particular person or place. For example, Mahesh, Mumbai, May etc. Proper nouns always begin with a capital letter.

Collective Noun

A collective noun is the name of group of persons, things places considered as one whole. For example, army, fleet, battalion, flock etc.

Abstract Noun

An abstract noun is usually the name of things which we cannot see or touch. They refer to feelings, ideas or qualities. For example, beauty, darkness, hardness, bravery, childhood, sleep, hatred, wisdom, honesty, sickness, death, kindness etc.

Material Noun

A material noun refers to the name of the material. For example, wood, silver, gold, sugar etc.

The Noun : Gender

Masculine : boy, king, men, male animals.

Feminine : girl, queen, women, female animals.

Common : A noun that shows either male or female is said to be of common gender. For example, parent, child, neighbors, student, cousin, infant, servant, relation, teenager, spouse, relative etc.

Neuter : A noun that denotes inanimate things, animals whose sex we don't know, is said to be Neuter gender. For example, tree, box, pencil, chair etc.

Exceptions

Countries, ships and sometimes cars are normally considered feminine.

For example,

India lost many of her bravest men in the Kargil war.

My car struck a tree, which gave her a dent.

The following list contains. Masculine / Feminine nouns.

Masculine	Feminine
Boy	Girl
Bachelor	Spinster
Nephew	Niece
Widower	Widow
Uncle	Aunt
Father	Mother
Duke	Duchess
King	Queen
Prince	Princess
Lord	Lady
Earl	Countess

The majority of personal nouns have the same form : artist, doctor, guide, driver, dancer, assistant, cook etc.

Exceptions

Masculine	Feminine
Actor	Actress
Waiter	Waitress
Hero	Heroine
Host	Hostess
Manager	Manageress
Heir	Heiress
Conductor	Conductress
Salesman	Saleswoman

Domestic animals and many of the larger wild animals have different forms :

Masculine	Feminine
Stag	Doe
Tiger	Tigress
Lion	Lioness
Gander	Goose
Ram	Ewe
Stallion	Mare
Dog	Bitch
Cock	Hen
Bull, ox	Cow
Peacock	Peahen
Fox	Vixen
Boar	Sow

Others have the same form.

The Noun : Number

A noun which shows one person or thing is said to be in the singular number and the noun which shows more than one person or thing is said to be in the plural form.

Formation of Plurals

(a) The Plural of nouns are generally made by adding suffix 's' to the singular.

Examples :	Singular	Plural
	Girl	girls
	Chair	chairs
	Dog	dogs
	Day	days

(b) In some cases, Plurals are formed by adding 'es' at the end of the word where the noun ends in **s, ss, sh, ch, o** or **x**

Examples :	Singular	Plural
	Branch	branches
	Potato	potatoes
	Kiss	kisses
	Box	boxes
	Bus	buses
	Bush	bushes
	Tomato	tomatoes
	Hero	heroes
	Negro	negroes

But words of foreign origin or abbreviated words ending in **O** and **S** only :

Example :	Singular	Plural
	Kilo	kilos
	Photo	photos
	Piano	pianos
	Studio	studios
	Memo	memos
	Dynamo	dynamos

(c) Nouns that end in **y** preceded by a consonant, form their plural by changing **y** to **ies** in the end.

Example :	Singular	Plural
	Country	countries
	Lady	ladies
	City	cities
	Fly	flies

Nouns ending in a vowel+ **y** add **s** only.

Examples:	Singular	Plural
	Toy	toys
	Guy	guys
	Key	keys
	Day	days

(d) Nouns that end in **f** or **fe** form their plurals by changing **f** or **fe** into **ves** in the end.

Examples :	Singular	Plural
	Calf	calves
	Thief	thieves

	Shelf	shelves
	Knife	knives
	Wolf	wolves
Exceptions :	chief	chiefs
	Roof	roofs
	Grief	griefs
	Proof	proofs.

(e) Certain nouns form their plural by a vowel change

examples :	Singular	Plural
	Tooth	teeth
	Foot	feet
	Woman	women
	Man	men
	Mouse	mice
	Goose	geese
	Child	children
	Ox	oxen.

(f) In certain cases, nouns have the same form in the plural.

Examples :	Singular	Plural
	Deer	deer
	Sheep	sheep
	Fish	fish
	Dozen	dozen

(g) Some nouns are used only in the plural form.

Example : clothes, police, trousers, spectacles, scissors, scales, glasses, binoculars etc.

(h) Certain plural nouns are commonly used as singular.

Examples : Physics, Politics, Mathematics, news, mumps, darts, dominoes etc.

(i) Plural of a compound noun is formed generally by adding **S** to the last word.

Example:	Singular	Plural
	Boy-friend	boy-friends
	Arm-chair	arm-chairs
	Maid-servant	maid-servants
	Book-case	book-cases

But a few nouns make the first part plural as in the following :

Singular	Plural
Passer-by	passers-by
Father-in law	fathers-in law
Mother-in law	mothers-in law

(j) Some words which retain their original Greek or Latin forms make their plurals according to the rules of their origin.

Examples :	Singular	Plural
	Radius	radii
	Terminus	termini
	Memorandum	memoranda
	Oasis	oases
	Basis	bases
	Index	indices
	Phenomenon	phenomena
	Hypothesis	hypotheses

Exercises

(I) Use the following nouns in a sentence classifying them into proper, collective, abstract or material nouns.

Childhood, room, team, fleet, class, rice, oil, silver, happiness, bravery, truth, sailors, Himalayas, wisdom.

(II) Form Abstract nouns from the following words.

Hero, priest, coward, infant, bankrupt, starve, die, succeed, think, free, brave, proud, good, wise, young, strong, wide, sweet.

(III) Fill in the blanks with material nouns -

1. My mother has a beautiful bag made of _____
2. The restaurant was decorated with pots made of _____
3. Heavy machinery is made of _____
4. She used a _____ bag for the sack race.
5. My friend likes jewellery made of _____
6. Utensil made of _____ are not safe to use in he microwave.
7. _____ is used for making ice-cream.
8. _____ bags are not bio-degradable.
9. This table is made of _____.
10. The delicate vase is made of _____.

(IV) Pick out the collective nouns in the following:

1. The committee was considering the proposal.
2. The cattle were grazing in the field.
3. I lost my bunch of keys.
4. The bitch delivered a litter of puppies last night.
5. I washed the pile of dirty clothes yesterday.
6. The little boy ran down a flight of stairs.

7. Preeti bought a string of pearls from Manikchand Jewellers.
8. The crowd cheered the players.
9. A team of surgeons performed the operation.
10. The painting has a fleet of boats on the blue sea.

2. Pronoun

A word which is used in place of a noun is called a Pronoun.

For example,

Rita is absent, because *she* is down with fever.

(She in place of 'Rita')

Where are the books? Bring *them* here (them in place of 'books')

Types of Pronouns

1. Personal and Reflexive Pronouns (I, we, they, myself etc.)
2. Demonstrative Pronouns (this, that, those, these)
3. Interrogative Pronouns (who, Whom, Which, whose, where, what)
4. Relative Pronouns (who, whom, which, that, whose)
5. Pronouns of quantity (some, any, someone, everything, anybody, each, all, both, either, much, many, more, most, least, less, few, little, several, enough, five, two etc.)
6. Possessive Pronouns (mine, yours, his hers, ours etc.)
7. Impersonal Pronoun ('it')

The following table gives all the forms of Personal, Possessive and Reflexive Pronouns.

		Personal Pronouns		Possessive		Reflexive pronoun
		Subjective	Objective	Acting as determines	Acting as pronouns	
1 st Person	Singular	I	me	my	mine	myself
	Plural	we	us	our	ours	ourselves
2 nd Person	Singular and plural	you		your	yours	yourself
3 rd Person	Singular Masculine	he	him	his		himself
	Singular feminine	she	her	her	hers	herself
	Singular non-personal	it		its		itself
	Plural	they	them	their	theirs	themselves

Uses of the Pronoun 'it'

(a) it is normally used for inanimate things or an animal whose sex we don't know and sometimes for a baby or young child.

- For example,
- (i) Where's my book? I left it on the table.
 - (ii) I love my cat and cannot do without it.
 - (iii) When I saw the new baby it was sleeping.

(b) it is used in sentences to express time, weather, distance, temperature.

- For example,
- (i) It is seven now.
 - (ii) It's the seventh of January.
 - (iii) It is cold/quiet/noisy/cosy/in this room.
 - (iv) How far is it to Mumbai?— It is 300 Kilometers.

(c) it can be used as a provisional and temporary subject before the verb to be.

- For example,
- (i) It is easy to find mistake (instead of to find mistake is easy)
 - (ii) It is not good to be late (instead of to be late is not good)

(d) it can be used to give emphasis to the noun or pronoun following :

- For example,
- (i) It was I who first spotted it.
 - (ii) It was Arun who helped us (not Ravi)

(e) it also acts as a subject for an impersonal verb.

For example, it rains, it thunders, it looks.

Here the pronoun 'it' does not represent any noun whatsoever, though this can be supplied from the verb. Here it means rains.

Since a personal pronoun is used instead of a noun, it must be in the same number, gender and person as the noun it represents.

Exercises

(I) Fill in the blanks with suitable Relative Pronouns:

1. God helps those _____ help themselves.
2. We like children _____ speak the truth.
3. I love Pune _____ is my birthplace.
4. Listen to _____ the elders say.
5. Here is the purse _____ you lost.
6. Pramod is a rogue _____ no one believes.
7. The dog _____ we saw near the shop was blind.
8. The thief _____ stole the bicycle was caught.
9. Anand, _____ is my cousin, is a clever boy.
10. The movie is about a businessman _____ wife cheats him.

(II) Write the correct form of pronoun in the following:

1. Pranav is as old as _____ (I, me)

2. We are not so rich as _____ (they, them)
3. She is known to my mother and _____ (I, me)
4. Ratan and _____ were absent (I, me)
5. It isn't proper for _____ to dictate me (they, them)
6. Nobody but _____ was present (we, him)
7. We scored as many runs as _____ (they, them)
8. Let _____ answer this question (he, him)
9. She is as young as _____ (I, me)
10. Can you paint as well as _____ ? (they, them)

(III) Replace the words highlighted with appropriate pronouns.

1. She wore her new gown but I didn't wear **my new gown**.
2. You can play with your dog but don't play with **my dog** because it's wild.
3. We will go for a drive in their vehicle as **our vehicle** is out of order.
4. Prem, I found this book in class. Is it **your book**?
5. Arun don't play with the pointed sticks. The **pointed sticks** are sharp.
6. I am doing my chores. Why can't you do **your chores**?
7. Look at the cute puppy with Reema and Rohit. It is **their puppy**.
8. This is Arun's toy. Please give it to **Arun**.
9. Rama fought Pavana in a long battle and killed **Pavana**.
10. His house was very spacious but **her house** was very congested.

(IV) Make sentences using the following words as pronouns.

this, that, who, which, what, these, those

3. Adjective

An adjective is a word which qualifies a noun. It is a describing word and is followed by a noun.

For example,

1. The **clever** boy was rewarded.
2. The boy is **clever**.

In the first sentence, the adjective **clever** is used along with the noun **boy** as an attribute and is said to be used **attributively**.

In the second sentence, the adjective **clever** is used along with the verb **is** and forms part of the predicate. It is therefore, said to be used **predicatively**. Some adjectives can be used only predicatively.

For example.

My son is quite **well** now.

Kinds of adjectives :

- 1: Adjectives of quality (kind, tall, honest, foolish etc.)
- 2: Adjectives of quantity (some, much, little, all, any, whole etc.)

3. Adjectives of number (five, few, no, many, some, most etc)
4. Demonstrative Adjectives (This, that, these, those, such etc.)
5. Interrogative Adjectives (What, which, whose etc)
6. Possessive Adjectives (my, our, your, his, her, its, their etc)

Formation of Adjectives

Adjectives can be formed from nouns

Noun	Adjective
fool	foolish
hope	hopeful
gold	golden

He is a fool. The foolish boy lost his way home.

Adjectives can also be formed from verbs.

Verb	Adjective
talk	talkative
play	playful
love	lovable

She talked a lot. The talkative girl entertained us all.

Comparison of Adjectives

Read the following sentences :

1. Sara is **short** girl.
2. Rita is **shorter than** Sara.
3. Jane is the **shortest** girl of all.

In the first sentence, the word **short** is said to be in the **Positive degree**.

Words or adjectives that describe without comparison are said to be in the positive degree.

In the second sentence the word **shorter** is said to be in the **Comparative degree**.

Words that compare two things are said to be in the comparative degree.

In the third sentence, the word **Shortest** is said to be in the **Superlative degree**.

When more than two things are compared, the words are said to be in the superlative degree.

If denotes the highest degree of the quality.

Formation of Comparative and Superlative

- (a) Many adjectives form their comparative and superlative by adding **-er** and **-est** to the positive form.

Example,

Positive	Comparative	Superlative
Tall	taller	tallest
Strong	stronger	strongest
Big	bigger	biggest
fast	faster	fastest

- (b) Adjectives of more than two syllables form their comparative by using the adverb **more** and their superlatives by using the adverb **most** with the positive form.

Example,

Positive	Comparative	Superlative
Useful	more useful	most useful
Interesting	more interesting	most interesting
Tragic	more tragic	most tragic

- (c) A few adjectives have irregular comparatives and superlatives.

Example,

Positive	Comparative	Superlative
Good, well	better	best
Bad, badly, ill	worse	worst
Little	less	least
Many, much	more	most
Far	farther, further	farthest, furthest
Old	older, elder	oldest, eldest

- (d) Comparison of equals is expressed by **as + adjective + as** :

Sita paints *as* carefully *as* Gita.

Varun is *as* clever *as* Arun.

- (e) In the negative comparison, **So ...as** is often used instead of **as ...as** :

Mahesh doesn't work *so* hard *as* Mohan.

That house is not *so* large *as* this.

- (f) Comparison of two unequal persons or things is expressed by the comparative with **than** :

- (g) Mohan works *harder than* Mahesh

This house is *larger than* that.

- (h) Comparison of three or more persons is expressed by the superlative **the** :

Ramesh is *the oldest* man in the office.

Vijay is *the cleverest* of all boys in class.

Interchange of the Degree of comparison

Look at the following sentences:

1. Positive : No other city in India is as beautiful as Mysore.

Comparative : Mysore is more beautiful than any other city in India.

Superlative : Mysore is the most beautiful city in India.

2. Positive : Mohan is as tall as Mahesh.

Comparative : Mahesh is not taller than Hari.

The above examples show that it is possible to change the degree of comparison of an adjective in a sentence, without changing its meaning.

Some more examples

Change of degree from comparative to Positive (when the comparison is between two objects.)

- Ram is taller than Hari.
Hari is not as tall as Ram.
- Plastic is more useful than rubber.
Rubber is not as useful as plastic.
- Boys are worse than girls.
Girls are not as bad as boys.
- Salsa is more popular than waltz.
Waltz is not as popular as Salsa.
- My exercises are more difficult than yours.
Your exercises are not as difficult as mine.

Change of Degree from superlative to comparative and positive when the comparison is between (a) one and remaining, (b) few and remaining

(a) One and remaining

- Superlative : Hari is **the cleverest** boy in the class.
Comparative : Hari is **Cleverer** than **any other** boy in the class.
Positive : **No other** boy in the class is as clever as Hari.
- Superlative : Michael was **the best** officer in the department.
Comparative : Michael was **better** than **any other** officer in the department.
Positive : **No other** officer in the department was as good as Michael.
- Superlative : Onam is **the biggest** festival in Kerala.
Comparative : Onam is **bigger** than **any other** festival in Kerala.
Positive : **No other** festival in Kerala is as big as onam.

(b) Few and remaining

- Superlative : Hari is **one of the** cleverest boys in the class.
Comparative : Hari is **Cleverer** than **most other** boys in the class.
Positive : **Very few** boys in the class are as clever as Hari.
- Superlative : Bangalore is **one of the** biggest cities in India.
Comparative : Bangalore is **bigger** than **most other** cities in India.
Positive : **Very few** cities in India are as big as Bangalore
- Superlative : Pramod is **one of** my best friends.
Comparative : Pramod is **better** than **most of** my other friends.
Positive : **Very few** of my friends are as good as Pramod.

Note : (i) In case the positive degree starts with 'No other' it is necessary to use 'Any other' after the conjunction in the comparative degree.

(ii) In case the positive degree starts with 'very few', it is necessary to use 'most other' after the conjunction' in the comparative degree.

Exercises

I. Choose the correct Possessive :

1. Is this (your, yours) bag or (her, hers) ?
2. This is (my, mine) book, not (your, yours).
3. (their, theirs) office and (our, ours) are both in the same area.
4. She comes to (my, mine) office and I go to (her, hers).
5. Is this pen (your, yours) or his ?
6. (Our, Ours) favourite game is badminton and (their, theirs) is tennis.
7. I think this textbook is (her, hers), it isn't (my, mine).
8. (Their, theirs) garden is bigger than (our, ours).
9. She has lost her cell phone, I have lent her (my, mine).
10. Take (my, mine) dress and give me (your, yours)

II. Fill in the blanks with suitable adjectives :

1. Every Cloud has a _____ lining.
2. Rama and Ravana fought a _____ battle.
3. The _____ teacher punished the boy.
4. Don't utter _____ lies.
5. My friend wants _____ advice.
6. She was a woman of _____ ambition.
7. The furniture was _____ and difficult to move.
8. Shakespeare is a _____ Playwright and poet.
9. The _____ mangoes hung from the trees.
10. There was a _____ storm last night.

III. Form adjectives from the following nouns :

Stupidity, truth, length, youth, greed, beauty, health, wealth, love, child, peace

IV. Form adjectives from the following verbs and use them in sentences of your own.

Whole more, laugh, admire, eat, talk, quarrel. 

V. Supply the proper form (comparative or superlative) of the adjective.

1. May is _____ than any other month.
2. This mango is _____ than the apple.
3. Iron is the _____ of all metals.
4. Solomon was one of the _____ men.
5. Hari is the _____ boy in the class.
6. No news is _____ news.
7. Your knife is _____ than mine.

8. He is _____ than his sister.
9. The new hotel is _____ than the old one.
10. I have an _____ brother.

VI. Change the degree of the following sentences :

1. The Ganges is the longest river in India.
2. Milk is the most nourishing food.
3. Mumbai is one of the biggest cities in India.
4. Gold is the most precious of all metals.
5. No other metal is as useful as Iron.
6. Swimming is the best kind of exercise.
7. This mall is the biggest in Pune.
8. Very few countries are as rich as Germany.
9. No leader in India was as popular as Mahatma Gandhi.
10. Prithviraj Chavan was one of the greatest of kings.

4. Verb

Verb is the most important word in a Sentence. It tells what some one or something does or is.

For example,

- The boy *wrote* a letter to his father.
- The old man *is* tired.
- Karim *walks* slowly.
- The door *is broken*.



Transitive Verb

When the action denoted by the verb passes from the doer or subject to some object, the verb is called a transitive verb.

For example,

- The boy *killed* the kitten.
- She *writes* a letter.

Intransitive Verb

There are certain verbs which express a *State* or *being* and do not have an object. Such a verb is called an intransitive verb.

For Example,

- He *laughs* loudly
- The child *sleeps*

Some verbs can be used either transitively or intransitively.

For Example,

The driver *stopped* the bus (used transitively).

The bus *stopped*. (used intransitively).

Most transitive verbs take a single object. But there are some verbs like, ask, offer, give, tell etc. which take two objects after them.

For example,

Arun gave *me* (indirect object) a *book* (direct object).

I told *her* (indirect object) a *secret* (direct object).

Certain intransitive verbs like *be, become, seem, appear, look* require additional words to form a predicate. Such a word is called the **complement**.

For Example,

The woman *seems sad*.

Hari *became a doctor*.

In the above example the additional words *sad, a doctor* are complements.

Finite and Infinitive (Infinite Verb)

Finite Verb : A finite verb one which is limited by the number, person and tense of the subject.

For example,

I *dance*.

She *dances*.

She *danced*.

They *dance*.

Infinitive (Infinite Verb) : An infinite verb merely names the action denoted by the verb and is used without any subject. Hence, it is not limited by person and number as a verb that has a subject.

For example,

She likes *dancing* (ing form)

They want *to dance* (to – infinitive)

She has *taken* my book. (Past participate)

The Participle

A participle is that form of the verb which partakes of the nature both of a verb and of an adjective.

For example,

Hearing the noise, she came out of the house.

They *are playing* cricket.

The boy *is carrying* a basket of fruits.

The above are all examples of the **Present Participle** which ends in *-ing* and helps to make a continuous tense.

Past Participle

We can form from each verb another participle which represents a completed action or state of the thing spoken of. This is called the **Past Participle**.

For Example,

The *broken* door was repaired.

Driven by hunger, the beggar stole from the bakery.

I had my computer *repaired*.

Strong and Weak Verbs

When a verb is changed into the past tense by adding *-d*, *-ed*, or *-t* to its present, it is called a '*weak verb*'.

For Example,

Present Tense	Past Tense
Play	Played
Help	helped
Love	loved
Spend	Spent
Send	Sent

When a verb is changed into the past tense by merely changing a vowel in the present tense form, without adding any ending, it is called a '**Strong Verb**'.

For example,

Present Tense	Past Tense
Do	did
Sit	sat
Ring	rang
Bring	brought
Teach	taught

In most English verbs the past tense and the past participle are the same.

Some useful strong verbs

A List of some useful strong verbs

Present Tense	Past Tense	Past Participle
Abide	abode	abode
Arise	arose	arisen
Bear (bring forth)	bore	borne
Bear (carry)	bore	borne
Beat	beat	beaten
Become	became	become
Beget	begot	begotten
Begin	began	begun
Behold	Beheld	beheld, beholden
Bid	bade, bid	bidden, bid
Bind	bound	bound
Bite	bit	bitten, bit
Blow	blew	blown
Break	broke	broken
Chide	chided	chided, chidden, chid
Choose	chose	chosen
Cling	clung	clung
Come	came	come
Dig	dug	dug
Do	did	done
Draw	drew	drawn
Drink	drank	drunk, drunken
Drive	drove	driven
Eat	ate	eaten
Fall	fell	fallen
Fight	fought	fought
Find	found	found
Fling	flung	flung
Fly	flew	flown
Forbear	forbore	forborne
Forbid	forbade	forbidden
Forget	forgot	forgotten
Forsake	forsook	forsaken
Freeze	froze	frozen
Get	got	got, gotten
Give	gave	given
Go	went	gone
Grind	ground	ground
Grow	grew	grown
Hide	hid	hid, hidden
Hold	held	held
Know	knew	known
Lie	lay	lain
Ride	rode	ridden
Ring	rang	rung

Present Tense	Past Tense	Past Participle
Shrink	shrank	shrunk, shrunken
Sing	sang	sung
Sink	sank	sunk
Sit	sat	sat
Slay	slew	slain
Slide	slid	slid
Sling	slung	slung
Slink	slunk	slunk
Smite	smote	smitten
Speak	spoke	spoken
Spin	spun	spun
Spring	sprang	sprung
Stand	stood	stood
Steal	stole	stolen
Stick	stuck	stuck
Sting	stung	stung
Stink	stank	stunk
Stride	strode	stridden
Strike	struck	struck
String	strung	strung
Strive	strove	striven
Swear	swore	sworn
Swim	swam	swum
Swing	swung	swung
Take	took	taken
Tear	tore	torn
Throw	threw	thrown
Tread	trod	trodden, trod
Wear	wore	worn
Weave	wove	woven
Win	won	won
Wind	wound	wound
Wring	wrung	wrung
Write	wrote	written

Agreement of the verb with the subject

A verb must agree with its subject in number and person. That is, different verb forms are used with different subjects.

For example,

I *am* here (verb in first person)

They *are* here (verb in plural)

He *is* here (verb singular)

In case two or more subjects are connected by 'and' they usually take a verb in the plural.

For example,

Mohan and Mahesh *are* best friends.

He and his friend *have* left.

A collective noun takes a singular verb when the collection is taken as a whole.

For example,

The **audience** *was* present.

The **fleet** *has* set sail.

The **family** *has* moved.

The verb is always plural after **people, police, cattle**.

For example,

The **cattle** *are* looked after by the shepherd.

The **police** *are* questioning the suspects.

People often *forget* bad things

Certain nouns which are plural in form but singular in meaning, take singular verb.

For example,

The **News** *is* good.

Mathematics *is* a difficult subject.

In case two singular nouns refer to the same person or thing, the verb takes a singular form.

For example,

The orator and statesman *has* left.

If the singular subjects are preceded by **each** or **every** the verb is usually singular.

For example,

Every man and woman *was* present on the occasion.

Each boy and girl in the class *was* praised.

Two or more singular subjects connected by **or, nor, either or, neither nor** take a verb in the singular form.

For example,

Neither he nor I *was* present

Either Rohit or Rahim *has* done that work.

When a plural noun comes between a singular subject and its verb, the verb should not agree with the nearest plural noun but with the real subject.

For example,

The quality of the apples *was* not good.

One of my sisters *is* a doctor.

Exercises

(I) Use the following verbs as transitive and intransitive.

Stopped, spoke, feel, fly, ran

(II) Rewrite the following sentences using infinitives in place of the words underlined.

Example :

I have come so that I can see you.

I have come to see you.

1. This is not the time **that you should** play.
2. The teacher told us **that we could** buy the Atlas.
3. The doctor hopes **that he will make** a lot of money by going abroad.
4. We were happy **when we saw** our servant dressed up so neatly.
5. Varun does not know how **he has to** paint the picture.

(III) Fill in the blanks with the correct form of the infinitive given at the end of the sentence. They are in the right order.

1. Can you remember _____ there once before (go)
2. She forgot _____ her work and now she is scared _____ to school (do, go)
3. He is very fond of _____ but he hates _____ (paint, study)
4. She wants _____ but he will not let her _____ anything (help, do)
5. My daughter likes _____ food but she refuses _____ prepare it. (eat, help)

(IV) Combine the following pairs of sentences by making use of Participle.

Example: She did not know what to do. She asked her mother.

Not knowing what to do, she asked her mother.

1. They saw that the restaurant was closed. They went away.
2. He had heard the song before. He did not listen.
3. We met a woman. She was carrying a basket of vegetables.
4. We started late. We arrived at night.
5. She was an old woman. She could not move very quickly.

(V) Fill in the past tense or past participle of the verb given –

1. run – You look as if you had _____ all the way home.
She _____ for her life.
2. tear – In a fit of anger he _____ the clothes
Kashmir is _____ by violence.
3. shake – My father was _____ by the news.
His voice _____ as he spoke.
4. begin – The leader had _____ his speech
He _____ to talk about the crisis.
5. bite – The cat was _____ by a dog.
A dog _____ the cat.

(VI) Supply a suitable verb in agreement with its subject.

1. Pramod and Praveen _____ to the same school.
2. Tennyson was one of the greatest poets that _____ ever lived.
3. Either he or I _____ wrong.
4. Neither Jane nor her brother _____ there.
5. The mob _____ left.

5. Adverb

A word which modifies the meaning of verb, an adjective or another adverb is called an adverb.

For example,

1. He ran **quickly**.
2. She is a **highly** qualified doctor.
3. She dances **quite** gracefully.

In the first sentence the adverb 'quickly' modifies or adds to the meaning of the verb 'ran'.

In the second sentence 'highly' modifies the adjective 'qualified'.

In the third sentence 'quite' modifies the adverb 'gracefully'.

The words **quickly, highly, quite** are therefore adverbs.

Kinds of Adverbs

1. **Adverbs of time** (It shows when. For example, before, daily, already, formerly, now etc.)
2. **Adverbs of place** (It shows where. For example, here, up, forward, out etc.)
3. **Adverbs of Frequency** (It shows how often. For example, often, never, twice, always, usually, sometimes etc.)
4. **Adverbs of Manner** (It shows how. For example, nearly all adverbs ending in -ly- bravely, soundly, well, hard, fast, so, thus etc.)
5. **Adverbs of Degree or quantity** (It shows how much, or in what degree. For example, rather, fairly, almost, too, quite, very etc.)
6. **Adverbs of Affirmation and Negation** (certainly, not, surely etc.)
7. **Adverbs of Reason** (hence, therefore etc.)
8. **Interrogative Adverbs** (where, when, how, why)
9. **Relative Adverbs** (where, when, why) are linking words joining two groups of words.

Position of Adverbs

1. Adverbs of Manner are generally used after the verb or after the object.

For example,

The truck is moving **slowly**.

He speaks French **well**.

2. Adverbs of place and of time are placed after the verb or after the object if there is one.

For example,

Hang the wall clock **here**.

They will arrive **next week**.

3. When there are two or more adverbs after a verb (and its object), the normal order is, adverb of manner, adverb of place, adverb of time.

For example,

He sang **well** at the ceremony *last evening*.

She should go **there** tomorrow *at six p.m.*

4. Adverbs of frequency (always, nearly, almost, never, generally, often, usually, rarely etc.) are normally placed between the subject and the verb if the verb consists of only one word. In case of more than one word in the verb, they are placed after the first word.

For example,

We **usually** have dinner at seven.

She has **often** been to Delhi.

5. In case the verb is a form of 'to be' (am, are, is, was) the adverb is placed after the verb.

For example,

She is **always** late.

He is **never** late to office.

6. These adverbs are usually put before an auxiliary or the single verb 'be' when it is stressed.

For example,

1. "When will you complete this painting?" "But I **already** have completed it."

2. "Do you drink milk?" "Yes, I **sometimes** do."

7. An adverb that modifies an adjective or another adverb usually comes before the word it modifies.

For example,

The movie is **very** interesting.

Do not walk **so** fast.

But the adverb 'enough' is always placed after the word it modifies.

For example,

They spoke loud **enough** to be heard.

Is the bag big **enough**?

Exercises

(I) Fill in the blanks with suitable adverbs.

1. The old lady waited _____ in the queue.
2. The beggar ate the loaf of bread _____.
3. Rita danced _____ at the festival.
4. He ran _____ to catch the train.
5. She arrived _____ late.
6. They _____ come to this restaurant.
7. The old woman walked _____.
8. My friend showed his trophy _____ to his mother.
9. Karan plays cricket _____.
10. The girl _____ works hard.

(II) Put the given adverbs (or adverb phrases) in the correct position.

1. She works hard (rarely)

2. He was born (at 5 p.m. in Pune)
3. She waited (outside the club, until eight o'clock, patiently)
4. The bus has left (just)
5. I have been to Delhi (never)
6. My mother goes out in the night (seldom)
7. I go out (very late sometimes)
8. We agree with him (quite)
9. My father went to Bangalore (by train, last week)
10. He rode his new car (all the way home, carefully)

(III) Write the degree of comparison of the following Adverbs

Positive	Comparative	Superlative
Loud	louder	loudest
Patient	_____	_____
Suddenly	_____	_____
Hard	_____	_____
Fast	_____	_____
Wisely	_____	_____

(IV) Use the following words in sentences to illustrate the use of adverb.

Sharp
Hard
Pretty
Fast
Clean
Early

6. Preposition

A preposition is a word placed before a noun or pronoun to show its relation to another word. The word preposition means 'that which is placed before'.

For example,

She is fond of milk.

There is a dog in the compound.

The common prepositions in English include : at, in, without, with, on, about, upon, for, of, by, from, to, into, off, up, until, with, behind, before, down, between, beneath, along, after, above, etc.

Relations expressed by prepositions.

The following are some of the most common relations indicated by prepositions.

1. Place (about, across, against, among, up, upon etc.)

He stood behind the door.

2. **Time** (from, for, by, before, at, after, during, etc.)
She will come at 5 p. m.
3. **Agency** (at, by, through, with, etc.)
I cut the apple with a knife.
4. **Manner** (by, with)
The soldier fought with courage.
5. **Cause, reason, purpose** (for, of, from, through etc.)
I took the medicine for fever.
6. **Possession** (of, by, with etc.)
The girl with brown hair looks pretty.
7. **Measure, standard, rate, value** (at, by etc.)
Banks charge interest at twelve per cent.
8. **Contrast, concession** (after, with, for etc.)
After every effort she failed.
9. **Inference, motive, source, origin** (from)
We get light from the sun.

Exercises

(I) **Words followed by Preposition.** Make sentences with words given below.

fond of, famous for, peculiar to, appetite for, alliance with, result of, access to, respite from, proficient in, overcome, proud of.

(II) **Fill in the blanks with suitable prepositions.**

1. I have known her _____ a long time.
2. The kitten was sitting _____ the floor.
3. Are you acquainted _____ your neighbour?
4. The proof _____ the pudding lies in its eating.
5. I have good relations _____ my mother - in law.
6. Do not blame me _____ her mistake.
7. The thief tried to escape _____ prison.
8. The old man is addicted _____ nicotine.
9. She is well versed _____ literature.
10. The shopkeeper insisted _____ payment by cash.
11. The wolf sprang _____ a goat.
12. The terrorist was killed _____ the police _____ a gun.
13. He put the coins _____ is pocket.
14. The mouse ran _____ a hole.
15. The girl was _____ the room.

16. I read the novel _____ eight o'clock.
17. The teacher walked _____ the end of the road.
18. She works hard _____ morning till evening.
19. I have not seen her _____ last week.
20. I haven't been to office _____ five days.

7. Conjunctions

A conjunction is a 'joining word'. It joins together sentences and words. Conjunctions are also termed as sentence connectors.

For example,

I went home and had my dinner.

She is clever but she doesn't work hard.

I like bread and butter.

Classes of conjunctions

1. Co - coordinating conjunctions join together clauses of equal rank.

Example: and, but, for, or, nor, also, either - or, neither - nor, else.

2. Subordinating conjunctions join a clause to another on which it depends for its full meaning.

Example: After, because, if, that, though, while, where, when, as, unless, before, till, although, than.

1. She will not pay unless she is forced.
2. The cat ran away because it was scared.

Conjunctions and their uses

1. Some conjunctions are used in pairs. For example,

Either Or,

Either do your work or go out to play.

Neither Nor,

she is neither good nor beautiful.

Not only But also,

He is not only intelligent but also handsome.

2. Some conjunctions are used to express time. For example, after, before, as soon as, since, until, while, when.

3. If and unless are used to join sentences where a condition is involved.

For example,

You will succeed if you put in effort.

You will not succeed unless you put in effort.

4. 'Than' as a conjunction follows adjectives and adverbs in comparative.

For example,

Knowledge is better than wealth.

I know him better than you do.

Exercises

(I) Fill in the blanks with conjunctions

1. Man proposes _____ God disposes.
 2. I enjoyed reading the book _____ I had read it before.
 3. They shall have to wait _____ the bus arrives.
 4. You will lose the game _____ you don't play well.
 5. He took leave from office _____ he had fever.
 6. The people stood up _____ the leader entered the hall.
 7. Grandfather was feeling sleepy _____ he went to bed.
 8. Eat your breakfast _____ you will feel tired.
 9. Time _____ tide wait for no man.
 10. I will stay here _____ you return.
 11. She tried _____ did not succeed.
 12. Grandfather was so tired _____ she could scarcely stand.
 13. He may accompany me _____ he is a friend.
 14. Rahul is taller _____ Rohit.
 15. Look _____ you leap.
 16. Praveen may be either in the house _____ in the park.
 17. He went out _____ the rain stopped.
 18. You can't catch the train _____ you run.
 19. _____ Mahesh nor Preeti is at home.
 20. Wait _____ he comes.
-

8. Interjection

An interjection is a word which expresses sudden feeling or emotion. They are always followed by an exclamation mark (!)

For example,

Hurrah ! We have won the match.

Alas ! I have lost my purse.

Interjections may express:

Joy	Hurrah!
Grief	Alas!
Surprise	ha! What, good gracious!
Relief	At last!
Fear	oh!
Approval	Bravo!

Examples

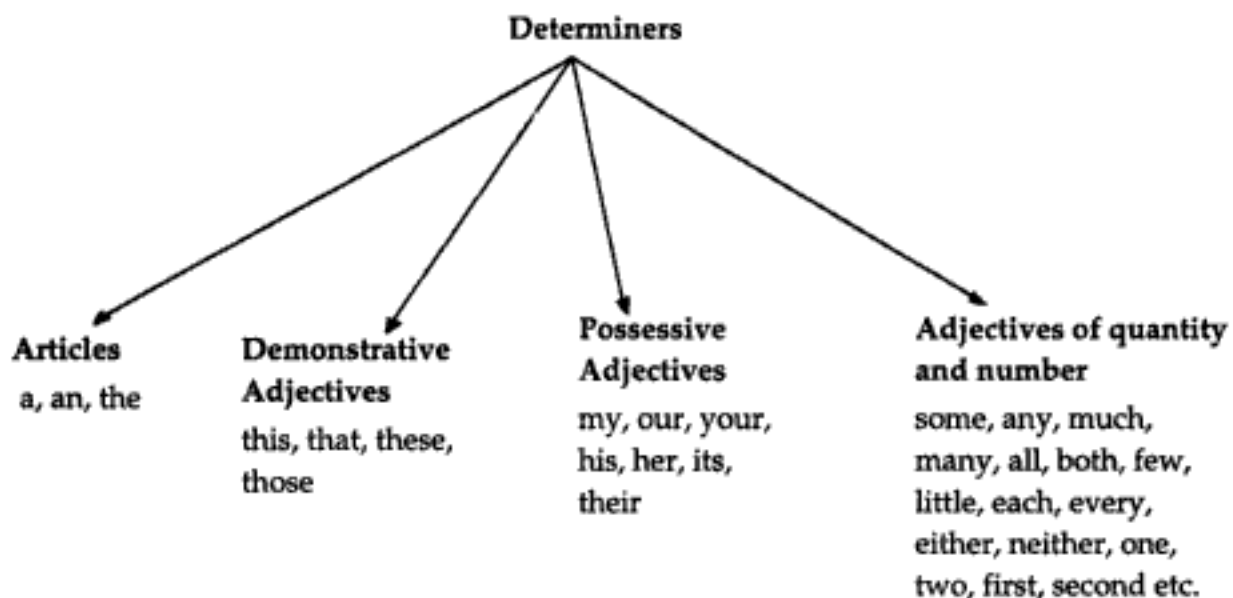
1. Well done! You deserve the award.

2. Oh! I have injured my back.
3. Hurrah! You have won the game.
4. Alas! My grandfather is dead.
5. Hello! Is anyone at home?
6. Bravo! What a wonderful display of talent.
7. Hush! The baby is sleeping.
8. Help! I am sinking.

Determiners

Determiners are words that come before a noun to limit its meaning.

Determiners are broadly classified as under:



Articles

Articles are of two types (i) Indefinite (ii) Definite.

Indefinite articles: The articles **a** and **an** do not refer to any definite person, place or thing and are called indefinite articles.

The article **a** is used before a singular countable noun beginning with a consonant sound while **an** is used before a singular countable noun beginning with a vowel sound.

For example,

a pen, a book, a pencil, a doctor, an engine, an enemy, an egg, etc.

Words like hour, honest, heir are preceded by the article **an** as the initial consonant **h** is silent.

Similarly words like university, union, European, ewe, unicorn etc. are preceded by the article **a** as they begin with a consonant sound.

Definite article

The article '**the**' refers to a particular or definite person, place or thing and is called the definite article.

Use of the Definite article

The Definite Article **the** is used

1. When we talk of a particular person, place or thing, or one already referred to.

For example,

Let me go to **the** gymnasium.

The boy you wished to meet is here.

2. When a singular noun is supposed to represent a whole class.

For example,

The dog is a useful animal.

3. With names of oceans, seas, rivers, gulfs, groups of islands and mountain-ranges.

For example, **the** Ganga, **the** Himalayas, **the** Pacific Ocean, **the** Andaman and Nicobar Islands, etc.

4. Before the names of certain books.

For example, **the** Vedas, **the** Mahabharata, **the** Bible etc.

5. Before nouns which are unique.

For example, **the** sun, **the** moon, **the** earth etc.

6. With superlatives.

For example, **the** tallest boy, **the** best painting etc.

Omission of Articles

No article is used –

1. Before abstract nouns used in a general sense.

For example,

Honesty is the best policy.

Wisdom is a gift from God.

2. Before material nouns.

For example,

Silver is a precious metal.

Tea is grown in Ooty.

3. Before proper nouns.

For example,

Bangalore is a big city.

Mrs. Bhatia lives in Delhi.

4. Before a common noun **used in its widest sense.**

For example,

Man is mortal.

5. Before languages.

For example,

I studied French in school.

He speaks English fluently.

6. Before names of games.

For example,

Girl love playing badminton.

7. Before names of relations **like father mother uncle aunt etc.**

For example,

Mother wants to see her.

Use of some determiners

1. **this, that** are determiners which are used with singulars (countable or uncountable)

For example,

This boy is stronger than Arun.

That woman is beautiful.

2. **a/an, every, each, either, neither** are determiners which are used only with singular countables.

For example,

Each girl must take her turn.

Either book will do.

Every word spoken is true.

3. **these, those, many, several, few, both** are determiners which are used only with plural countables.

For example,

These mangoes are ripe.

Few cats are playful.

I have told you many jokes.

4. **much, little** are used only with uncountables.

For example,

She has little intelligence.

He does not have much patience.

5. **enough, all**, are used with plural countables and uncountables.

For example,

All men admire beauty.

She lost all her wealth.

6. **the, some, any, no, my, his** (and other possessives) are determiners which can be used with any noun (singular or plural, countable or uncountable)

For example,

Some girls are very witty.

She ate **some** rice.

This book has **no** pictures.

She has **no** wisdom.

7. **Much** denotes quantity while **many** denotes number.

For example,

I have **much** work to do.

Many boys were absent yesterday.

8. **Little** means not much, **hardly any**, **a little** means some, **the little** means not much but there is some.

For example,

She has **little** influence on her friends.

A little knowledge is a dangerous thing.

He wasted **the little** money he had.

9. **Few** means not many, **hardly any** and has a negative meaning.

A few means some and it has a positive meaning and is opposed to 'none'.

The few means not many; but there is some.

For example,

She is a person of **few** words.

He will arrive in **a few** hours.

The few books she had are lost.

10. **Some** is used in affirmative sentences.

Any is used in interrogative and negative sentences.

For example,

There is **some** oil in the can.

There are **hardly any** boys in the class.

Exercises

- (I) Insert articles wherever necessary and rewrite the sentences:

1. He plays cricket in morning.
2. What beautiful painting this is!
3. Cabinets in my kitchen were made by skilled carpenter.
4. This is one of oldest park in our neighborhood.
5. C.V. Raman was great scientist.

6. Apple a day keeps doctor away.
7. He is cleverest boy in class.
8. She went out hour ago.
9. Sun rises in east and sets in west.
10. I drink glass of milk before going to bed.
11. It was proudest moment of my life.
12. Book on that shelf is interesting one.
13. December is last month of year.
14. Gold is precious metal.
15. Table is made of wood.
16. Book you want is not available.
17. Lotus is most beautiful of all flowers.
18. Ganga is considered sacred by the Hindus.
19. Ramayana is written by Valmiki.
20. He can play guitar.
21. Bird in hand is worth two in bush.
22. She was first girl to enter class.
23. English is easy language.
24. The old man has come without umbrella.
25. Marathi is regional language of Maharashtra.
26. He wants to be engineer.
27. She is better painter than artist.
28. Dr. Gupta is Principal of Little Flowers school.
29. I heard about incident from my brother.
30. I go out in evening but stay home at night.

(II) Fill in the blanks with suitable determiners like many, much, a few, a little, little, few, the few, every, all, either, neither, each, both etc.

1. There weren't _____ apples in the market.
2. He has _____ love for children.
3. _____ child should obey elders.
4. How _____ chairs do we need.
5. We have only _____ petrol left in the vehicle.
6. You will need _____ advice before joining the hostel.
7. The owner of the farm - house is selling _____ pieces of furniture.
8. How _____ rice do you want?
9. Mix _____ honey with milk.
10. I wish to walk _____ miles every day.

11. We located the restaurant without _____ difficulty.
12. Please give the girl _____ water. There isn't _____ water in her bottle.
13. _____ member of the society was present.
14. She cut the apple into four pieces and gave one to _____ child.
15. Would you like _____ wine?
16. She _____ wrote nor phoned her father.
17. You can have _____ soup or salad.
18. The sailors spend _____ months on sea.
19. She has _____ appreciation for poetry.
20. The beggar woman wasted _____ food she had.
21. There is _____ juice in the jug.
22. _____ of the boys has to be present in the class.
23. You can take _____ road as they both lead to the auditorium.
24. I want to buy _____ oranges but I don't need _____ mangoes.
25. You can have the pink gown or the black one, but you can't have _____.

Verb Forms

Read the following sentences

- | | |
|------------------------------|------------------------------|
| 1. He sees | (Simple Present) |
| 2. He is seeing | (Present Continuous) |
| 3. He has seen | (Present Perfect) |
| 4. He has been seeing | (Present Perfect Continuous) |
| 5. He saw | (Simple Past) |
| 6. He was seeing | (Past Continuous) |
| 7. He had seen | (Past Perfect) |
| 8. He had been seeing | (Past Perfect Continuous) |
| 9. He will see | (Simple Future) |
| 10. He will be seeing | (Future Continuous) |
| 11. He will have seen | (Future Perfect) |
| 12. He will have been seeing | (Future Perfect Continuous) |

In the above sentences different forms of the verb **see** are used. The forms in sentences 1 - 4 (**sees, is seeing, has seen, has been seeing**) show the **Present time**.

The forms in sentences 5 -8 (**saw, was seeing, had seen, had been seeing**) show the **Past time**.

The verb forms in sentences 9 - 12 (**will see, will be seeing, will have seen, will have been seeing**) show the **Future time**. These different forms are called **Tenses**.

The tense of a verb shows not only the time of an action or event but also the state of an action, its continuance or completion.

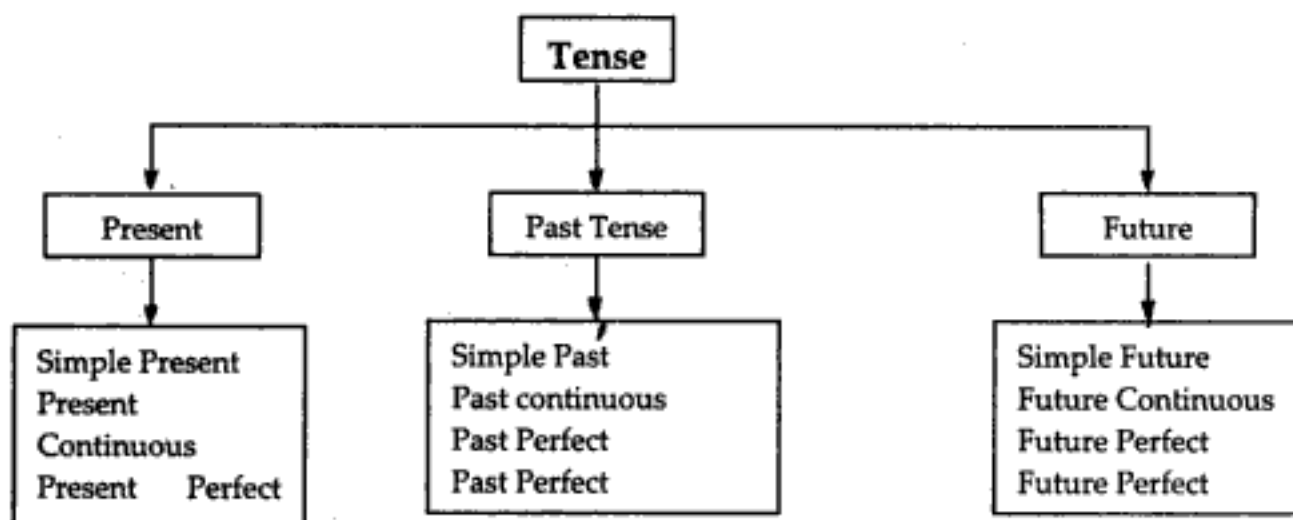
For example,

In sentence 1. the verb is in **Present tense** as the action is mentioned simply without indicating completeness or in completeness of the action.

In sentence 2. the verb is called **Present Continuous** as it shows that the action is continuous or still going on.

In sentence 3. the verb is in the **Present Perfect** tense as the action is finished, complete or Perfect at the time of speaking.

In sentence 4. the verb is said to be in the **Present Perfect Continuous** tense because the action is going on continuously and not completed at this present moment.



1. Simple Present Tense

The simple present tense consists of the base form of the verb (e.g. play, go) with **s** or **es** added for the third person singular (e.g. plays, goes). The structure of the sentences in the simple present tense is :

Subject + Main verb (transitive) + object.

For example,

I play a game

You play a game

He/she/ it plays a game

We play a game

You play a game

They play a game

The Simple Present is used :-

1. To express a habitual action

For example,

Cats drink milk

I go to the temple every Thursday.

2. To express universal truths

For example,

The sun **sets** in the west

Honesty **is** the best policy.

3. The simple present is often used with adverbs or adverb phrases such as : usually, sometimes, never, occasionally, always, every week etc.

For example,

My father **usually reads** till late in the night.

4. It can be used for a planned future action.

For example,

We **go** to Bangalore next month.

We **leave** Paris at 15.00 next Wednesday

5. It is used in conditional sentences.

For example,

If I **meet** Arun I'll ask him.

If it **rains** you will get wet.

2. **Present Continuous Tense.**

The present continuous tense is used for an action going on at the time of speaking.

The structure of the sentences in the present continuous tense is :

Subject + is/am/are + Main verb (-ing form) + object.

For example,

I **am writing** a letter.

You **are writing** a letter.

He/she/it **is writing** a letter.

We **are writing** a letter.

You **are writing** a letter.

They **are writing** a letter.

The Present Continuous tense is used :-

1. For an action going on at the time of speaking

For example,

The boys **are playing** cricket.

It **is raining** heavily.

2. For an action which may not necessarily be happening at time of speaking.

For example,

I **am reading** selected works of Oscar Wilde. (This may mean now in a more general sense)

3. For an action which is to take place in the near future

For example,

I **am leaving** for Chennai tomorrow.

3. Present Perfect Tense

The present perfect tense is used to talk about finished actions when we are thinking about their results in the present.

The present perfect tense is formed with the present tense of have + the past participle.

For example,

I have written a letter.

You have written a letter.

He/she/it has written a letter

We have written a letter.

You have written a letter.

They have written a letter.

The present perfect tense is used :-

1. For a recently completed action

For example,

He **has just eaten** his breakfast.

2. For past actions whose time is not definite.

For example,

She **has been** to Sri Lanka.

3. For an action beginning at some time in the past and continuing up to the present moment.

For example,

We **have lived** here for a long time.

4. **Present Perfect Continuous Tense.**

The present perfect continuous is used for an action which began in the past and is still continuing.

For example,

She **has been sleeping** for eight hours (and is still sleeping)

It **has been raining** for a long time.

The structure of the sentences in the present perfect continuous tense is :

Subject + have/has + been + present participle

For example,

I have been writing a letter.

You have been writing a letter.

He/she/it has been writing a letter.

We have been writing a letter.

You have been writing a letter.

They have been writing a letter.

5. Simple Past Tense

The Simple past is used to show an action completed in the past. It is often used with past time adverbials like **yesterday, two months ago, in 1989, etc.**

The structure of the sentences in the simple past tense is :

Subject + Main verb in the past tense form + object.

For example,

I wrote a letter.

The simple past is used :-

1. To express habitual action in the past
She **studied** for six hours everyday.
2. To show past action when the time is given.
My grandfather **died** in 1995.
3. To show past action without mentioning the time
I **bought** this gown in Delhi.

6. Past Continuous Tense

The past continuous tense is used to show an action going on at sometime in the past.

For example,

He **was playing** when I visited him.

We **were watching** television all evening.

I **was writing** a letter.

The structure of the sentences in the past continuous tense is :

Subject + was/were + present participle

7. Past Perfect Tense

The past perfect tense is used for an action completed before a certain moment in the past.

For example,

He **had worked** in the factory for five years, then he resigned.

When we talk about two past actions, we use the Past Perfect Tense for the action that happened first and the Simple Past Tense for what happened later.

For example,

We went out after the sun **had set**.

She **had done** her work before her friend arrived.

The structure of the sentences in the past perfect tense is :

Subject + had + Past participle.

8. Past Perfect Continuous Tense

This tense is used for an action that began before a certain point in the past and was still going on.

For example,

He **had been driving** the lorry for three days when he had an accident.

I **had been writing** a letter.

The structure of the sentence in the Past Perfect Continuous tense is :-

Subject + had been + the present participle

9. Simple Future Tense

The simple future tense represents an action that will take place in future.

For example,

We will wait for you.

I shall/will meet him tomorrow.

I shall/will write a letter.

The structure of a sentence in the future tense is :

Subject + shall/will + Main verb + object

10. Future Continuous Tense

This tense represents an action as going on at some time in future.

For example,

I will be meeting Arun tomorrow in the office.

He will be staying with us till next week.

I shall be writing a letter.

The structure of sentences in the future continuous tense is :

Subject + shall/will + be + ing form

11. Future Perfect Tense

The future perfect tense is used to express the completion of an action by a certain future time.

For example,

By this time tomorrow I will have finished my exam.

By the end of this month we will have lived there for two years.

I shall have written a letter.

The structure of sentence in the future perfect tense is :-

Subject + shall/will + have + past participle.

12. Future Perfect Continuous Tense.

This tense is used to express an action as being in progress over a period of time in future.

By the end of this month he will have been working for twenty years.

I shall have been writing a letter.

The structure of sentences in the future perfect continuous is :-

Subject + shall/will + have been + present participle

(Refer Chart Showing Various Tenses on Next Page)

A Chart showing the Various Tenses

Simple Present	Present Continuous	Present Perfect	Present Perfect Continuous
Subject + M.V. + Object I Play a game. We play a game. You Play a game. He/She Plays a game. They play a game	Subject + is/am/are + M.V. (ing) + Object I am playing a game. We are playing a game. You are playing a game. He/She/It is playing a game. They are playing a game.	Subject + has/have + M.V. (Past Participle) + Object I have played a game. We have played a game. You have played a game. He/she/It has played a game. They have played a game.	Subject + has/have + been + M.V. (ing) + Object I have been playing a game. We have been playing a game. You have been playing a game. He/She/It has been playing a game. They have been playing a game.
Simple Past Subject + M.V. (in past tense) + Object I played a game. We played a game. You played a game. He/She/It played a game. They played a game.	Past Continuous Subject + was/were + M.V. (ing) + Object I was playing a game. We were playing a game. You were playing a game. He/She/It was playing a game. They were playing a game.	Past Perfect Subject + had + M.V. (Past Participle) + Object I had played a game. We had played a game. You had played a game. He/She/It had played a game. They had played a game.	Past Perfect Continuous Subject + had + been + M.V. (ing) + Object. I had been playing a game. We had been playing a game. You had been playing a game. He/She/It had been playing a game. They had been playing a game.
Simple Future Subject + shall/will + M.V. + Object I shall play a game. We shall play a game. You will play a game. He/She/It will play a game. They will play a game.	Future Continuous Subject + shall/will + M.V. (ing) + Object I shall be playing a game. We shall be playing a game. You will be playing a game. He/She/It will be playing a game. They will be playing a game	Future Perfect Subject + shall/will + have + M.V. (Past Participle) + Object I shall have played a game. We shall have played a game. You will have played a game. He/She/It will have played a game. They will have played a game.	Future Perfect Continuous Subject + shall/will + have + been + M.V. (ing) + Object I shall have been playing a game. You will have been playing a game. He/She/It will have been playing a game. They will have been playing a game.

Exercises

(I) Add a Present Tense – Simple, Continuous, Perfect or Perfect Continuous of the verbs given.

1. He often _____ (read) adventure stories.
2. Rita _____ (do) her homework now. She generally _____ (do) her homework in the evening.
3. My mother _____ (go) to Delhi.
4. It _____ (rain) since last night.
5. I _____ (wonder) who _____ (own) that farm house. It _____ (look) as though somebody _____ (live) in it now.
6. My mother _____ (play) the piano well and I _____ (learn) to play the guitar.
7. My niece _____ (stay) with us now. She usually _____ (come) to stay with us once year.
8. She _____ (not finish) the novel yet. She _____ (read) the last page now.
9. The scooter usually _____ (need) new tyres once a year but we _____ (not fit) new ones this year yet.
10. We _____ (not see) her for five years. We wonder what she _____ (do) all that time.

(II) Choose the correct verb from those in brackets :

1. My cousins _____ the President yesterday. (see, have seen, saw)
2. This magazine _____ once monthly. (is appearing, appearing, appears)
3. He _____ in the match tomorrow morning. (is playing, has played, has been playing)
4. The dog _____ through out the day. (barks, is barking, has been barking)
5. When he lived in Delhi, he _____ to the concert once a week. (goes, went, was going)
6. I _____ Mr. Roy this week. (haven't seen, didn't see, am not seeing)
7. Pravin _____ to be an Engineer (wants, wanting, is wanting)
8. If you _____ immediately you will reach Mumbai by five o'clock (start, started, will start)
9. I _____ French for three years (study, am studying, have been studying)
10. I will have some coffee before I _____ to the club (go, am going, shall go)

(III) Fill in the blanks with the appropriate form of the verbs given in the brackets.

1. She came in while I _____ (sleep)
2. When I _____ (come) in, he _____ (write)
3. The sun _____ (shine) when she went out.
4. My parents _____ (travel) to Delhi tomorrow.
5. She always _____ (meet) him in the gymnasium.

6. They _____ (work) all day yesterday.
7. The light _____ (go) out while we _____ (have) tea.
8. If we set out late tomorrow, we _____ (be) late for the concert.
9. I _____ (see) you yesterday. You _____ (drink) tea in the restaurant, but you _____ (not see) me.
10. I _____ (learn) English for the last several years and now I _____ (study) Sanskrit too.
11. Look ! The girl _____ (fall) from her bicycle.
12. Prem _____ ice-cream (love)
13. We had lived in Mumbai before we _____ (settle) here.
14. The old man _____ (have) a bad cold this morning.
15. The earth _____ (move) round the sun.

Active and Passive Voice

A verb is in the **Active Voice** when the person or thing denoted by the subject performs the action.

For example,

I have read these magazines.

A verb is in the **Passive Voice** when the person or thing denoted by the subject suffers the action or has something done to it.

For example,

These magazines were read by me yesterday.

Study the following examples :

Active Voice	Passive Voice
1. Arun <i>likes</i> cakes.	1. Cakes <i>are liked</i> by Arun
2. Ram <i>loves</i> Sita.	2. Sita <i>is loved</i> by Ram.
3. The guard <i>closed</i> the gate.	3. The gate <i>was closed</i> by the guard.
4. The carpenter <i>is making</i> the furniture.	4. The furniture <i>is being made</i> by the carpenter.
5. She <i>will finish</i> the painting by the end of this week	5. The painting <i>will be finished</i> by her by the end of this week.

The following changes are made when the active voice is turned into the passive :

1. The *object* of the Active voice becomes the *subject* of the Passive Voice.
2. The passive form of the verb is made by adding *be* (is, was, has been, etc.) to the past participle.
3. The passive verb is followed by **by + doer**. However, if it is not necessary to mention the doer or if the doer is not known, then we can leave out **by + doer**.

Since the passive of a verb is made by adding a suitable form of **be** to the past participle, it is necessary to know the forms of 'to be' as given below -

	Present	Past	Future
Simple	Is, am, are	Was, were	Will be , shall be
Continuous	Am being, is being, are being	Was being, were being	No passive voice
Perfect	Has been, have been	Had been	Will have been, shall have been.

The common tenses of the verb 'like' are table below –

Tense	Active voice	Passive voice
Simple Present	like likes	am liked is liked are liked
Present Continuous	am liking is liking are liking	am being liked is being liked are being liked
Present Perfect	has liked have liked	has been liked have been liked
Simple Past	liked	was liked were liked
Past Continuous	was liking were liking	was being liked were being liked
Past Perfect	had liked	had been liked
Simple Future	will like shall like	will be liked shall be liked
Future Perfect	will have liked shall have liked	will have been liked shall have been liked
Modal Auxiliaries	would like may like	would be liked may be liked

Note : Voice cannot be changed of Past Perfect Continuous, Future Perfect Continuous and Future Continuous tense.

Other conditions for transforming into Passive.

1. It is imperative that the sentence contains a, verb and an object to change from Active to Passive Voice.

For example,

Active : He plays cricket.

Passive : Cricket is played by him.

The following two sentences cannot be turned into Passive Voice because both have in it a subject and a verb without any object.

For example,

The dog barks.

The birds fly.

2. The Preposition after a verb in the Active voice, does not change its place in the Passive voice.

For example,

Active : She **laughed at** the child.

Passive : The child **was laughed at** by her.

3. Modal Auxiliaries – Can, could, should, must, ought to, might etc. do not change when transformed from Active to Passive.

For example,

Active : They **should** help the child.

Passive : The child **should** be helped by them.

4. Infinitive in passive construction is chiefly used with 'to be'.

For example,

Active : I want them **to** help you.

Passive : I want you **to be** helped.

5. Participles in passive construction is used with being + past participle.

For example,

Active : I saw her **turning** the key.

Passive : I saw the key **being turned** by her.

6. Imperatives in passive construction take the following structure : Let + Subject + be + past participle.

For example,

Active : **Pay** the bill today.

Passive : Let the bill **be paid** today.

7. When the verb in the active voice is followed by two objects, it is more usual in English to make the indirect object (i.e. object referring to a person) the subject of the Passive voice.

For example,

Active : They gave **him** a shield.

Passive : He **was given** a shield by them (or)

A shield was given to him by them.

8. Interrogative verbs in active questions may become affirmative verbs in passive questions.

For example,

Active : What did they steal ?

Passive : What **was stolen** ?

When the question refers to the agent, an interrogative verb is necessary.

For example,

Active : Who painted it ?

Passive : Who was it painted by ? (or)

By whom was it painted ?

9. The passive construction is generally preferred when the active would involve the use of a vague pronoun or noun (people, we, they, somebody, etc.) as subject.

For example,

1. It is said that he is a liar (People say that he is a liar.)
2. My purse has been stolen (someone has stolen my purpose.)
3. French is spoken all over Europe (People speak French all over Europe.)

Here are some more examples of the various tenses.

Active Voice	Passive Voice
1. We should respect elders.	1. Elders should be respected.
2. Who wrote this novel ?	2. Who was this novel written by ? or By whom was this novel written ?
3. I know her.	3. She is known to me.
4. We should have hired a cab.	4. A cab should have been hired.
5. They were destroying the new shop.	5. The new shop was being destroyed.
6. People have seen an elephant in the jungle.	6. An elephant has been seen in the jungle.
7. The child threw a stone.	7. A stone was thrown by the child.
8. Pramod is returning the magazines.	8. The magazines are being returned by Pramod.
9. The cat eats fish.	9. Fish is eaten by the cat.
10. People consider him to be a great politician.	10. He is considered to be a great politician.

Exercise

Change the voice in the following sentences

1. All his cousins laughed at him.
2. They made him chairman of the club.
3. Shut the door.
4. She was praised by her teacher.

5. The boy was knocked down by a bus.
 6. We refused them entry into the hall.
 7. I shall order the cake.
 8. The trees were burnt by the fire.
 9. The city was destroyed by the floods.
 10. Some children were helping the old man.
 11. People expect that this year there will be a bumper harvest.
 12. They told her what to do.
 13. The child was frightened by a big dog.
 14. They have arrested the man.
 15. Someone has broken the door in the auditorium.
 16. No one has cleaned the table.
 17. Prakash is reading a book.
 18. A letter will be written by my friend.
 19. They sell fruits here.
 20. We prohibit drinking.
 21. Fifty runs were scored by him.
 22. The boys had eaten all the mangoes by that time.
 23. Arun writes a letter.
 24. Let this be kept in mind.
 25. What can we do now ?
 26. The scientists believe that there is no life on Mars.
 27. They invited me to light the lamp.
 28. She taught me Biology at the university.
 29. A nice Christmas gift will be sent to your friend.
 30. Who taught you Physics?
-

Direct and Indirect Speech

Let us study the following sentences :

- (a) Peter said, "I have a headache."
- (b) Peter said that he had a headache.

In sentence a we have quoted the exact words used by the speaker, by placing them between inverted commas ("_____"). This is called **Direct Speech**.

In sentence b. we have reported what Peter said without quoting his exact words. The verb 'said' is called as 'Reporting verb' and the speech is called **Indirect or Reported Speech**.

Note the changes made in the Reported Speech :

- (i) There are no inverted commas.

- (ii) The reporting words are introduced by the conjunction **that** (the word that can be omitted).
- (iii) The Pronoun **I** is changed to **he**.
- (iv) The verb **have** is changed to **had**.

Rules for the conversion of Direct Speech into Indirect Speech.

1. Reporting verb

In the place of the Reporting Verb 'said', depending on the type of the sentence, substitutes like : *said or told, exclaimed, wished, asked, ordered, commanded, requested* are used.

2. Pronouns and Possessive Adjectives in Indirect Speech

Changes are made in personal pronouns and possessive adjectives, depending on the situation.

I and *my* are changed to *he/she* and *his/her*.

We and *our* are changed to *they* and *their*.

3. Change in tenses

- (a) If the reporting verb is in the present tense, the tense of the reported speech remains unchanged.

For example :

Direct speech : He says, "I play a game".

Indirect speech : He says that he *plays* a game.

- (b) If the Reporting verb is in the past tense, the tenses in the Reported speech are changed into the corresponding past tenses as follows :

Direct Speech :

- (i) Present Simple : He said, "I play a game".
- (ii) Present Continuous : He said, "I am playing a game".
- (iii) Present Perfect : He said, "I have played a game".
- (iv) Present Perfect Continuous : He said , "I have been playing a game".

Indirect Speech

Past Simple : He said that he *played* a game.

Past Continuous : He said that he was *playing* a game.

Past Perfect : He said that he *had played* a game.

Past Perfect Continuous : He said that he had been *playing* a game.

- (v) **Shall/will** of the future tense is changed into **should/would** in indirect speech

Direct speech : He said, "I will play a game".

Indirect speech : He said that he *would play* a game.

- (vi) The **Simple past** in the Direct becomes the **Past Perfect** in Indirect Speech.

Direct speech : He said, "The dog *died* last night".

Indirect speech : He said that the dog *had died* last night.

- (vii) There is no change of tense in Reported speech if a habit or universal truth is indicated

Direct Speech	Indirect Speech
She said, "I take tea in the morning." He said, "The sun sets in the west".	She said that she takes tea in the morning. He said that the sun sets in the west.

4. Nearness

Words expressing nearness in time or place are generally changed to those expressing distance in Indirect speech.

Direct	Indirect	Direct	Indirect
Now	then	Tomorrow	the next day
Here	there	Yesterday	the day before
Today	that day	Last night	the night before
Tonight	that night	Last week	the previous week
This, these	that, those	Next year	the following year

5. Kinds of Sentences

- (a) **Imperatives** : In imperative sentences, we come across orders, commands and requests. In reporting them, the indirect speech is introduced by a verb such as *ask, tell, order, command, request*. This is followed by a personal object and the to-infinitive.

The structure is as follows :

Subject + reporting verb + personal object + to - infinitive

For example,

Direct Speech : The old woman said to me, "Please give me a glass of water".

Indirect Speech : The old woman requested me to give her a glass of water.

Direct speech : The officer said to the guard, "open the gate".

Indirect speech : The officer ordered the servant to open the gate.

- (b) **Exclamations and wishes**: In reporting exclamations and wishes, the Indirect Speech is introduced by verbs like *exclaim, remark, say, wished, etc.* As in case of the assertive sentence, the conjunction *that* is used before the indirect statement and it ends with a full stop.

For example,

Direct speech : She said, "How lovely the garden is!"

Indirect speech : She remarked that the house was very lovely.

Direct speech : Arun said, "Alas ! I have failed."

Indirect speech : Arun exclaimed sadly that he had failed.

Direct speech : The old woman said to her, "May you live long."

Indirect speech : The old woman wished her that she might live long.

- (c) **Questions** : In reporting questions the Indirect Speech is introduced by verbs such as *inquired, questioned, asked, etc.* It is changed to the statement form with the verb coming after the subject as in statements.

In yes – no type of questions (questions which do not begin with a question word), the reporting verb is followed by the conjunction *if* or *whether*.

For example,

Direct : The teacher asked us, "Have you done your work?"

Indirect : The teacher asked us if we had done our work.

Direct : Arun said, "Can you paint, Vivek?"

Indirect : Arun asked Vivek whether he could paint.

In a *wh* – question (question introduced by an interrogative word like what, where, who, when), the same interrogative word is used in the indirect form. The conjunction *that* is not used.

For example,

Direct : He said, "Where are you going?"

Indirect : He asked where I was going.

Direct Speech : The teacher asked us, "Why have you come late?"

Indirect Speech : The teacher asked us why we had come late.

Some more examples :

Direct speech	Indirect speech
1. She said to me, "when do you intend to leave Delhi?"	1. She asked me when I intended to leave Delhi.
2. Arun said to me, "I have been writing for four hours".	2. Arun told me that he had been writing for four hours.
3. She said to him, "I don't believe you".	3. She told him that she didn't believe him.
4. I said to her, "I don't want to talk to you".	4. I said that I didn't want to talk to her.
5. Pramod says, "I am thirsty".	5. Pramod says he is thirsty.
6. She said, "The grass is green".	6. She said that the grass is green.
7. The teacher said, "Leave the class – room at once.	7. The teacher ordered him to leave the class – room immediately.
8. Sunil said, "What a clever girl Sarah is!"	8. Sunil exclaimed that Sarah was a clever girl.
9. Mother said to Hari, "Have you completed your home – work?"	9. Mother asked Hari whether he had completed his home – work.
10. I said to him, "My brother has gone out".	10. I told him that my brother had gone out.

Exercises

(I) Change the following sentences into Indirect Speech

1. My friend said, it gives me great joy to be here this night.
 2. My father often says to me, "If you don't practice hard, you will fail in Mathematics".
 3. "It is warm in here", he said. "Is the window open?"
 4. The boy said, "I've passed my exam".
 5. Mother said, "I've been waiting for you".
 6. "What a dreadful idea!" he said.
 7. He said, "Happy Birthday".
 8. "Is your mother in?" she said.
 9. "Please speak softly", I said to the boys.
 10. "Sit down boys", she said.
 11. "I will see you later", she said to me.
 12. "You may go home", said the teacher.
 13. "Prem took my book", said Varun.
 14. "I have to stay at home tonight", said mother.
 15. We won't be able to visit Delhi again, they said.
 16. "We are going there by car", said Helen.
 17. "My mother speaks four languages", said the girl.
 18. My cousin said, "I'm going to write another letter soon".
 19. "I run in Joggers Park every morning", said Peter.
 20. Leslie said "I am in Ooty and I am enjoying the weather".
 21. John said, "I have decided not to go to college".
 22. He said, "The dog died in the night".
 23. Hari said, "I brush my teeth every morning".
 24. He said, "Be quiet and listen to my words".
 25. Tom said to Ron, "Go away".
-

Transformation of Sentences

The transformation of sentences deals with the changing of a sentence from one grammatical form to another without altering its sense or meaning.

(A) Affirmative and Negative Sentences

The form of a sentence can be changed from affirmative into negative and vice – versa without changing the meaning.

Study the following examples :

Make Negative

Affirmative	Negative
1. He is a good boy.	1. He is not a bad boy.
2. The girl is fat.	2. The girl is not thin.
3. The market is far away.	3. The market is not close by.
4. I doubt whether it works	4. I am not sure whether it works.
5. The painters are doing a good job.	5. The painters are not doing a bad job.
6. Children always speak the truth.	6. Children never tell lies.
7. The old man kept quiet.	7. The old man did not say anything.
8. The damage to the ship was irreparable.	8. The damage to the ship could not be repaired.
9. He was too weak to walk.	9. He was so weak that he could not walk.
10. As soon as she came, he went out.	10. No sooner did she come than he went out.

Make Affirmative

Negative	Affirmative
1. She never solved the problems of life by running away from them.	1. She always solved the problems of life by facing them.
2. The European gentleman had never been to India before.	2. This was the first time that the European gentleman had been to India.
3. She did not wish to take any risk.	3. She wished to avoid taking any risk.
4. The purse was not found.	4. The purse was lost.
5. She cannot climb in.	5. She is unable to climb in.
6. The boys will not march until I order them.	6. The boys will march only when I order them.
7. It was not a good restaurant.	7. It was a bad restaurant.
8. No other book on gardening is so good as this.	8. This is the best book on gardening.
9. I will never forget that lucky incident.	9. I will always remember that lucky incident.
10. She is not always timid.	10. She is sometimes bold.

Exercises**(I) Convert the following Negatives into Affirmatives and vice - versa :**

- I'll always remember your kindness.
- The light was dim.
- It's risky to venture out in the darkness.

4. Be careful.
5. I misunderstood her.
6. We didn't have many warm clothes.
7. I can't wait any longer.
8. He will not be able to do it.
9. Her sorrow was boundless.
10. I shall never break my promise.
11. My assistant is a poor woman.
12. Everyone will admit that Tennis is a great sport.
13. She was too weak to run,
14. As soon as the chairman came, the members stood up.
15. She was the tallest girl.
16. It's a rare species of reptiles.
17. He is not happy with the result.
18. Her friends did not like the place.
19. It can't be true.
20. All men are mortal.

(B) Interrogative and Assertive Sentences

Questions which are asked, not for information, but to suggest the answer that the speaker desires to give can be changed into assertive sentences (statements) and vice – versa.

In such questions which are affirmative, a negative answer is implied and when the question is negative, an affirmative answer is implied.

For example,

Interrogative	Assertive
1. A wounded spirit who can bear ?	1. No one can bear a wounded spirit
2. Is not blood thicker than water ?	2. Blood is thicker than water.
3. When can her charm fade ?	3. Her charm can never fade.
4. Was he not a rogue to utter such words ?	4. He was a rogue to utter such words.
5. Isn't he a fool to do such a deed ?	5. He is a fool to do such a deed.

While transforming **Assertive into Interrogative** sentences the following method may be adopted :

1. Mark out the auxiliary (or main Verb)
2. Put the verb before the subject.
3. Use one negative word, if there is no negative word in the assertive sentence. In case there is a negative word in the assertive sentence, remove it.
4. Use main verb and remaining part of the sentence
5. Use interrogative mark at the end of the sentence.

For example,

Assertive	Interrogative
1. You are a fool to argue with your father.	1. Aren't you a fool to argue with your father ?
2. God does punish the villains.	2. Does not God punish the villains ?
3. Nobody likes to be ugly.	3. Does anybody like to be ugly ?
4. Everyone is fond of luxuries.	4. Who is not fond of luxuries ?
5. No one can bear such treatment.	5. Can anyone bear such treatment ?

Exercises

(I) Change the following into Assertive sentences :

1. Is that the way a captain should behave ?
2. Who does not know Mr. Smith ?
3. Shall we ever forget those good memories ?
4. When can her inner beauty fade ?
5. Why waste time in loitering around the campus ?
6. Is this the kind of dress to wear in college ?
7. Do we eat to live ?
8. How can I be so cruel ?
9. Who can bear such hot weather ?
10. Can I ever forget your beauty ?

(II) Change the following into interrogative sentences :

1. We should not waste money on luxuries.
2. She is a very shy girl.
3. No one can be so heartless.
4. There is nothing nobler than love.
5. He is a good boy.
6. She is the girl who got the first prize.
7. I could not bear this injustice.
8. You cannot please everybody.
9. He is foolish to walk in the hot sun.
10. You are fortunate to be blessed with good parents.

(C) Exclamatory and Assertive Sentences

An exclamatory sentence can be transformed into an assertive sentence with the same meaning.

For example,

- | | |
|------------------------------|---------------|
| 1. How lovely the garden is! | (Exclamatory) |
| The garden is very lovely. | (Assertive) |
| 2. What a good girl Jane is! | (Exclamatory) |
| Jane is a very good girl. | (Assertive) |
| 3. How fast he runs! | (Exclamatory) |
| He runs very fast. | (Assertive) |
| 4. How cold ! | (Exclamatory) |
| It is very cold. | (Assertive) |
| 5. What a fool he is ! | (Exclamatory) |
| He is a great fool. | (Assertive) |

Exercises

(I) Change the following into Assertive sentences :

1. What a great painting you have done !
2. How hard working he is !
3. How kind of you to lend me your scooter !
4. What a clever child you are !
5. What a dreadful scene !
6. How beautiful this sunset is !
7. How pleased she was to see the children !
8. How quickly he paints !
9. Alas that I should lose my purse !
10. What a broad forehead he has !

(II) Change the following into Exclamatory sentences :

1. It is very foolish of me to forget the way.
 2. It is hard to believe that she did such a deed.
 3. It is a bright day.
 4. He leads a happy life.
 5. I wish I could fly like a bird.
 6. You are very beautiful.
 7. This dish has a very delicious aroma.
 8. I wish I had a pet dog.
 9. She sings very well.
 10. The house is very dirty.
-

(D) Remove the Adverb "too".

Removing the adverb 'too' is one of the methods of transforming a sentence.

The 'too' is replaced by **so.....thatcan/could not.....**

For example,

1. You are **too** old to climb up the tree.
You are **so** old **that** you **cannot** climb up the tree.
2. The restaurant was **too** small to accommodate all of us.
The restaurant was **so** small **that** it **could not** accommodate all of us.
3. These apples are **too** cheap to be good.
These apples are **so** cheap **that** they **cannot** be good.
4. Grandfather was **too** old to walk.
Grandfather was **so** old **that** he **could not** walk.
5. The vessel is **too** hot for me to hold.
The vessel is **so** hot **that** I **cannot** hold it.

Exercises

(I) Rewrite the following sentences so as to get rid of the Adverb 'too' :-

1. It is too late for us to do anything this evening.
2. The ice was too thick to break into pieces.
3. The class is too crowded to be controlled.
4. He was too excited to eat.
5. The stone was too heavy to move.
6. He is too fat to run.
7. The fact is too evident to require proof.
8. The example is too difficult for him to solve.
9. It was too cold for me to go out.
10. It is too dark to see.
11. It is never too late to mend.
12. She was too busy to pay attention to her daughter's education.
13. He was too tired to work.
14. The child was sobbing too deeply to answer.
15. The jewelry was too expensive for her to buy.
16. He is too smart to be deceived.
17. The road is too narrow to allow heavy vehicles.
18. He is too clever not to see through your lies.
19. He is too good to do harm to anybody.
20. The house is too old to be repaired.
21. The weather is too bad for us to go out.

22. The coffee is too hot to drink.
 23. The little boy speaks too fast to be understood.
 24. The car is too striking not to attract attention.
 25. He was too reserved to make any friends.
 26. She is too ill to go to office today.
 27. She is too poor to buy books.
-

(E) Question Tags

A question tag is a phrase added at the end of a sentence, asking for agreement or confirmation.

The general pattern of a question tag is –

- (i) Auxiliary verb + n't + subject after affirmative statements.
- (ii) Auxiliary verb + subject after negative statements.

Note that the subject of the question tag is always a pronoun. Negative verbs in the tags are usually contracted.

For example,

1. That isn't Varun, *is it?*
 2. You didn't see him, *did you?*
 3. Anabella can't dance, *can she?*
 4. Pavan helped you, *didn't he?*
 5. Maya was there, *wasn't she?*
-

Exercises

(I) Add question tags to the following :

1. The old man doesn't smoke, _____
2. Apurv isn't studying music, _____
3. She hasn't got a colour TV, _____
4. People shouldn't dirty the roads, _____
5. There wasn't enough space, _____
6. They couldn't understand her, _____
7. Uncle wasn't driving the jeep, _____
8. Aunt didn't want to go, _____
9. Prateek lives here, _____
10. You found your book, _____
11. Peter's coming tomorrow, _____
12. She needn't come early tomorrow, _____
13. She didn't draw it herself, _____
14. She will go home soon, _____

15. Your mother is a teacher, _____
16. They have sold the furniture, _____
17. It's very cloudy today, _____
18. He was immersed in chanting, _____
19. You are going, _____
20. You haven't shown your tickets, _____

(F) Simple, Complex and Compound Sentences :

1. **Simple Sentences :** A simple sentence contains a subject, a predicate and one finite verb (i.e. a verb showing tense, person and number as, I go, she goes). A non – finite verb may also be present in a simple sentence.

For example,

1. Seeing the tiger, the men ran away
 (non – finite verb) (finite verb)
2. The earth is round
 subject predicate

2. **Complex Sentences :** A complex sentence has one main clause together with one or more subordinate clauses.

For example,

1. When the men saw the tiger, they ran away.
 Subordinate clause main clause
2. He hoped that he would pass.
 Main clause subordinate clause

3. **Compound Sentences :** A compound sentence consists of two or more main clauses joined by co – ordinate conjunctions such as, *and but, or, nor, for,* etc. It may also have one or more subordinate clauses.

For example,

1. The men saw the tiger and ran away.
 Main clause conjunction Main clause
2. I stood up and started to read the speech that I wrote yesterday. (2 main clauses + 1 subordinate clause)

(I) Conversion of Simple Sentences to Complex :

A simple sentence can be converted into a complex sentence by expanding a word or phrase into a subordinate clause. The subordinate clause may be either a

- (i) noun clause
- (ii) adjective clause or
- (iii) adverb clause.

For example,

1. Simple : He hoped to pass.
Complex : He hoped that he would pass. (Noun clause)
2. Simple : An honest man is the noblest work of God.
Complex : An honest man is the noblest work that God has created (Adjective clause)
3. **Simple : He rises with his brother.**
Complex : He rises when his brother rises (Adverb clause)
4. Simple : I was certain of passing the examination.
Complex : I was certain that I would pass the examination.
5. Simple : He studied hard to pass the examination.
Complex : He studied hard so that he might pass the examination.

(II) Conversion of Complex Sentences to Simple ;

A complex sentence can be changed into a simple sentence by substituting the subordinate clause with a phrase.

For example,

1. Complex : She confessed *that she was guilty*.
Simple : She confessed *her guilt*.
2. Complex : You are at liberty to criticize what I did.
Simple : You are at liberty to criticize my action.
3. Complex : We must help those who are in need.
Simple : We must help the needy.
4. Complex : She accepted that she was wise.
Simple : She accepted her wisdom.
5. Complex : He was so poor that he could not pay his fees.
Simple : He was too poor to pay his fees.

(III) Conversion of Simple Sentences to Compound Sentences

A simple sentence can be converted to a compound sentence by turning a phrase into a main clause.

For example,

1. Simple : *Finishing his painting*, he went out.
Compound : He *finished his painting* and went out.
2. Simple : *In spite of her hard work*, she failed the entrance test.
Compound : She *worked hard* but failed the entrance test.
3. Simple : *Owing to illness*, she postponed her journey to the south.
Compound : She *was ill*, so she postponed her journey to the south.
4. Simple : *Besides looting the house*, he also killed the dog.
Compound : He *not only looted the house* but also killed the dog.

5. Simple : To our disappointment, the business completely collapsed.

Compound : The business completely collapsed and this disappointed us.

(IV) Conversion of Compound Sentences to Simple Sentences

A compound sentence can be transformed into a simple sentence by turning the main clause (co-ordinate clause) into a phrase.

For example,

1. Compound : The boys heard their father's footsteps and kept silent.

Simple : Hearing their father's footsteps, the boys kept silent.

2. Compound : The cat saw the dog and ran away.

Simple : Seeing the dog, the cat ran away.

3. Compound : The club was closed and this disappointed the members.

Simple : To the members' disappointment, the club was closed.

4. Compound : I must finish the work now, or I can't attend the party in the evening.

Simple : I must finish the work now to attend the party in the evening.

5. Compound : The beggar was very hungry, so he ate the stale food.

Simple : Being very hungry, the beggar ate the stale food.

(V) Conversion of Compound Sentences to Complex Sentences

A compound sentence can be changed into a complex one by converting a main clause into a subordinate clause.

For example,

1. Compound : Study hard, or you can't pass the exam.

Complex : Unless you study hard, you can't pass the exam.

2. Compound : Water the plants and they will thrive.

Complex : If you water the plants, they will thrive.

3. Compound : The movie wasn't good, so I left early.

Complex : As the movie wasn't good, I left early.

4. Compound : The old man got a message and left at once.

Complex : As soon as the old man got a message, he left.

5. Compound : It is not raining, yet she is carrying an umbrella.

Complex : Though it is not raining, she is carrying an umbrella.

(VI) Conversion of Complex Sentences to Compound Sentences

A complex sentence can be transformed into a compound sentence by changing the subordinate clause into a main clause (co-ordinate clause).

For example,

1. Complex : He walks regularly so that he may be fit.

Compound : He wants to be fit, therefore, he walks regularly.

2. Complex : If you don't work consistently, you will lose your position.

Compound : Work consistently or you will lose your position.

3. Complex : Though I warned the servant again, she did not care to correct herself.
Compound : I warned the servant again, but she did not care to correct herself.
4. Complex : The mob dispersed as soon as the police arrived.
Compound : The police arrived and the mob dispersed.
5. Complex : If you give up gambling, your life will improve.
Compound : Give up gambling and your life will improve.

Exercises

(I) Convert the following Simple Sentences to Complex Sentences :-

1. I hope to meet my cousin this evening.
2. He confessed his crime.
3. Arun wishes me to take part in the concert.
4. I demand your attention.
5. The lady near me is my aunt.
6. She was the last to hear the news.
7. I have nowhere to stay.
8. People eat to live.
9. Come back home at seven o'clock.
10. She completed the work in my absence.

(II) Rewrite the following Complex Sentences as Simple Sentences :-

1. The workers were so tired that they did not wake up.
2. He tried hard but he could not mend the motor.
3. Success often comes to people who work hard.
4. She expected that she would meet her relatives at the function.
5. She was unhappy because she had lost her purse.
6. The bank gave him a loan so that he may set up his business.
7. The dress is so expensive that I cannot buy it.
8. We are proud that we have constructed the complex in a year.
9. They were surprised when they met their colleagues in Delhi.
10. We came upon a hut where the gardener lived.

(III) Convert the following Simple Sentences to Compound Sentences :-

1. Seeing a bull coming, the little boy fled at full speed.
2. You must study in order to pass.
3. She was taken ill through grief at the loss of her father.
4. In spite of our search, we could not find the file.
5. You must exercise daily to maintain your figure.
6. You must run to catch the train.
7. Owing to ill – luck, he met with an accident on the day of his interview.

8. The officer suspended the guard for disobedience.
9. By her pleasant manners she gained many admirers.
10. To avoid punishment the boy ran away.

(IV) Rewrite the following Compound Sentences as Simple ones :-

1. He finished his work and went out.
2. It was raining, so the picnic was postponed.
3. That dress can't be yours, for it is too big.
4. The patient must stop eating fried items or he cannot recover from this illness.
5. She completed her studies and went home.
6. He was tired, so he fell asleep.
7. He was careless, yet he passed.
8. They were ill, and, therefore they could not attend the wedding.
9. They are poor, but they do not complain.
10. Be humble and you will be blessed.

(V) Transform from Compound into Complex Sentences :-

1. I heard a shriek and looked around.
2. He saw the danger, and yet he didn't stop.
3. She was ill, so she didn't go to office.
4. Grandfather heard the bad news and he contacted me immediately.
5. My son will get the award and I am sure of it.
6. Spare the rod and save the child.
7. He put on his rain-coat and went out in the rain.
8. Keep quiet or his you will be sent out.
9. She was going along this road and saw a snake.
10. He is ambitious and therefore I admire him.

(VI) Convert from Complex to Compound sentences :-

1. I am certain you are capable to do this work.
2. I have found my credit card that I had lost.
3. It is surprising that she did not get the prize.
4. As the teacher was not there, I met the Principal.
5. I shall not attend the function unless I am invited.
6. I forgave her because she apologized.
7. She was educated at an International school where she learnt German.
8. Although they played well, they lost the match.
9. He stood up as I arrived.
10. He succeeded because he was very sincere.

1.2 REMEDIAL STUDY OF GRAMMAR

English is spoken by the largest number of people in the world and is the international language of science and technology. Hence, the importance of English as a language cannot be underestimated.

In India, English is largely used for official work in all fields like education, administration, science, socio-political affairs, trade and commerce etc. English is also an important link – language of communication among the different states. Due to these factors, a great interest has been generated in the study of English. But in spite of studying this language from the school level, there are various problems confronted in the learning of English as a foreign language.

This section deals with the common difficulties in the usage of grammar and the remedial steps towards the mistakes made by Indian students.

VERBS

The present continuous tense refers to an action going on simultaneously with speech.

e.g. Ram is reading

But one has to remember that there are many common verbs which cannot be used in the continuous tense. They include the following verbs : be, hear, has, understand, want, belong, hate, suppose, consist, love, like, contain, forget, remember, think, trust, believe, know, wish, owe.

Lets look at the mistakes in these examples:

1. I am owing you some money.
2. Preeti is having a huge house.
3. She is wanting to go out.

The correct usage would be:

1. I owe you some money.
2. Preeti has a huge house.
3. She wants to go out.

The Simple Present tense is used to refer to habitual actions. One should not make the mistake of using the present continuous tense.

Incorrect : She is drinking tea every morning.

Correct : She drinks tea every morning.

Incorrect : I am getting up every morning at six o' clock.

Correct : I get up every morning at six o' clock.

The Simple Past is used with past time adverbials like yesterday, last week, in September etc. It should not be confused with the Present Perfect Tense which is never with past time adverbials.

Incorrect : I have received your letter yesterday.

Correct : I received your letter yesterday.

Incorrect : She has finished her work last night.

Correct : She finished her work last night.

The Simple Present Tense is used for a future action in clauses of condition and of place.

It is incorrect to use the Simple Future Tense.

Incorrect : You will be rewarded if you will come early.

Correct : You will be rewarded if you come early.

Incorrect : Let them wait till I will finish my drink.

Correct : Let them wait till I finish my drink.

The verb 'suggest' is not used with a to-infinitive. It would be correct to use it with that – clause.

Incorrect : We suggest you to get admitted in the hospital.

Correct : We suggest that you get admitted in the hospital.

The verb 'enjoy' is never followed by a to-infinitive. It is followed by an –ing form.

Incorrect : She enjoys to cook.

Correct : She enjoys cooking.

The verb 'make' doesn't take a to-infinitive. It always takes a plain infinitive or that base form.

Incorrect : He made her to do the entire task.

Correct : He made her do the entire task.

The verb request, discuss, order, describe are transitive and cannot be followed by prepositions.

Incorrect : My friend requested for my help.

Correct : My friend requested my help.

Incorrect : They discussed about the movie.

Correct : They discussed the movie.

Incorrect : The man ordered for a pizza.

Correct : The man ordered a pizza.

Incorrect : The boy described about the adventure.

Correct : The boy described the adventure.

The verb 'steal' is used when something is stolen.

While 'rob' is used for a person or place.

Incorrect : She robbed my pen.

Correct : She stole my pen.

Incorrect : They stole the bank.

Correct : They robbed the bank.

Nouns and Determiners

The following nouns – spectacles, tongs, scissors, trousers, measles, billiards, thanks, nuptials, etc. are used only in the plural.

Incorrect : The trouser is too tight for him.

Correct : The trousers are too tight for him.

Incorrect : This scissor is sharp.

Correct : These scissors are sharp.

Certain plural nouns – news, innings, Physics, Mathematics, mechanics, Politics are commonly used as singular.

Incorrect : Are the news good ?

Correct : Is the news good ?

Incorrect : Physics were taught by Professor Sinha.

Correct : Physics was taught by Professor Sinha.

The nouns 'deer' and 'sheep' don't change in the plural.

Incorrect : The sheeps are grazing.

Correct : The sheep are grazing.

Incorrect : Four deers are missing.

Correct : Four deer are missing.

The article 'a' is used before a consonant sound. But certain words like – union, European, university begin with a vowel but the sound and pronunciation is that of consonant 'y' such words take the article 'a'.

Incorrect : She is an university student.

Correct : She is a university student.

Incorrect : He is an European.

Correct : He is a European.

The article is omitted before nouns like – market, school, hospital, college, church, prison, bed when these places are used for their basic purpose.

Incorrect : He stays in the bed till ten every morning.

Correct : He stays in bed till ten every morning.

Incorrect : Paul goes to the church on Sundays.

Correct : Paul goes to church on Sundays.

The following nouns – business, bread, scenery, news, furniture, advice, paper are uncountables. They cannot be used in the plural and do not take articles 'a / an'.

Incorrect : He has an urgent business.

Correct : He has urgent business.

Incorrect : This is a bad news.

Correct : This is bad news.

Incorrect : I ate two breads for breakfast.

Correct : I ate two slices of bread for breakfast.

The determiner 'Any' is generally used in questions. But when an offer or request is implied in the question, 'some' is used.

Incorrect : Will you have any drink?

Correct : Will you have some drink?

The determiners 'both' and 'all' are usually followed by the, that, this, these, those, my, his, yours etc.

Incorrect : His both daughters are architects.

Correct : Both his daughters are architects.

Incorrect : These all bananas are raw.

Correct : All these bananas are raw.

Prepositions :

'Till' indicates time and is not used for place.

'To' can be used for place or time.

Incorrect : He walked till the end of the road.

Correct : He walked to the end of the road.

'From' is used with all tenses to denote point of time.

'Since' can be used with the Perfect or Perfect continuous tense only.

Incorrect : I have not seen her from last week.

Correct : I have not seen her since last week.

Incorrect : The servant works since morning till night.

Correct : The servant works from morning till night.

'On' indicates rest, whereas 'upon' shows movement.

Incorrect : The girl sat upon a stool.

Correct : The girl sat on a stool.

Incorrect : The cat sprang on a mouse.

Correct : The cat sprang upon a mouse.

'IN' denotes position. 'Into' shows movement towards the inside of anything.

Incorrect : He went in the room.

Correct : He went into the room.

Incorrect : The girl was into the room.

Correct : The girl was in the room.

'With' should be used for instruments whereas.

'By' is used to refer to the agent of an action.

Incorrect : He killed her by a gun.

Correct : He killed her with a gun.

Incorrect : I wrote the letter by a Pencil.

Correct : I wrote the letter with a pencil.

The words – inferior, superior, junior, senior are followed by 'to' instead of 'than'.

Incorrect : This saree is superior than that.

Correct : This saree is superior to that.

Incorrect : Arun is junior than Manish.

Correct : Arun is junior to Manish.

'Beside' means by the side of: 'besides' indicates in addition to.

Incorrect : Ram sat besides Rahim.

Correct : Ram sat beside Rahim.

Common Mistakes :

In direct questions the subject appears after the special verb.

Incorrect : Why you are so nervous ?

Correct : Why are you so nervous ?

In indirect questions the subject appears before the verb.

Incorrect : I asked her what was she doing.

Correct : I asked her what she was doing.

The conjunction 'that' is not used to introduce indirect questions.

Incorrect : She asked that who had taken her register.

Correct : She asked who had taken her register.

The subject of the statement is repeated in the question tag, together with a suitable special verb.

Incorrect : She is your aunt, isn't it ?

Correct : she is your aunt, isn't she ?

Incorrect : Arun smokes, isn't it ?

Correct : Arun smokes, doesn't he ?

After verbs of movement like – went, drive, go, come, a to-infinitive is used to express purpose.

Incorrect : I came to your house for meeting you.

Correct : I came to your house to meet you.

We go by car, bus or train but on foot

Incorrect : He came by walk.

Correct : He came on foot.

The word 'cousin' should be used to mean any child of ones aunt or uncle. There is no word like 'cousin' brother or 'cousin sister' in English.

Incorrect : She a my cousin sister.

Correct : She is my cousin.

While referring to yourself, the correct usage would be to mention yourself last.

Incorrect : I and Priya travel to office together.

Correct : Priya and I travel to office together.

The word horn is a noun and is never used as a verb.

Incorrect : The driver horned loud.

Correct : The driver sounded his horn.

Mistakes are made, not done.

Incorrect : She did a lot of mistakes in Maths.

Correct : She made a lot of mistakes in Maths.

The adjective favorite has no degree of comparison.

Incorrect : Her most favorite book is 'Pride and Prejudice'.

Correct : Her favorite book is 'Pride and Prejudice'.

'I' is used as the subject of a sentence, not 'me'.

Incorrect : It was me who rescued you from the gang.

Correct : It was I who rescued you from the gang.

'Good' is used with 'at' and not 'in'.

Incorrect : He is good in English.

Correct : He is good at English.

The verb insisted is followed by the preposition 'on' and an -ing word.

Incorrect: She insisted to wait until the show was over.

Correct: She insisted on waiting until the show was over.

Spelling Rules

It is not easy to master English Spelling as there is no relationship between the letters and the sounds. However, here are some spelling rules which can be studied to avoid making spelling mistakes.

(I) A silent 'e' at the end of the verb is deleted while adding 'ing'

For example :

1. Hope – Hoping
2. Make – Making
3. Live – Living

(II) A single 'e' at the end of a word is deleted when suffixed by 'able' – except where 'e' is needed to soften 'c' or 'g'.

For example :

1. debate – debatable
2. love – lovable
3. change – changeable
4. notice - noticeable

(III) Final 'e' is not normally dropped before a consonant.

For example :

1. hope – hopeful

2. move – movement
3. engage – engagement

But there are exceptions to the above rule as you find in the following words: wholly, truly, duly, ninth.

(IV) In words ending in 'y' preceded by a consonant, the 'y' changes to 'ie' before - s and to 'i' before - ed, - er, - est and - ly.

1. army – armies
2. copy – copies
3. worry – worried
4. funny – funnier
5. easy – easiest
6. happy – happily

(V) If the final 'y' is preceded by a vowel then it does not change.

1. Pray – Prayed
2. play – played
3. destroy – destroyed

However there are a few exceptions to the above rule as in:

1. lay – laid
2. pay – paid
3. say – said
4. day – daily

(VI) In words ending in 'll' the second 'l' is dropped when the suffix 'ful' is added.

1. skill – skilful
2. will – willful

(VII) The words which should **not** be divided.

- | | |
|---------------|---------------|
| 1. Anyhow | 9. moreover |
| 2. Anyone | 10. nobody |
| 3. Anything | 11. newspaper |
| 4. Afterwards | 12. nowadays |
| 5. Cannot | 13. ourselves |
| 6. Everybody | 14. somebody |
| 7. Everyone | 15. together |
| 8. into | 16. welcome |

(IX) words which should not be combined.

- | | |
|----------------|---------------|
| 1. All right | 7. some one |
| 2. At once | 8. all round |
| 3. At least | 9. in fact |
| 4. In spite of | 10. young man |
| 5. per cent | |
| 6. up till | |

Spelling :

While writing a message, it is necessary to give full attention towards correct spelling of words, otherwise it creates confusion in comprehending the message and leads to a bad impression about the writer.

Certain commonly misspelt words

Abbreviate	Acceptance	Absence	Accessory
Accede	Accommodate	Accessible	Accumulate
Accidentally	Achievement	Accountant	Acquaintance
Accustomed	Actually	Acknowledge	Advantageous
Acquire	Administrator	Adherence	Affectionately
Advertisement	Advisable	Advisory	Aggrieved
Agreeable	Affiliate	Agenda	Ambiguity
Ambiguous	Alignment	Allowance	Annually
Apologise	Analyse	Analytical	Appropriate
Approximate	Appearance	Appendix	Audience
Artificial	Arbitrage	Argument	Auxiliary
Auditor	Ascertain	Assessor	
Average	Authorize	Authoritative	
abridgement	available	abundance	
Bankruptcy	Beggar	Beginning	Bureaucracy
Believe	Beneficent	Behavior	
Brochure	Budget	Benefitted	
Calendar	Cancellation	Capacity	Collateral
Characteristic	Casually	Catalogue	Commission

Colleague Comprehensive Conscientious Consignor Controllable Convertible Creditor	Clearance Commencement Commitment Conscious Controversial Co-operation Curiosity	Clientele Comparable Conference Consecutive Convene Career Changeable	Comparison Conscience Consideration Contradict courteous
Debenture Deductible Deliberate Determine	Discipline Demonstrate Development Deceive	Deference Demurrage Dissent Decision	Definitely Dependence Disapprove Distinguish
Earnest Eight Eliminate Envelope Excellent Exclamation	Expiry Economical Embarrassed Equity Exception Exhibition	Explain Economic Elementary Endeavor Excise Existence	Explanation Efficient Eligible Experience Extraordinary
Familiar Feasible February	Fitted Forty Forecast	Fourteen Foreign Forfeit	Fulfilled Fulfilment
Generally Genuine	Grandeur Grievance	Guarantee Guardian	
Haphazard Harass Hedging	Height Hindrance Honorary	Honorarium Humor Humorous	Hypothecation
Illiterate Incredible Industrialization	Irrevocable Immediately Indemnify	Incorporate Indemnity Inferior	Incorrigible Indispensable Influence

Influential Inspection Interview	Inference Instruction Invoice	Initial Instrument Irrelevant	Instalment Interrupt Irreparable
January	Jealous	Judgment	jurisdiction
Knot	Knowledgeable		
Labelled Leather Lien Lodging	Labor Legible Liquidate Lottery	Language Liaison Liquor Luxury	Lawyer Liberalize Literature Irreparable
Machinery Magnificent Maintain Maintenance	Manageable Manufacture Measure Mechanism	Mediate Memorandum Millionaire Messenger	Misappropriate Miscellaneous
Necessary Neighbor Notable Necessarily	Neither Ninety Noticeable Negligible	Neuter Ninth November Negotiate	Nineteen Northern Numerous
Obedience Occurrence Opportunity Objectionable	October Omission Opposition Obvious	Offence Omitted Original Occasionally	Official Opinion Overwhelming
Pamphlet Partner Perceive Permanent Persistence Pioneer Prejudice Privilege Profession Propriety Parallel	Patronage Percentage Permissible Persuade Possibility Preliminary Probability Psychology Parliament Peculiar Performance	Permitted Persuasion Predecessor Prevalent Proceed Programme Prospectus Pursue Particular Penalty Perishable	Perpetual Petition Preferred Preference Prior Procedure Provision Pursuit

Quarrelled	Questionnaire	Queue	Quorum
Receipt	Recurrence	Regrettable	Repetition
Rectify	Registration	Religion	Restaurant
Register	Relieve	Recommend	Revocable
Reliable	Repeat	Referred	Reputable
Resolution	Resource	Reference	Reveal
Revenue	Review	Relevant	Ridiculous
Receive	recognize	Remembrance	
Saleable	Seize	Summary	Straight
Sampling	Separate	Sincerely	Subscribe
Satisfactory	Simultaneous	Skill	Superintendent
Saturday	Specimen	Skillful	Superior
Schedule	Succeed	Speculation	Supervision
Scientific	Sufficiently	Statistics	Surely
Secretary	Suitable	Statue	
Tariff	Technical	Technique	Temperament
Temporary	Tenure	Thoroughly	Tiresome
Transferred	Treasurer	Truly	Twelfth
Unanimous	Underpaid	Utilize	Utterance
Until	Usually	Unique	
Vacation	Vacuum	Valuable	Variable
Variety	Vehicle	Voluntary	Volunteer
Waive	Warranty	Willing	
Withdrawal	Writing		

1.3 BUILDING VOCABULARY

'Vocabulary' means the stock of words used in a language. According to the oxford advanced Learner's Dictionary the word vocabulary means 'all the words that a person knows or uses.' A person makes use of certain words when he speaks and there are other words he understands when they are made use of. Hence vocabulary is divided into two types :

Active Vocabulary :

Active vocabulary is the stock of words on individual known and uses in his speech and writing. It is also called productive vocabulary as it refers to the productive side of a language.

Active vocabulary is very important for communication as it helps the person to express his thoughts and ideas to others.

Passive vocabulary

Passive vocabulary relates to the number of words a person understands, but does not use while speaking and writing. It is also called receptive vocabulary. It is very essential to know a large number of receptive words.

Some words may be actively used by a person but these words may not be used frequently by another person. Thus, the active vocabulary of one person differs from that of another. For example, the word 'patient' is in the active vocabulary of a nurse, but in the passive vocabulary of a student.

Importance of Vocabulary

It is very advantageous to increase your vocabulary. It will not only sharpen your intellect and build up your self-confidence, but it will also assist you in expressing thoughts and feelings effectively in the English language.

Vocabulary can be increased not by just memorizing a large number of obsolete words and their meanings but by getting acquainted with the various situations and ideas in life for which only words can be used to describe them.

The urge to learn is a powerful tool to increase your vocabulary. This urge to learn relates to gaining knowledge about various facts and information in general. Since words are the symbols of knowledge there is a link between increasing knowledge and the resultant increase in the vocabulary.

Use of Dictionary

A dictionary can be used to find a number of things. The first use is to find meaning or definitions of words which are all arranged in alphabetic order. The dictionary also gives other information about words such as their part of speech, pronunciation and origin of words. In addition some dictionaries have special sections giving information about foreign words and phrases, abbreviations, the population of cities and countries, English to metric conversion table, maps, explanations of common symbols and vital information on using the dictionary.

Checking the Spelling of a word

The Dictionary can be used to find the spelling of words. For this it is essential to know the alphabet well to be able to find whether any word comes before or after another one. If two words have the same first letters then look at the next letters to find the right order.

For Example,

In the following three words, abound, above, abort – 'abound' appears first, 'abort' second and 'above' last. Since the first three words, the fourth letter is used to decide the correct order.

Finding a word in the Dictionary

Words are printed in large bold type at the upper top left-hand and right-hand corner of any page to help you quickly find a word in the Dictionary. The first of these two words show you the last word to be found on that page.

Example : If you are looking for the word 'assort', you can find it on the page which has the two words assess and assume (example taken from the Chambers 20th Century Dictionary) printed at the upper top left-hand and right-hand corner.

Understanding definitions

It is necessary to understand the common conventions used in the dictionary after the word.

Example : Liver (liv'ər) n. a large gland that secretes bile, formerly regarded as a seat of courage, love etc.

1. liver – the defined word
2. (liv'ər) – a phonological transcription of the word.
3. n. – the part of speech, in this case 'n' means noun (look for a list of abbreviations used in your Dictionary usually included on one of the first few pages).
4. Different meanings of a word will be separated by numbers.

Ways to keep enriching your vocabulary

Be receptive to new ideas in various areas of human knowledge and the resultant new words.

Extensive reading helps in adding new words to your vocabulary. It is possible to understand the meaning of the new word in the context of the sentence. Besides, you can learn families of words from basic words by analogy. For example, from one basic word 'care' we can derive other words like carefully, careless, carelessly, carelessness etc.

Set a target to find new words every day and make it a part of your vocabulary.

In addition to the above factors, the following aspects of language studies are largely helpful in enriching one's vocabulary.

Word Building :

Word formation in the English language is concerned with derivatives, formed from simple words by adding either prefix or suffix or both.

Primary words belong to the original words in the language. They are not developed, compounded or derived from other words.

Primary words are of three kinds:

(I) Primary Derivatives

They are formed by making changes in the body of the simple word; as,

Bliss from bless, chip from chop

However, it should be noted that the past tenses of primary verbs formed by internal change, do not fall in the category of primary derivatives.

Some of the primary derivatives are listed below

(a) Nouns from verbs and Adjectives

Verbs	Nouns	Verbs	Nouns
Float	fleet	Gird	Girth
Deem	Doom	Live	Life
Choose	Choice	Lose	Loss
Bind	Bond	Wake	Watch
Sit	Seat	Advise	Advice
Grieve	grief	Break	Breach
Gape	Gap	Speak	Speech

Adjective	Nouns
Proud	Pride
Hot	Heat
Dull	Dullness

(b) Adjective from verbs and nouns

Verbs	Adjectives	Nouns	Adjectives
Lie	Low	Wit	Wise
Float	Fleet	Milk	milch

(c) Verbs from Nouns

Nouns	Verbs	Nouns	Verbs
Tale	tell	Cloth	clothe
Sale	sell	Brood	breed
Knot	knit	Blood	bleed
Grass	graze	Bath	bathe
Food	feed	Breath	breathe

Secondary Derivatives

They are obtained by using affixes. Affixes may be prefixes or suffixes. Prefixes are added to the beginning of words; as, guide ... misguide. Suffixes are added to the end of a word; as write ... writer.

(a) Prefixes (Inclusive of Latin and Greek Prefixes) in common use

Prefix	Purpose	Words obtained by adding the Prefixes
A	on, in	aboard, ashore, asleep
A (an)	Out, from	arise, awake, alight
Ab (a, abs)	Without, not	atheist, apathy, anarchy
Ad (ac, af, ag, al, an, ap, ar, as, at, a)	From away to	avert, abstract adjoin, accord, adapt, affect, aggrrieve, allege, announce, appoint, arrest, attach, avail
Ambi (amb, am)		
Amphi	on both sides	ambiguous, ambivalent, amputate
Ana	around, on both sides	amphibious, amphitheater
Ante (anti, an)	up, back	anachronism, analysis
Anti (ant)	before	antedate, anticipate
Arch (archi)	against	antipathy, antagonist
Auto	chief	archduke, archbishop, architect
Be	self	automobile, autonomy, autograph
Bene	by	beside, betimes
Bis (bi, bin)	well	benefactor, benefit, benevolent
Circum (circu)	twice, two	bisector, binocular, bigamy
Con (col, com, cor)	around, round	circumference, circumlocutory, circular
Contra (counter)	together, with	consent, colleague, combine, correlate
De	against	contradict, counterfeit, counteract
Demi	down	devaluation, degenerate, deplete
Di	half	demigod
Dia	two, double	dioxide, dilemma
Dis (dif, di)	through apart,	diameter, diagonal dishonest, disfigure, differ, divide
En (em)	in	enclosure, emblem, encyclopedia
Epi	upon	epitaph, epilogue
Eu	well	eulogy, euphony, eugenics
Ex (ec, ef, e)	out of	extract, exodus, eccentric, effect, educe,
For	thoroughly	extract
Fore	before	forgive, forbear
Hemi	half	foregone, forefather, forecast
Homo (hom)	like	hemisphere
Hyper	over, beyond	homogeneous, homosexual, homophone
Hypo	under	hyperbole, hypertension, hypercritical
In (im, il, ir, en, em)	in into	hypocrite, hypothesis
In (il, im, ir)	not	income, inland, illustrate, immerse, irrigate, enact, embrace indecent, illegitimate, immature, irreligious

Male (mal)	ill, badly	malpractices, malnutrition, malevolent
Meta	of change	metaphysics, metabolism, metamorphosis
Mis	wrong, wrongly	misguide, misuse, misfortune, misdeed
Mono	single, one	monologue, monogamy, monorail
Non	not	nonentity, non-fiction, nonsense
Over	above, beyond	overact, overdose, overcharge
Para	by the side, beside	parasite, paramilitary, parameter
Peri	around	periphery, perimeter, periscope
Philo (phil)	love, liking, fond of	philology, philosophy, philanthropy
Pre	before	prefix, pre-historic, prenatal
Pro (por, pur)	for, in favour of, supporting	prophesy, pro-German, programme, pro-chancellor
Quasi	to a certain extent, not really	quasi-permanent, quasi-rent
Re	back, again	regain, rewind, reclaim, refund, rewrite, regenerate
Retro	backward	retrospective, retrograde
Semi	half	semi-skilled, semi-precious
Sub (suc, suf, sug, sum, sup, sur, sus)	under	subsidy, succeed, suffer, suggest, summon, support, surmount, sustain
Super	above	supernatural, superfluous, superfine
Syn (sym, syl, sy)	with, together	synonym, sympathy, syllable
Trans (tra, tres)	across	transmit, traverse, trespass
Un	not	unkind, unbelievable, unruly
Un	to reverse an action	unfold, undo, unveil, untie
Under	beneath, below	underground, undergo
Vice	in place of	viceroy, vice captain, vice-president

(b) Suffixes (inclusive of Latin and Greek) in common use

Suffix	Purpose	Words with these suffixes
Of Nouns		
- ain (-an, -en, on)	Denoting agent or doer of a thing	chieftain, artisan, citizen, surgeon
- ar (-er, -eer, ier, -ary)		scholar, preacher, engineer, financier, missionary
- ate (-ee, -ey, -y)		advocate, trustee, attorney, deputy
- er (-ar, -or, -yer)		painter, driver, baker, sailor, lawyer
- or (-our, -eur, -er)		emperor, saviour, amateur, interpreter
-ster		spinster, songster, punster
- ter (-ther)		daughter, father
- age	Denoting state, action, result of an action	bondage, marriage, leakage
- ance (-ence)		assistance, brilliance, excellence, intelligence

<p>- cy - dom - hood(- head) - ice - ise) - ion - lock (- ledge) - ment - mony - ness - red - ship - th - tude - ty - ure - y</p>		<p>intimacy, lunacy, fancy stardom, kingdom, wisdom brotherhood, manhood, godhead service, cowardice, exercise opinion, selection, union knowledge, wedlock treatment, judgment, punishment testimony, matrimony, parsimony fitness, business, brightness kindred, hatred kinship, guardianship, lordship health, wealth, growth multitude, magnitude, fortitude frailty, cruelty, credulity pleasure, forfeiture, verdure treasury, victory, misery</p>
<p>- cule (-ule, - sel, - cel, - el, - le.) - el (- le) - en - et - ett - ie - kin - let - ling - ock</p>	<p>Forming diminutives</p>	<p>molecule, globule, damsel, parcel, chapel, circle kernel, satchel, girdle, handle chicken, maiden, kitten lancet, trumpet, owl cigarette, coquette dearie, birdie, lassie lambkin, napkin, bumpkin booklet, bracelet, leaflet darling, duckling, weakling hillock, bullock</p>
<p>- ary (-ury, -ery, -ry) - ter (-tre)</p>	<p>Denoting place</p>	<p>library, treasury, nunnery, dairy, dispensary theatre, cloister</p>

Of Adjectives		
- al	belonging to	formal, legal, international, global
- an (- ane)		human, mundane, humane
- ar		similar, regular, familiar
- ary		honorary, contrary, temporary, necessary, customary
- ate		temperate, fortunate, obstinate
- ble	having the quality	capable, culpable, sensible, laughable
- ed	having the quality	gifted, talented, learned
- en	made of	wooden, golden, woolen, earthen
- esque	in the style of	picturesque, grotesque
- id	like	humid, arid, lucid
- ile		fragile, servile, juvenile
- ine	belonging to	masculine, divine, canine, feminine
- ish	like	reddish, childish, girlish, boorish
- ive	with the quality of	active, attentive, constructive
- lent	with the quality of	indolent, turbulent, virulent
- less	free from without	fearless, senseless, hopeless
- ly	like, having quality of	godly, humanly, manly
- ose(ous)	full of	virtuous, dangerous, copious, verbose
- some	Possessing the quality	gladsome, troublesome, wholesome, quarrelsome
- ward	inclining to	forward, backward, wayward
- y	with the quality of	healthy, wealthy, greedy, thirsty, dirty
Of Verbs		
- ate	Causative	assassinate, captivate, terminate
- en	forming transitive verbs	weaken, sweeten, strengthen
- er	intensive or frequentative	glitter, chatter, flutter
- fy	to make	simplify, purify, qualify, terrify
- ish		publish, furnish, punish, banish

Of Adverbs - ly - long - ward (- wards) - way (- ways) - wise	like turning to towards manner, mode	wisely, shrewdly, boldly headlong, sidelong homeward, upward, downward, towards straightway, anyway, always likewise, otherwise
Greek Suffixes - ic (- ique) - ist - isk - ism (- asm) - ize - sis (- sy) - e (- y)	possessing the quality of concerned with, related with, dealing with possessing the quality of to form verbs from adjectives & nouns	unique, angelic, cynic artist, chemist asterisk, obelisk patriotism, despotism, enthusiasm civilize, criticize, sympathize crisis, analysis, poesy, heresy catastrophe, monarchy, philosophy

(iii) Compound Words

Compound words are those words which are formed by combining different parts of speeches viz. nouns, adjectives, adverbs, gerunds, prepositions. The compound words we get by these different combinations are mostly nouns, adjectives and verbs and are recognized as **Compound Nouns, Compound Adjectives and Compound Verbs.**

(a) Compound Nouns

Compound nouns are obtained by the combinations like

(i) Noun + Noun

Ex. armband, artwork, batsman, chairman, cowboy, doorbell, dockyard, dashboard, film star, godfather, gold-mine, hammer man, headgear, ink-pot, juke-box, keyboard, landlord, milkmaid, newspaper, nightdress, postcard, quartermaster, road roller, railway, screwdriver, silkworm, sound-box, sunglasses, teapot, tablespoon.

(ii) Adjective + Noun

Ex. big-bank, broadsheet, blackboard, deadlock, nobleman, sweetheart, fine art, half-truth, stronghold, high-class, lowland, quickstep, slowcoach, tenderfoot.

(iii) Verb + Noun

Ex. breakfast, cut-throat, cutpiece, daredevil, pickpocket, hangman, spendthrift, telltale.

(iv) Gerund + Noun

Ex. dancing-club, bathing-beauty, hiding-place, singing-chair, burning-train, looking-glass, walking-stick, booking-office, cooking-class, writing-table, scribbling-pad, dining-hall, stepping-stone, working-class, swimming-pool, smiling-face.

(v) Adverb (or Preposition) + Noun

Ex. afterthought, outswinger, inswinger, foresight, outlaw, bypass, off-beat, outside, overdose, underestimation, onlooker, inside.

(vi) Adverb + verb

Ex. backcomb, backwash, outcry, income, outcome, forebear, forecast, outfit, outflow, outlay, upkeep.

(vii) Verb + Adverb

Ex. spin-off, die-hard, drawback, lock-up, send-off, go-between.

(b) Compound Adjectives

Compound adjectives are obtained by the combination of -

(i) Noun + Adjective (or participle)

Ex. heart-warming, note-worthy, headstrong, homesick, lifelong, worldwide, snow-white, blood-red, pitch-dark, skin-deep, purse-proud.

(ii) Adjective + Adjective

Ex. red-hot, blue-black, dull-grey, white-hot.

(iii) Adverb + Participle

Ex. everlasting, never-ending, well-dressed, down-hearted, long-suffering, inborn, outspoken.

(c) Compound Verbs

Compound verbs can be obtained by the combination of -

(i) Noun + Verb

Ex. backbite, earmark, browbeat, waylay, typewrite.

(ii) Adjective + Verb

Ex. Safeguard, fulfil, whitewash.

(iii) Adverb + Verb

Ex. outcry, outwit, undertake, overthrow, upset, ill-use, ill-breed, in-breed, overtake, over-joy, over-act.

In most of the compound words, the first word tends to modify the second word. The accent is given upon the modifying word when the combination is complete. It may be noted that, when the two elements of the compound word are partially blended, a hyphen is put between them and the stress falls equally on both the words.

(3) USE OF**(A) SYNONYMS AND ANTONYMS**

As per the 'Oxford Advanced Learner's Dictionary', synonym is 'a word (or phrase) with the same meaning as another in the same language, though perhaps with a different style, grammar or technical use'; and antonym is a word that is opposite in meaning in the same language. Some of the commonly used words with their synonyms and antonyms are given below-

Word	Synonym	Antonym
Abnormal	Uncommon, Rare	Common, Normal
Absurd	Ridiculous, Foolish	Rational, Sensible
Abundant	Ample, Bountiful	Inadequate, Scarce
Accept	Receive, Approve	Refuse, Reject
Accuse	Blame, Censure	Admire, Appreciate
Admire	Respect, Appreciate	Despise, Condemn
Advantage	Benefit, Boon	Disadvantage, harm
Agree	Accept, Consent	Disagree, Decline, Deny
Appreciate	Admire, Esteem	Despise, Depreciate
Attack	Assault, Charge, Encounter	Defend, Guard, Fortify
Backward	Retarded, Sluggish	Forward, Progressive
Bad	Evil, Corrupt, Wicked	Good, Chaste, Decent
Beautiful	Charming, Attractive	Ugly, Repulsive, Graceless
Benefit	Advantage, Boon	Loss, Damage
Best	Excellent, Highest	Worst, Meanest
Blunt	Dull, Flat, Rude	Sharp, Pointed, Polite
Borrow	Obtain, Receive, Take	Lend, Give, Deliver
Brave	Courageous, Gallant	Weak, Coward
Bright	Shining, Intelligent	Dull, Ignorant
Buy	Purchase, Procure	Sell, Dispose

... Contd.

Cheap	Worthless, Inferior, Low	Worthy, Superior, Costly
Cheerful	Delightful, Gay, Happy	Gloomy, Dull, Unhappy
Clever	Sharp, Talented, Skilful	Dull, Stupid, Fool
Competent	Able, Efficient, Skilful	Incapable, Incompetent
Condemn	Accuse, Blame, Censure	Appreciate, Praise
Constant	Firm, Perpetual, Stable	Flexible, Unsteady, Variable
Correct	Right, Accurate, True	Wrong, Incorrect, False
Courage	Boldness, Valour, Bravery	Cowardice, Fear, Timidity
Cruel	Brute, Callous, Unkind	Merciful, Kind, Humane
Curse	Bane, Malediction	Boon, Benediction
Damn	Condemn, Denounce, Curse	Admire, Praise, Bless
Dark	Black, Gloomy, Ebony	White, Bright, Clear
Decrease	Reduce, Lessen, Diminish	Increase, Augment, Enhance
Defeat	Failure, Retreat, Collapse	Victory, Triumph, Success
Danger	Peril, Risk, Hazard	Safety, Security
Deny	Decline, Disown, Refute	Accept, Admit, Confirm
Dirty	Filthy, Impure, Stained	Clean, Pure, Spotless
Dismal	Cheerless, Gloomy, Sad	Cheerful, Jolly, Happy
Divine	Heavenly, Holy, Godly	Earthly, Unholy, Satanic
Dull	Dim, Dry, Stupid, Sad	Bright, Clever, Jovial
Easy	Simply, Convenient	Difficult, Tough
Effective	Active, Operative, Powerful	Ineffective, Futile, Incapable
Efficient	Competent, Capable	Deficient, Incapable, Incompetent
Eminent	Famous, Distinguished	Anonymous, Obscure
Encourage	Inspire, Persuade, Urge	Discourage, Depress, Dissuade
Enemy	Foe, Opponent, Antagonist	Friend, Fellow, Associate
Entire	Full, Complete, Whole	Incomplete, Partial
Essential	Basic, Necessary, Primary	Subsidiary, Secondary, Auxiliary
Eternal	Everlasting, Infinite, Permanent	Transitory, Perishable, Temporary
Evil	Bad, Corrupt, Wicked	Good, Honest, Noble, Moral
Fail	Drop, Miss, Disappoint	Pass, Gain, Attain, Succeed
Fair	Bright, Clean, Proper	Brunette, Dirty, Unfair
False	Deceptive, Illusory, Incorrect	Correct, Real, True
Familiar	Intimate, Accustomed	Strange, Unaccustomed
Famous	Distinguished, Eminent	Notorious, Anonymous
Fast	Agile, Quick, Rapid, Speedy	Dull, Inert, Slack, Slow
Fat	Fleshy, Bulky, Plump	Slim, Thin, Slender, Lean
Fierce	Savage, Wild, Ferocious	Docile, Gentle, Tame
Forward	Progressive, Advanced	Backward, Primitive
Friend	Associate, Ally, Companion	Foe, Enemy, Rival
Happy	Blessed, Cheerful, Blessed	Unhappy, Sad, Disappointed
Hard	Stiff, Rigid, Solid, Tough	Soft, Flexible, Easy, Mellow
Harmful	Injurious, Mischievous	Harmless, Innocent
Hasten	Accelerate, Quicken	Delay, Retard, Hinder
Hate	Abhor, Despise, Dislike	Adore, Love, Like
Heavy	Massive, Weighty	Light, Petty, Trivial

... *Contd.*

High	Great, Lofty, Tall	Low, Small, Short
Holy	Divine, Godly, Pious	Unholy, Impious, Satanic
Honest	Truthful, Sincere, Frank	Deceitful, Dishonest, Tricky
Honour	Repute, Glory, Respect	Disrespect, Despise, Infamy
Hope	Desire, Expectation, Trust	Despair, Disappointment
Ignorance	Stupidity, Folly, Absurdity	Wisdom, Knowledge, Cleverness
Illegal	Unlawful, Illicit, Forbidden	Legal, Lawful, Legitimate
Important	Significant, Prominent	Unimportant, Trivial
Inactive	Idle, Indolent, Lazy	Alert, Active, Industrious
Incomplete	Unfinished, Deficient Imperfect	Complete, Finished, Perfect
Indolent	Idle, Lethargic, Lazy	Active, Dynamic, Energetic
Inferior	Lower, Subordinate, Mean	Superior, Higher, Greater
Injustice	Unfairness, Partiality	Justice, Fairness, Impartiality
Innocent	Honest, Simple, Artless	Cunning, Clever, Tricky
Insult	Abuse, Humiliate, Offend	Admire, Honour, Respect
Intelligent	Bright, Brilliant, Clever	Dull, Foolish, Unintelligent
Irregular	Uneven, Eccentric, Inconsistent	Regular, Systematic, Orderly
Jealousy	Envy, Suspicion, Doubt	Love, Appreciation, Belief
Joy	Ecstasy, Exultation, Pleasure	Grief, Pain, Sorrow, Anguish
Judicious	Wise, Prudent, Careful	Indiscreet, Irrational, Careless
Justice	Fairness, Honesty	Unfairness, Dishonesty
Keen	Eager, Acute, Enthusiastic	Dull, Flat, Lazy
Keep	Detain, Hold, Retain	Abandon, Reject, Discard
Kill	Slay, Murder, Assassinate	Protect, Produce, Restore
Kind	Compassionate, Generous	Cruel, Unkind, Inhuman
Knowledge	Wisdom, Learning	Ignorance, Illiteracy
Known	Familiar, Famous, Popular	Unknown, Ordinary, Simple
Lament	Weep, Mourn, Grieve	Rejoice, Enjoy, Celebrate
Last	Final, Ultimate, Extreme	First, Initial, Foremost
Lavish	Prodigal, Profuse, Excessive	Miserly, Economical, Thrifty
Lawful	Legal, Legitimate, Regular	Unlawful, Illegal, Irregular
Lazy	Idle, Indolent, Slack	Active, Alter, Agile, Quick
Long	Lengthy, Prolonged, Extended	Short, Brief, Compact
Lose	Waste, Fail, Miss	Gain, Obtain, Recover
Loss	Damage, Detriment	Profit, Gain, Earning
Loud	Noisy, Resonant, Blaring	Low, Quiet, Soft
Love	Affection, Fondness, Liking	Hatred, Dislike, Antipathy
Lovely	Attractive, Beautiful, Cute	Ugly, Repulsive, Hideous
Loyal	Faithful, Obedient, Sincere	Disloyal, Treacherous, Unfaithful
Lucky	Fortunate, Successful	Unlucky, Unfortunate
Luxury	Abundance, Plentiful	Scarcity, Paucity, Wanting
Mad	Crazy, Insane, Lunatic	Wise, Sane, Rational
Malice	Hatred, Enmity, Resentment	Love, Passion, Sympathy
Master	Ruler, Chief, Leader	Servant, Slave, Subordinate
Mature	Ripe, Seasoned, Perfect	Raw, Unripe, Immature

... *Contd.*

Meagre	Inadequate, Scarce, Deficient	Abounding, Ample, Plentiful
Melancholy	Cheerless, Gloomy, Dismal	Cheerful, Gay, Joyful
Merciful	Kind, Gentle, Tender	Cruel, Harsh, Tyrannical
Miserable	Unhappy, Dismal, Poor	Happy, Cheerful, Prosperous
Modern	New, Recent, Progressive	Old, Ancient, Primitive
Natural	Normal, Usual, Regular	Abnormal, Unnatural, Superficial
Necessary	Binding, Essential, Compulsory	Optional, Voluntary, Unnecessary
Neglect	Carelessness, Failure, Omission	Attention, Vigilance, Carefulness
Nice	Fine, Lovely, Pleasing	Repulsive, Ugly, Deformed
Noble	Dignified, Honourable	Ignoble, Mean, Uncultured
Notorious	Scandalous, Ignoble	Famous, Reputable, Virtuous
Numerous	Many, Various, Manifold	Few, Scarce, Scanty
Obnoxious	Odious, Offensive, Perverse	Pleasant, Enjoyable, Nice
Obscene	Dirty, Lewd, Filthy	Pure, Virtuous, Clean
Obstinate	Stubborn, Adamant, Resolute	Amenable, Yielding, Accommodative
Occasional	Sporadic, Casual, Incidental	Frequent, Regular, Repeated
Odd	Abnormal, Anomalous, Singular	Normal, Customary, Even
Offend	Hurt, Displease, Provoke	Defend, Please, Flatter
Often	Usually, Repeatedly, Generally	Rarely, Hardly, Seldom
Old	Aged, Primitive, Elderly	Young, Modern, Immature
Ominous	Inauspicious, Menacing	Auspicious, Propitious
Omit	Delete Drop, Eliminate	Include, Insert, Enroll
Optimistic	Hopeful, Promising, Inspiring	Hopeless, Disheartening, Pessimistic
Ordinary	Normal, Regular, Usual	Abnormal, Exceptional, Unusual
Outstanding	Eminent, Important, Excellent	Unimportant, Ordinary, Normal
Pain	Agony, Anguish, Pang	Joy, Pleasure, Happiness
Passionate	Excited, Hasty, Impulsive	Dispassionate, Cool, Balanced
Pathetic	Pitiable, Sad, Touching	Amusing, Comic, Farcical
Peace	Tranquility, Amity, Silence	War, Turmoil, Upheaval
Pious	Religious, Devout, Godly	Impious, Irreligious, Sinful
Pleasant	Attractive, Nice, Amiable	Repulsive, Unpleasant, Harsh
Poison	Venom, Toxin, Virus	Nectar, Honey, Antidote, Sweet
Polite	Courteous, Mannerly, Cordial	Impolite, Offensive, Rude
Positive	Affirmative, Categorical, Sure	Negative, Vague, Dubious
Powerful	Energetic, Strong, Mighty	Powerless, Weak, Dull, Frail
Precious	Valuable, Expensive, Esteemed	Worthless, Cheap, Contemptible
Profit	Advantage, Privilege, Gain	Loss, Damage, Deprivation
Prohibit	Debar, Forbid, Stop, Hinder	Permit, Authorise, Sanction
Protect	Defend, Guard, Shield	Expose, Disclose, Reveal
Quantity	Bulk, Measure, Amount	Quality, Deficit, Shortage
Quarrel	Dispute, Fight, Feud	Peace, Harmony, Amity
Question	Inquiry, Interrogation, Query	Answer, Reply, Solution
Questionable	Doubtful, Debatable, Uncertain	Assured, Certain, Unquestionable
Quick	Alert, Swift, Fast, Rapid	Slow, Slack, Lethargic, Sluggish

... Contd.

Rapid	Fast, Quick, Speedy, Swift	Slow, Sluggish, Indolent
Rare	Unique, Sparse, Exclusive	Common, Usual, Ordinary
Rational	Judicious, Sensible, Normal	Irrational, Erratic, Insane
Reasonable	Fair, Judicious, Sensible	Illogical, Absurd, Ridiculous
Religious	Holy, Devout, Pious, Sainly	Unholy, Sinful, Impious, Irreligious
Remember	Recollect, Recall, Retain	Forget, Ignore, Overlook
Respectable	Honourable, Reputable, Worthy	Contemptible, Disreputable, Unworthy
Rich	Wealthy, Abundant, Profuse	Poor, Scarce, Inadequate
Right	Correct, Exact, Proper, True	Wrong, False, Unfair, Bad
Rough	Hard, Coarse, Crude	Soft, Smooth, Decent
Rude	Impolite, Rough, Mannerless	Courteous, Refined, Mannerly
Rural	Rustic, Agrarian, Pastoral	Urban, Civic, Metropolitan
Ruthless	Merciless, Cruel, Pitiless	Kind, Compassionate, Pitiful
Sacred	Holy, Religious, Divine, Pious	Blasphemous, Unholy, Sinful
Safe	Protected, Secure	Exposed, Unsafe
Scarcity	Dearth, Paucity, Shortage	Prosperity, Abundance, Enormity
Selfish	Greedy, Mean	Generous, Liberal, Charitable
Sensitive	Tender, Delicate, Susceptible	Insensitive, Blunt, Robust
Shallow	Superficial, Simple, Trivial	Deep, Profound, Wise
Sharp	Edged, Alert, Keen	Blunt, Dull, Flat
Strict	Austere, Firm, Stern	Mild, Flexible, Lenient
Superior	Excellent, Higher, Finer	Inferior, Unimportant, Mean
Tactful	Diplomatic, Skilful, Prudent	Simple, Negligent, Stupid
Temporary	Interim, Ephemeral	Permanent, Imperishable
Tender	Delicate, Soft, Fragile	Hard, Firm, Rigid
Tentative	Provisional, Experimental	Final, Definite, Firm
Thick	Dense, Solid, Condense	Thin, Slim, Slender
Thin	Delicate, Slim, Slender	Thick, Solid, Dense
Tough	Sturdy, Tenacious, Firm	Flexible, Soft, Tender, Weak
Transparent	Clear, Distinct, Glassy	Opaque, Hazy, Unclear
Treacherous	Disloyal, Deceitful, Unfaithful	Loyal, Faithful, Devoted
Ugly	Repulsive, Hideous, Vicious	Pretty, Beautiful, Charming
Unanimity	Agreement, Harmony, Unison	Conflict, Discord, Differences
Uncertain	Indefinite, Doubtful, Dubious	Definite, Certain, Sure
Uneasy	Disturbed, Restless, Worried	Steady, Quiet, Restful
Unfair	Unjust, Wrongful, Biased	Just, Fair, Impartial
Unfaithful	Disloyal, Deceitful, Treacherous	Faithful, Reliable, Loyal
Unfit	Improper, Incompetent, Unsuitable	Fit, Capable, Competent, Suitable
Unfortunate	Unlucky, Ruined,	Blessed, Fortunate, Lucky
Unholy	Impious, Sinful, Irreligious	Holy, Pious, Religious
Unique	Uncommon, Matchless, Rare	Normal, Ordinary, Common
Unity	Oneness, Harmony, Union	Diversity, Difference, Variance
Vacant	Empty, Unfilled, Void	Occupied, Packed, Inhabited
Valiant	Brave, Gallant, Heroic	Timid, Cowardly, Frightened
Vanity	Pride, Arrogance, Egotism	Modesty, Humbleness, Humility
Vast	Huge, Enormous, Boundless	Small, Limited, Scanty
Vertical	Erect, Perpendicular, Upright	Horizontal, Flat, Prone

... *Contd.*

Vice	Sin, Immorality, Corruption	Virtue, Morality, Honesty
Victory	Conquest, Success, Triumph	Defeat, Failure, Downfall
Vigilant	Alert, Cautious, Watchful	Careless, Negligent, Slack
Violent	Fierce, Furious, Passionate	Unexcited, nonviolent, Cool
Virtue	Morality, Purity, Holiness	Vice, Wickedness, Sin
War	Battle, Combat, Conflict	Peace, Harmony, Amity
Warmth	Cordiality, Earnestness	Apathy, Indifference, Coolness
Wary	Alert, Cautions, Prudent	Careless, Negligent, Rash
Watchful	Attentive, Alert, Careful	Careless, Negligent, Incautious
Weak	Feeble, Fragile, Poor	Strong, Sturdy, Powerful
Whole	Complete, Entire, Total	Part, Fractional, Incomplete
Wicked	Evil, Sinister, Villainous	Noble, Virtuous, Chaste
Wisdom	Intelligence, Cleverness	Absurdity, Stupidity, Folly
Yearn	Crave, Desire, Languish	Contented, Satisfied, Cheerful
Young	Youthful, Fresh, New	Old, Mature, Fife
Zeal	Enthusiasm, Passion, Fervour	Apathy, Reluctance, Idleness
Zenith	Climax, Apex, Crown, Culmination	Base, Bottom, Foundation, Minimum

(B) HOMONYMS

In the English language, there are a number of words which are spelt and pronounced alike but carry different meanings. Such words are called as *homonyms*. Similarly, there are words pronounced like another words but with different meaning or spelling. These words are called as *homophones*.

(i) **Words with same spelling and pronunciation but carrying different meaning. (Homonyms).**

1. Act

(a) Decree on law made by a legislative body.

Ex. The Government has passed an act to prohibit the sale of drugs.

(b) Any of the main divisions of a play or an opera.

Ex. The tempo of the play culminates in the III Act.

2. Agent

(a) Person who acts for or manages the affairs of other people in business, politics etc.

Ex. He works as an insurance agent.

(b) Force or substance that produces an effect or change.

Ex. Yeast is used these days in many recipes as a raising agent.

3. Bar

(a) A long shaped piece of hard stiff material.

Ex. A large number of metal bars were piled up in the godown.

(b) A counter at which drinks are served.

Ex. They were found in the bar in an intoxicated condition

4. Bat

- (a) Small mouse-like animal that flies at night and feeds on fruits and insects.
Ex. He found bats flying in the house that remained closed for years together.
- (b) A wooden implement of a specified size and shape and with a handle used for hitting the ball in the games like cricket, baseball and table tennis.
Ex. He used little heavier bat during the tournament.

5. Beat

- (a) Stroke or regular sequence of strokes.
Ex. We heard the drum beats early in the morning.
- (b) Emphasis repeated regularly marking rhythm in music or poetry.
Ex. That song has a very good and melodious beat.

6. Capital

- (a) Wealth or property that may be used for producing more wealth.
Ex. He started his business with a meagre amount of capital.
- (b) Town or City that is the centre of Government of a country.
Ex. Mumbai is the capital of the Maharashtra State.

7. Card

- (a) Thick stiff paper on thin pasteboard.
Ex. Identity card is compulsory for all college students.
- (b) Wire brush or toothed instrument for cleaning or combing wool.
Ex. He used his card very carefully and efficiently in the whole department.

8. Date

- (a) Specific numbered day of the month or specific year usually given to show when something happened or is to happen.
Ex. The date of the conference conflicted with the date of his birth.
- (b) Brown sweet edible fruit of a palm-tree common in N. Africa and S. W. Asia.
Ex. Date is a useful fruit for health.

9. Drill

- (a) Training in military exercises.
Ex. N. C. C. cadets have three hours of drill everyday.
- (b) Machine for making furrows, sowing seed in them and covering the seeds by soil.
Ex. He purchased a new drill for his farming.

10. Even

- (a) Level, smooth, flat.
Ex. Highways should be perfectly even for smooth traffic.
- (b) Divisible by two with no remainder.
Ex. The teacher taught today the sums of even numbers.

11. Fan

- (a) Device with rotating blades operated mechanically to create a current of cool air.
Ex. We installed a new ceiling fan in our drawing room.
- (b) Enthusiastic admirer or supporter.
Ex. Actors have many fans.

12. Fence

- (a) Structure of wire etc. put round a field, or garden to make a boundary or keep animals from straying.
Ex. It was necessary to put a fence round our garden.
- (b) Person who knowingly buys and resells stolen goods.
Ex. He was arrested on the charge of being a fence.

13. Gin

- (a) Trap or share for catching animals.
Ex. The hunter was aware where the gin was placed.
- (b) Colourless alcoholic drink often used in cocktails.
Ex. He preferred gin with water as a tonic.

14. Gloss

- (a) Brightness or shine on a smooth surface.
Ex. Heavy polishing was necessary to bring gloss on the old wooden furniture.
- (b) Explanatory comment; explanation, interpretation.
Ex. The election candidate put a different gloss on the issue of corruption in political field.

15. Hip

- (a) Part on either side of the body, below the waist where the bone of a person's leg is joined to the trunk.
Ex. He was standing there with his hands on his hips.
- (b) Berry-like fruit of the wild rose.
Ex. Did you see hips on the fence of our garden?

16. Jade

- (a) Hard, usually green, stone from which ornaments are carved.
Ex. He owned a beautiful jade vessel.
- (b) Tired or worn-out horse.
Ex. He came across a jade on his way back home.

17. Labour

- (a) Physical or mental work.
Ex. Workers naturally expect appropriate money wage for their labour.
- (b) Workers as a group or class.
Ex. The factory engaged a large number of unskilled labour last month.

18. Law

- (a) Rule established by authority.
Ex. The old law has already become obsolete.
- (b) Subject of study.
Ex. He took up law after his first graduation in commerce.

19. Magazine

- (a) Paper-covered periodical, usually weekly or monthly.
Ex. He purchased a magazine for reading during his long journey by train.
- (b) Store of arms, ammunition, explosives etc.
Ex. He enquired about the prices of guns in the magazine on his way to home.

20. Margin

- (a) Blank space round the written or printed matter.
Ex. The teacher directed to leave sufficient margin before beginning to write the paper.
- (b) Difference between cost-price and selling-price.
Ex. He discarded the deal because there was hardly any profit margin.

21. Mess

- (a) Dirty or untidy state.
Ex. Spectators made all mess in the auditorium on failure of the electricity.
- (b) Building in which people take meals together.
Ex. It is the best mess in our locality.

22. Nature

- (a) The whole universe and all creation, not man-made things.
Ex. The wonders of nature are beyond human imagination.
- (b) Typical qualities and characteristics of a person or animal.
Ex. Corruption is not in his nature.

23. Negative

- (a) Word or statement that expresses or means denial or refusal.
Ex. The words like, *no, not, neither*, are negatives.
- (b) Developed photographic film from which photo prints are taken.
Ex. All the negatives of our tour to Simla have been spoilt by the photographer.

24. Order

- (a) Way in which people or things are arranged in relation to one another.
Ex. The names were arranged in the alphabetical order.
- (b) Command or instructions given by somebody in authority.
Ex. The cadets obeyed the orders given by the commander.

25. Part

- (a) Distinct portion of a human or animal body or of a plant.
Ex. Which part of your body is hurt?
- (b) Role played by an actor in a play, film etc.
Ex. His rollicking part in the film was appreciated by the public.

26. Play

- (a) Activity done for amusement esp. by children.

Ex. The park was full of the happy sounds of children at play.

- (b) Drama

Ex. The new play staged yesterday was quite excellent.

27. Pole

- (a) Either of the two ends of a magnet or the terminal points of an electric battery; either of the two points at the exact-top or bottom of the earth.

Ex. The arctic is the region around the North Pole.

- (b) Long thin rounded piece of wood or metal used esp. as a support for something or for pushing a boat etc. along.

Ex. He is an expert in climbing the telegraph pole.

28. Raw

- (a) Uncooked

Ex. Eat raw vegetables like carrot, radish etc. for good health.

- (b) Inexperienced, unskilled.

Ex. Raw hands will not help to improve the conditions of the company.

29. Right

- (a) Best, in view of the circumstances, most suitable.

Ex. We are on the right track of action.

- (b) Contrasted with left.

Ex. She was standing by my right-hand side.

30. Saw

- (a) A long cutting tool with sharp toothed edge.

Ex. He installed a new saw in his factory.

- (b) Saying, Proverb.

Ex. The old saw 'A stitch in time saves nine'.

31. Seal

- (a) Animal with flippers that lives near and in the sea and eats fish.

Ex. A number of seals were seen on the beach.

- (b) Soft material such as wax etc. stamped with a design and fixed to a document to show that it is genuine and to prevent it to be opened by a wrong person.

Ex. The envelope was affixed with the seal of the king.

32. Second

- (a) Person or thing that comes next after the first.

Ex. He stood second in the elocution competition.

- (b) 60th part of a minute of time.

Ex. The state of the game was changed within five seconds.

33. Share

- (a) Part or portion of a larger amount divided among many people or to which many people contribute.

Ex. Everyone present will get a fair share of the food.

- (b) Any of the equal parts into which the capital of a business company is divided.

Ex. He held 500 shares of that co-operative credit bank.

34. Sight

- (a) Ability to see, vision.

Ex. He lost his sight in the recent accident.

- (b) Range within which somebody can see or something can be seen.

Ex. In few seconds, his car was out of our sight.

35. Slip

- (a) Act of slipping; false step.

Ex. There is many a slip between the cup and the lip.

- (b) A thing or small piece of paper.

Ex. I noted down the phone number on a slip of paper.

36. Spirit

- (a) Soul, thought of as separate from the body; soul without a body; ghost.

Ex. People say that the house on the other side of the road is haunted by an evil spirit.

- (b) Strong, distilled alcoholic drink.

Ex. My friend is habituated to drink spirits like rum, whisky, brandy etc.

37. Tank

- (a) A large container generally for liquid or gas.

Ex. His business is to give tanks on hire for transport of milk.

- (b) Armoured fighting vehicle with guns which moves on caterpillar tracks.

Ex. A large number of tanks of enemy were destroyed in the battle.

38. View

- (a) What can be seen from a particular place; fine natural scenery.

Ex. You will get a better view of the valley when looking from a railway window.

- (b) Personal opinion or attitude.

Ex. His views about today's political situation are very bitter.

39. Ward

- (a) Separate part or room for patients in a dispensary or hospital.

Ex. You can meet him in the surgical ward.

- (b) Division of a city that elects and is represented by a councilor in local government.

Ex. The councilor from our ward is chosen as a mayor of the city.

40. Wave

- (a) Move regularly and loosely to and fro or up and down.
Ex. Our tricolour was waving proudly in the air.
- (b) Move one's hand to and fro or up and down in order to attract attention, or to make a signal or give a greeting.
Ex. All the family members waved their hands as the train moved from the station.

(ii) Words with same pronunciation but different-spelling or meaning are called as **homophones**. Some of the examples of such words are given below.

1. Advice - Advise.

- (a) **Advice** - Opinion given about what to do, or how to behave.
Ex. His advice to his friend proved to be beneficial.
- (b) **Advise** - Recommend, give advice to somebody.
Ex. The doctor advised him to take complete rest.

2. Aid-Aide.

- (a) **Aid** - Help, food, money etc. sent to a country to help it.
Ex. How much foreign aid did we receive during the recent floods?
- (b) **Aide** - Assistant.
Ex. He is one of the chief aides to the President.

3. Beat - Beet

- (a) **Beat** - Hit something repeatedly, especially with a stick
Ex. Somebody was beating at the door.
- (b) **Beet** - Type of plant with a fleshy root which is used as a vegetable or for making sugar.
Ex. Beet is a useful vegetable for good health

4. Canvas - Canvass.

- (a) **Canvas** - Strong coarse cloth used for making tents etc. and by artists for painting on.
Ex. He purchased canvas for his painting work.
- (b) **Canvass** - Go around an area for political support.
Ex. He participated in the canvassing campaign.

5. Cell - Sell

- (a) **Cell** - A very small room; microscopic unit of living matter.
Ex. The prisoners were kept in a single cell in the basement.
- (b) **Sell** - To give goods etc. to somebody who pays money.
Ex. He goes to market in the early morning to sell books.

6. Dear - Deer

- (a) **Dear** - Greatly valued, loved; expensive.
Ex. His daughter was very dear to him.
- (b) **Deer** - Any of several types of graceful, quick-running animal.
Ex. There were many beautiful deer in the zoo.

7. Die - Dye

- (a) **Die** - Stop living, come to the end of one's life.

Ex. His relative died of a heart attack.

- (b) **Dye** - Substance used for colouring.

Ex. He constantly uses a hair dye to look young.

8. Desert - Dessert

- (a) **Desert** - Barren land with very little water and vegetation, often covered by sand.

Ex. The Sahara Desert is the largest one in the world.

- (b) **Dessert** - Any sweet dish eaten at the end of a meal (e.g. ice-cream, fruit-salad etc.).

Ex. We shall now move on to dessert, if the meals are over.

9. Fair - Fare

- (a) **Fair** - Large scale exhibition of commercial and industrial goods.

Ex. A trade fair was recently held in the capital.

- (b) **Fare** - Money charged for a journey by bus, taxi, ship etc.

Ex. The bus fare has been exorbitantly increased.

10. Gait - Gate

- (a) **Gait** - Manner of walking or running.

Ex. He was walking with an unsteady gait.

- (b) **Gate** - Means of entrance or exit; movable barrier which closes on opening in a wall, fence etc.

Ex. The garden gate is completely broken and needs repairs.

11. Hair - Hare

- (a) **Hair** - Mass of the fine thread-like strands that grow from skin of people and animals, esp. on the human head.

Ex. She has beautiful, long, black hair which attracts people.

- (b) **Hare** - Fast running rabbit-like but larger mammal with long ears and divided upper lips, that lives in fields.

Ex. Hares are very rarely seen in the forests.

12. Hall - Haul

- (a) **Hall** - Building or large room for meeting, meals etc.

Ex. The meeting was convened in the town hall.

- (b) **Haul** - Pull or drag something with effort.

Ex. Sailors hauled the boat up the beach.

13. Idle - Idol

- (a) **Idle** - Doing or having no work; not employed.

Ex. Idle people cause nuisance to the whole society.

- (b) **Idol** - Person or thing that is greatly loved or admired.

Ex. Actors or actresses are always the matinee idols for people.

14. Knight - Night

- (a) **Knight** - Man to whom the Sovereign has given a Rank of Honour having the title of 'Sir'.
Ex. Rabindranath Tagore had refused the knighthood conferred on him by the British Sovereign.
- (b) **Night** - Time of darkness between sunset and sunrise.
Ex. People take rest during night.

15. Main-Mane

- (a) **Main** - Most important, chief; principal.
Ex. She was the main person of attraction in the party.
- (b) **Mane** - Long hair on the neck of a horse, lion etc.
Ex. Lions look graceful because of the mane they possess.

16. Manner-Manor

- (a) **Manner** - Way in which a thing is done or happens.
Ex. The manner in which he behaved, was not graceful.
- (b) **Manor** - Unit of land under the feudal system, part of which was used by the lord and the rest being farmed by his tenants.
Ex. Tenants in the manor were not always treated well by their lords.

17. Not - Nought

- (a) **Not** - Used with auxiliary verbs and modals to form the negative.
Ex. He did not see me during whole of last month.
- (b) **Nought** - The figure zero (0); nothing.
Ex. Put three noughts after the figure 5.

18. One - Won

- (a) **One** - One less than two, single.
Ex. He was the only one present in the hall.
- (b) **Won** - Past tense and past participle form of the verb win.
Ex. India won the Hero trophy match by a narrow margin.

19. Peer - Pier

- (a) **Peer** - Person who is equal to another in rank, status or merit.
Ex. He likes to mix up only with his peers.
- (b) **Pier** - Structure built out into the sea, so that boats can stop and load or unload goods or passengers.
Ex. He was waiting at the pier for a boat to arrive.

20. Quote - Cote

- (a) **Quote** - Repeat in speech or writing, words previously said or written by another person.
Ex. He always quotes lines from Sanskrit verses.
- (b) **Cote** - Shed, shelter or enclosure for domestic animals or birds.
Ex. All the chicken were enclosed in a cote during night.

21. Right - Rite

- (a) **Right** - Morally good conduct, action; required by law or duty.

Ex. His reaction on the issue was quite right.

- (b) **Rite** - Religious or some other solemn ceremony.

Ex. He took leave for performing certain religious rites at home.

22. Sew - Sow

- (a) **Sew** - Make stitches in cloth etc. with a needle and thread.

Ex. She is sewing her gown since morning.

- (b) **Sow** - Put or scatter seeds in or on the ground.

Ex. The farmer sowed cabbage seeds in the farm.

23. Sight - Site

- (a) **Sight** - Ability to see, vision.

Ex. Due to old age his sight has become weak.

- (b) **Site** - Place where a building, town etc. was, is or will be situated;

24. Tail - Tale

- (a) **Tail** - Movable part at the end of the body of a bird, an animal, a fish or reptile.

Ex. Dogs wag their tails when they are in happy mood.

- (b) **Tale** - Narrative or story.

Ex. Children like to read fairy tales.

25. Urn - Earns

- (a) **Urn** - A tall vase usually with a stem and a base; large metal container with a tap for making or serving tea, coffee etc. in hotels.

Ex. The urn contained a large quantity of coffee.

- (b) **Earn** - Get money etc. by working.

Ex. He earned his wages once in a fortnight.

(C) SAME WORD USED AS DIFFERENT PARTS OF SPEECH

Sometimes we get derivatives from a root word or headword without adding a prefix or suffix. However, such derivatives carry different meaning and belong to the part of speech other than the one to which the original word belongs. Examples of some such zero derivatives are given below.

1. **Advance (n)** : Forward movement.

Ex. His advance in the life was obstructed because of his financial position.

Advance (adj) : Going before others, done or provided in advance.

Ex. He was given an advance notice about his dismissal.

2. **Advocate (v)** : Speak publicly in favour of something recommend.

Ex. He always advocated the Presidential type of government.

Advocate (n) : Person who supports or speaks in favour of cause or policy.

Ex. Nehru was lifelong advocate of the 'Panchsheel'.

3. **Bale (n)** : Large bundle of paper, straw, goods etc. pressed together and tied with rope or wire for transport etc.
Ex. The bales of hay in the farm caught fire.
Bale (v) : Make something into or pack in bales.
Ex. The attendant was busy in baling cut-pieces of cloth.
4. **Balloon (n)** : Brightly coloured rubber bag that is filled with air and used as a child's toy or a decoration.
Ex. A number of different coloured balloons were brought home for celebrating child's birthday.
Balloon (v): Swell out like a balloon.
Ex. His loose attire ballooned in the heavy wind.
5. **Cable (n)** : Set of insulated wires for carrying messages by telegraph, or electricity overhead, message sent abroad.
Ex. The Company used copper cables on the new lines.
Cable (v) : Send a cable to somebody abroad.
Ex. His success was cabled to him without losing any time.
6. **Camp (n)** : Place where people live temporarily in tents or huts.
Ex. The party pitched its camp by the river bank.
Camp (v) : Put up a tent or tents.
Ex. Our plan was to camp in the village for a night.
7. **Ditch (n)** : Narrow channel dug at the edge of a field, road etc. to hold or carry water.
Ex. That ditch proved to be dangerous for the pedestrians.
Ditch (v) : Land an aircraft in the sea in an emergency.
Ex. The pilot was forced to ditch in the Arabian Sea, due to defect in the engine.
8. **Documentary (adj)**: Consisting of documents (documentary evidence, proof, sources).
Ex. The file had a documentary importance in the court.
Documentary (n) : A documentary film, or radio or T. V. programme.
Ex. His documentary received the critics' award.
9. **Drizzle (v)** : To rain in many fine drops.
Ex. It has been drizzling all the day.
Drizzle (n) : Fine misty rain.
Ex. There was a cold drizzle since morning.
10. **Earth (n)** : This planet, the planet on which we live; soil.
Ex. The earth rotates round the sun.
Earth (v) : Connect an electrical appliance etc. with the ground.
Ex. The connection of the electric iron was earthed.
11. **Eccentric (adj)** : Unusual, peculiar, not normal.
Ex. An eccentric person next door is a nuisance to all.
Eccentric (n) : Abnormal person.
Ex. That group is overflowing with eccentrics.

12. **Flight (n)** : Process or action of flying in the air.
Ex. The aeroplane was shot down in flight.
Flight (v) : Give a certain flight to a ball through the air while bowling so as to deceive the batsman.
Ex. He made a well flighted delivery of his last ball of the over.
13. **Flirt (v)** : To behave in a romantic way, but without serious intentions.
Ex. He always tries to flirt with girls in his office.
Flirt (n) : A person who flirts with many people.
Ex. He is known as a flirt in the whole office.
14. **General (adj)** : Affecting all or most people, places or things.
Ex. The proposal received a general approval of the people.
General (n) : An army officer of a very high rank.
Ex. He retired as a General from the Indian Army.
15. **Gesture (n)** : Expressive movement particularly of a hand or head.
Ex. He tried to communicate his desire through gestures.
Gesture (v) : Make expressive movements; convey something by gestures.
Ex. She gestured her happiness on the proposal of her friend.
16. **Handicap (n)** : A thing that makes progress difficult; physical or mental disability.
Ex. Blindness is beyond doubt, a serious handicap.
Handicap (v) : To give or be at a disadvantage.
Ex. He was handicapped due to his meager income.
17. **Handle (n)** : A part of a tool, cup, bucket, drawer etc. by which it can be held, carried or controlled.
Ex. His car cannot start without using a handle.
Handle (v) : Deal with, manage or control (people, a situation, a machine etc.)
Ex. The foreman knew how to handle the workers under him.
18. **Independent (adj)** : Not dependent (on other people or thing); not controlled (by other people or things).
Ex. India was once a British Colony but now it is independent.
Independent (n) : MP, candidate etc. who do not belong to any political party.
Ex. He filed his nomination as an independent to contest election.
19. **Individual (adj)** : Single, separate.
Ex. Each individual is responsible for his own deeds.
Individual (n) : A single human being.
Ex. The rights of an individual are controlled in the dictatorship.
20. **Jumble (v)** : Mix things in a confused way.
Ex. Everything in the hall was jumbled.
Jumbled (n) : Untidy group of things; muddle.
Ex. It was a jumble of books on the table.

21. **Key (n)** : Metal instrument for locking or unlocking.
Ex. He lost the key of his door-latch.
Key (adj) : Very important or essential.
Ex. He is the key person in his company.
22. **Lament (v)** : Feel or express great sorrow or regret.
Ex. They lamented upon the loss of their popular leader.
Lament (n) : Strong expression of grief.
Ex. People were greatly moved by her laments on the loss of her only child.
23. **Large (adj)** : Of considerable size, extent or capacity.
Ex. A large country needs large sources of production.
Large (n) : At full length, thoroughly and in great details.
Ex. The matter is discussed at large in the report.
24. **Minor (adj)** : Smaller, less serious, less important.
Ex. The house requires minor repairs.
Minor (n) : A person under the age of full legal responsibility.
Ex. He is not eligible to vote as he is a minor.
25. **Misuse (v)** : Use in the wrong way or for the wrong purpose.
Ex. Nobody should misuse the public funds.
Misuse (n) : You should always avoid misuse of power in public life.
26. **Nail (n)** : Layer of thorny substance over the outer tip of a finger or toe;
a small thin piece of metal.
Ex. She defended herself with her strong pointed nails when the stranger tried to molest her.
Nail (v) : Catch or arrest.
Ex. The police nailed the culprit within 24 hours of the offence.
27. **National (adj)** : Of a nation; characteristic of a whole nation.
Ex. There is always difference in the local and national newspapers.
National (n) : A citizen of a particular nation.
Ex. Only Indian nationals are allowed to contest election.
28. **Objective (adj)** : Unbiased; fair; not influenced by personal feelings or opinions.
Ex. The magistrate's decision in the case was perfectly objective.
Objective (n) : Thing aimed at or wished for; purpose; aim.
Ex. To become a lawyer was his sole objective.
29. **Patent (n)** : Official document giving the holder the sole right to make, use or sell an invention and preventing others from imitating it.
Ex. He has already applied to government for a patent of the gadget he invented very recently.
Patent (v) : Obtain a patent for an invention or process.
Ex. He had patented his invention.

30. **Poison (n)** : Substance causing death or harm if absorbed by living thing (animal or plant).
Ex. The actor committed suicide by taking poison.
Poison (v) : To give poison to a living thing; kill or harm something/somebody with poison.
Ex. She poisoned her husband for getting his wealth.
31. **Quarter (n)** : Each of four equal or corresponding parts of something.
Ex. Only one quarter of the theatre was empty.
Quarter (v) : Provide somebody with lodging.
Ex. We were quartered in the government rest house on payment.
32. **Refill (v)** : To fill again.
Ex. He had to refill the petrol tank before starting the journey.
Refill (n) : New material used to refill a contained.
Ex. Bring two refills for my ballpen while coming home.
33. **Reform (v)** : Become or make better by removing faults, errors etc.
Ex. Many social organizations desire to reform the structure of our constitution.
Reform (n) : Reforming or being reformed.
Ex. They plan to bring about social reforms quickly.
34. **Screen (n)** : Blank surface on which pictures or films are projected.
Ex. He writes for both the big and small screen.
Screen (v) : Show a film, scene on a screen.
Ex. The film has been screened in the cinema and on T.V.
35. **Sheer (adj)** : Complete, thorough, utter.
Ex. His efforts were sheer waste of time.
Sheer (adv) : Straight up or down.
Ex. The ground dropped away sheer at our feet.
36. **Tape (n)** : Magnetic tape on which recording is made.
Ex. The police could not find the tape they needed.
Tape (v) : Record on magnetic tape.
Ex. The concert was taped from the T. V.
37. **Thrust (v)** : Push violently or suddenly.
Ex. He thrust the dagger through the body of the thief.
Thrust (n) : Act or movement of thrusting.
Ex. The soldier was killed by a bayonet thrust.
38. **Unlike (adj)** : Different, dissimilar.
Ex. They are quite unlike each other.
Unlike (prep) : Not alike; different from.
Ex. His performance was quite unlike the earlier one.

39. **Venture (n)** : Project or undertaking involving risk of failure.

Ex. His friend embarked on a doubtful venture.

Venture (v) : Dare to do something dangerous.

Ex. The mouse never ventured far from its hole.

40. **Yelp (n)** : A short, sharp cry of pain, anger, excitement etc.

Ex. The dog gave a yelp when the boy trod on its paw.

Yelp (v) : To give a short, sharp cry of pain, anger etc.

Ex. The dog yelped when the boy trod on its paw.

(4) ONE WORD SUBSTITUTION

This topic is a double-edged weapon in the hands of the students, since it helps both, to elaborate ideas, concepts, and thoughts, for writing as well as to bring precision to write or express things in short. Although it is impossible to list out all one-words, efforts have been made to compile some important and commonly used groups of words and one-word substitutes for them in this section. Students are advised to study them and try to remember them by using them whenever and wherever possible and thus enrich their vocabulary.

1. People inhabiting a land from a very early period before the colonies were established. **Aboriginals**
2. Something that exists in thought or idea but not having a physical or practical existence. **Abstract**
3. A person whose profession is to maintain or inspect financial accounts. **Accountant**
4. A word formed from the initial letters of a group of words. **Acronym**
5. Concerned with beauty and the appreciation of beauty. **Aesthetic**
6. Instance of unprovoked attacking or hostility by one country against another. **Aggression**
7. Medical conditions that produces an unfavorable reaction to certain food, pollens, insect bites, etc. **Allergy**
8. A diplomat sent from one country to another either as a permanent representative or on a special mission. **Ambassador**
9. Bullets, bombs, grenades, war weapons etc. **Ammunition**
10. An animal able to live both on land and in water. **Amphibian**
11. Condition, of lawlessness i.e. the complete absence of government law or control on society. **Anarchy**
12. Scientific study of the structure of animal bodies. **Anatomy**
13. With a name that is not known or not made public. **Anonymous**
14. Study of mankind esp. of its origin, development, customs and beliefs. **Anthropology**
15. A word that is opposite in meaning to another. **Antonym**

16. An artificial pond or glass tank where live fish and other water creatures and plants are kept. **Aquarium**
17. Study of ancient civilizations by scientific analysis of physical remains found in the ground. **Archaeology**
18. Art and science of designing and constructing buildings. **Architecture**
19. Part of a country's military forces that is equipped for fighting on land. **Army**
20. Study of the positions of the stars and movements of planets in the belief that they influence human affairs. **Astrology**
21. Person who travels in a space-craft. **Astronaut**
22. Scientific study of the sun, moon, stars, planets etc. **Astronomy**
23. Story of a person's life written by that person himself. **Autobiography**
24. Microscopic organisms existing in air, water, soil, living and dead creatures, plants causing diseases. **Bacteria**
25. Style of dancing used to tell a story in a dramatic performance with music but without speech or singing. **Ballet**
26. A strip of material used for binding round a wound or an injury. **Bandage**
27. An instrument for measuring atmospheric pressure especially used for forecasting weather. **Barometer**
28. A lawyer who has acquired the degree of Bar-at-Law and has right to speak and argue as an advocate in higher law courts. **Barrister**
29. Stretch of sand or pebbles along the edge of the sea or a lake; shore between high and low water mark. **Beach**
30. Person who gives money or other help to a school, hospital, charitable institutes etc. **Benefactor**
31. Being or wishing to be kind, friendly and helpful to or towards somebody. **Benevolent**
32. List of books or articles about a particular subject or by a particular author. **Bibliography**
33. System of marrying a person when still legally married to someone else. **Bigamy**
34. Having two sides; affecting or involving two parties, countries etc. **Bilateral**
35. Able to speak two languages equally well. **Bilingual**
36. Scientific study of plants and their structure. **Botany**
37. Structure of wood, iron, concrete etc. providing a way across a river, road, railway etc. **Bridge**
38. Meal at which guests serve themselves from a number of dishes. **Buffet**

39. Powerful tractor with a broad steel blade in front used for moving earth or clearing ground. **Bulldozer**
40. System of government through departments managed by state officials but not by elected representatives. **Bureaucracy**
41. Piece of furniture with drawers or shelves for storing or displaying things; **Cabinet**
42. Person whose job is to receive and pay out money in bank, shop, hotel counter etc. **Cashier**
43. Small sealed case containing a reel of film or magnetic tape. **Cassette**
44. Book or a booklet containing a complete list of items, usually in a special order and with a description of each item. **Catalogue**
45. Place serving food and drink in a factory, an office, a school, etc. **Canteen**
46. Economic system in which a country's trade and industry are controlled by private owners and not by state for profit. **Capitalism**
47. Branch of medicine concerned with the heart and its diseases. **Cardiology**
48. Branch of mathematics that deals with the problems involving rates of variation. **Calculus**
49. Strong smelling white substance used in medicines and mothballs and making plastics. **Camphor**
50. Official counting of a country's population or of other classes of things for statistical purposes. **Census**
51. Official printed or written statement that may be used as a proof or evidence of certain facts. **Certificate**
52. Ornamental hanging light with branches for several bulbs or candles. **Chandelier**
53. Fatty substance found in animal fluids and tissue thought to-cause hardening of arteries. **Cholesterol**
54. Regular pattern of weather conditions such as temperature, rainfall, winds etc. of a particular region. **Climate**
55. Social and economic system in which there is no private ownership and the means of production belong to all members of society. **Communism**
56. Fellow member of a trade union or of a socialist or communist political party etc. **Comrade**
57. Person who has done something wrong. **Culprit**
58. Person who believes that people do not do things for good, sincere or noble reasons but only for their own advantage. **Cynic**
59. Facts or information used in deciding or discussing something. **Data**
60. Academic title given by a university or college to one, who has passed an examination, written a thesis etc. **Degree**
61. System of government by the people through the representatives they elect. **Democracy**

62. Ruler with unlimited powers especially a cruel and oppressive one. **Despot**
63. Person in the diplomatic service e.g. ambassador etc., a person clever at dealing with people. **Diplomat**
64. Illness of the body, of the mind or of plants caused by infection or internal disorder. **Disease**
65. Legal ending of a marriage, separation. **Divorce**
66. Weekly payment made by the state to unemployed people. **Dole**
67. Model of the human figure used for displaying or fitting clothes. **Dummy**
68. Device for converting steam-power, water-power etc. into electricity. **Dynamo**
69. Blocking of the light of the sun or moon due to specific position of the sun, the moon and the earth. **Eclipse**
70. Scientific study of the relation of plants and living creatures to each other and to their surroundings. **Ecology**
71. Science or principles of the production, distribution and consumption of goods especially with reference to cost. **Economics**
72. Person showing or holding a belief in equal rights, benefits and opportunities for everybody. **Egalitarian**
73. Minute particle of matter with negative electric charge found in all atoms. **Electron**
74. Poem or song expressing sorrow for the dead. **Elegy**
75. Art or style of speaking clearly and effectively especially in public. **Elocution**
76. Quickly spreading disease among many people in the same place. **Epidemic**
77. Information that proves something or gives a reason for believing something. **Evidence**
78. Collection of things such as works of art, industrial or commercial goods etc. shown publicly for advertisement. **Exhibition**
79. Departure of many people at one time. **Exodus**
80. Introduced from another country; not native. **Exotic**
81. Person with special knowledge, skill, or training in a particular field. **Expert**
82. Spoken or done without previous thought or preparation. **Extempore**
83. Person more interested in what is happening around him than in his own thoughts and emotions. **Extrovert**
84. Department or group of departments in a university etc. **Faculty**
85. Extreme right-wing dictatorial political system or views (as originally seen in Italy between 1922 and 1943) **Fascism**
86. Related to government money or public money. **Fiscal**
87. All the plants of a particular area or period of time. **Flora**
88. Remains of a pre-historic animal or plant preserved by being buried in earth and now hardened like rock **Fossil**
89. Border between two countries. **Frontier**
90. Type of sugar found in fruit-juice, honey etc. **Fructose**

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|--|---------------------|
| 91. Ceremony of burning or burying dead body. | Funeral |
| 92. Substance that kills fungus. | Fungicide |
| 93. Various types of plants without leaves, flowers or colouring matter. | Fungus |
| 94. Tube or pipe that is wide at the top and narrow at the bottom used for pouring liquids, powders etc. into small opening. | Funnel |
| 95. Enclosed space or chamber for heating metal glass etc. to a very high temperature. | Furnace |
| 96. Scientific study of the ways in which characteristics are passed from parents to their off spring. | Genetics |
| 97. Person who has exceptionally great mental or creative ability. | Genius |
| 98. Substance used for killing germs. | Germicide |
| 99. Person who holds the first or bachelor's degree from a university. | Graduate |
| 100. Soft black substance used in making lead pencils, in lubrication and for slowing down neutrons in atomic reactors. | Graphite |
| 101. Any thick semi-solid oily substance used for lubrication. | Grease |
| 102. Room in a theatre, T. V. studio etc. where the performers can relax or do their make-up. | Green-room |
| 103. Protective screen of metal bars or wires. | Grill |
| 104. Shopkeeper who sells food in packets, tins, or bottles and general small household goods. | Grocer |
| 105. Person who shows others the way esp. a person employed to point-out interesting sights on a journey or places of tourist. | Guide |
| 106. Exercises performed to develop the muscles or fitness or to demonstrate agility. | Gymnastics |
| 107. Scientific study and treatment of diseases and disorders of the female reproductive system. | Gynaecology |
| 108. Member of a wandering group of people who live in caravans. | Gypsy |
| 109. Substance carrying oxygen in the red blood-cells of vertebrates. | Haemoglobin |
| 110. Person with the legal rights to receive property when the owner dies. | Heir |
| 111. Animal that feeds on plants. | Herbivore |
| 112. Person who has withdrawn from society and lives completely alone. | Hermit |
| 113. Geometric figure with six sides and angles. | Hexagon |
| 114. Large scale destruction of life and property especially due to fire. | Holocaust |
| 115. Things said or done to show great-respect to a person or his qualities. | Homage |
| 116. The line at which the earth and sky appear to meet. | Horizon |
| 117. The scientific study of the art and science of growing flowers, fruit and vegetables. | Horticulture |

118. Friendly and generous reception and entertainment of guests or strangers in one's own home. **Hospitality**
119. Person/s held as captive and threatened to be killed or harmed unless certain demands are met. **Hostage**
120. Animal or plant that has parents of different species or varieties. **Hybrid**
121. Study and practice of cleanliness for maintaining good health and preventing disease. **Hygiene**
122. Huge mass of ice floating in the sea. **Iceberg**
123. Phrase or sentence whose meaning is not clear from the meaning of its individual words in isolation, but must be learnt as a whole unit. **Idiom**
124. Small dome-shaped house built by Eskimos from blocks of hard snow as a temporary shelter. **Igloo**
125. Not following accepted standards of morality. **Immoral**
126. That cannot be harmed by a disease or illness. **Immune**
127. List of names or topics referred to in a book etc. usually arranged at the end in alphabetical order. **Index**
128. Type of small animal having six legs, no backbone and a body divided into three parts viz. head, thorax and abdomen. **Insect**
129. Guarantee of compensation for loss, damage, sickness, death etc. in return of regular payment of premium. **Insurance**
130. An organization through which national police forces can cooperate with each other. **Interpol**
131. Meeting at which applicant is asked questions to find out, if he is suitable for what he has applied. **Interview**
132. Enter a country or territory with armed forces, in order to attack, damage or occupy it, forcibly. **Invade**
133. Supply water to land or crops by means of streams, reservoirs, channels, pipes etc. **Irrigate**
134. Piece of land surrounded by water on all sides. **Island**
135. Creamy-white, bone-like substance forming the tusks of elephants, walruses etc. **Ivory**
136. Device for raising heavy weights off the ground esp. vehicles, motor cars etc. **Jack**
137. Hard, green stone from which ornaments are carved. **Jade**
138. Sweet substance made by boiling fruit with sugar, until it is thick and preserved in jars. **Jam**
139. Technical or specialized words used by a particular group of people and difficult for others to understand. **Jargon**
140. Short, close-fitting jacket without sleeves worn by men or women. **Jerkin**
141. Aircraft powered by a jet engine. **Jet**
142. Newspaper or periodical especially one, that is serious and deals with specialized subject. **Journal**

143. Celebration of a special anniversary of an event. **Jubilee**
144. Japanese system of unarmed combat in which, arms, feet etc. are used as weapons. **Karate**
145. Metal instrument shaped to move the bolt of a lock. **Key**
146. Either of a pair of organs in the body that remove waste products from the blood and produce urine. **Kidney**
147. Of or produced by movement. **Kinetic**
148. Clothing and personal equipments of a soldier or of a traveller. **Kit**
149. Room or building in which food/meals are cooked or prepared. **Kitchen**
150. Room or building used especially for scientific research, experiments, testing etc. **Laboratory**
151. Existing but not active, developed or visible. **Latent**
152. Machine that shapes pieces of wood, metal etc. by holding and turning them against a fixed cutting tool. **Lathe**
153. Person who is trained and qualified in legal matters esp. solicitor. **Lawyer**
154. Story handed down from the past, especially one that may not be true. **Legend**
155. Types of plants like pea, bean etc. which have its seeds in pods. **Legume**
156. Communication and co-operation between units of an organization. **Liaison**
157. False, written or printed statement that damages somebody's reputation or status **Libel**
158. Freedom from captivity, slavery or oppressive control. **Liberty**
159. Room or building where the books for reading or borrowing are kept. **Library**
160. Liquid medicine or cosmetic for use on skin. **Lotion**
161. Oily or greasy substance that is put on or in machinery, so that it moves easily. **Lubricant**
162. Meal taken in the middle of the day. **Lunch**
163. Person who writes the words of popular songs. **Lyricist**
164. Apparatus with several moving parts for performing particular task and driven by electricity, steam, gas etc. or human power. **Machine**
165. Paper covered periodical published every week or month with articles, stories etc. by various authors. **Magazine**
166. Done with or controlled by the hands. **Manual**
167. Animal dung or other material spread over or mixed with soil to make it fertile. **Manure**
168. Head of the council of a city usually elected yearly, who enjoys the status of the 'first citizen' of the town. **Mayor**
169. A monument, ceremony etc. that reminds people of an event or person. **Memorial**
170. A heavy silver-coloured metal (chemical element) found in liquid form used in scientific instruments like thermometer, barometer etc. **Mercury**
171. Science of the properties of metals, their uses, methods of obtaining them etc. **Metallurgy**

172. Scientific study of the earth's atmosphere and its changes used especially for forecasting weather. **Metrology**
173. A scientific instrument used for making very small objects appear larger. **Microscope**
174. Person who moves from one place to another to live or work. **Migrant**
175. Person in trade union or politics using force or strong pressure or supporting their use to achieve desired aims. **Militant**
176. Place where coins are made usually under state authority. **Mint**
177. Sole right to supply or trade in some commodity or service. **Monopoly**
178. Scientific study of the form and structure of animals and plants. **Morphology**
179. Person born in a place, country etc. and associated with that place by birth. **Native**
180. Feeling of sickness or disgust for something. **Nausea**
181. Ornament of pearls, beads etc. worn round the neck. **Necklace**
182. Not supporting or helping either side in a dispute, contest, war etc. **Neutral**
183. Poisonous oily substance found in tobacco. **Nicotine**
184. Member of a tribe that wanders from place to place looking for pasture for its animals and having no fixed home. **Nomadic**
185. Person with official authority to witness the signing of legal documents and perform certain other legal functions. **Notary**
186. Book-length story in prose about either imaginary or historical characters. **Novel**
187. Central part of a living cell. **Nucleus**
188. Place where young plants and trees are grown for transplanting later and use for sale. **Nursery**
189. Substance serving as or providing nourishment, especially for plants or animals. **Nutrient**
190. Fertile place with water and trees in a desert. **Oasis**
191. Thing in the way that either stops progress or makes it difficult. **Obstacle**
192. A long poem expressing noble feelings and often written to a person or thing. **Ode**
193. Smooth greasy paste for rubbing on the skin to heal injuries or roughness or as a cosmetic. **Ointment**
194. Suggesting that something bad is about to happen. **Ominous**
195. Path followed by a planet, star, moon etc. round another body. **Orbit**
196. A large group of people playing various musical instruments together. **Orchestra**
197. Of or from the countries of the East. **Oriental**
198. Scientific study of birds. **Ornithology**
199. Person whose parents are dead. **Orphan**
200. Branch of surgery that deals with correction of bone deformities and diseases. **Orthopaedics**
201. Instrument used to draw an exact copy of a plan, map etc. on any scale. **Pantograph**

202. Loss of control of a part of the body caused due to a disease or injury to the nerves. **Paralysis**
203. Official document issued by the government of a country to its citizen to travel abroad under its protection. **Passport**
204. Person who gives money or other support to a person, cause, activity etc. **Patron**
205. Chemical substance used to kill insects. **Pesticide**
206. Deadly infectious disease that spreads quickly through large numbers of people. **Pestilence**
207. Implement with a curved blade used for digging furrows in the soil before sowing seeds. **Plough**
208. Artificial fabric used for making clothes etc. **Polyester**
209. Custom of having more than one wife at a time. **Polygamy**
210. Place where ships load and unload cargo. **Port**
211. Liked, admired or enjoyed by many people. **Popular**
212. Hens, ducks, geese, turkeys etc. kept for eating or for their eggs. **Poultry**
213. Amount or installment regularly paid for an insurance policy. **Premium**
214. Study of the mind and how it functions. **Psychology**
215. Place where stones, slate etc. are extracted from the ground. **Quarry**
216. Bitter liquid made from the bark of a tree and used in drinks or as a medicine against malaria, fever etc. **Quinine**
217. Competition, especially on TV. or radio in which people try to answer questions to test their knowledge. **Quiz**
218. Repeat in speech or writing words, previously said or written by another person. **Quote**
219. Number obtained when one number is divided by another. **Quotient**
220. Contest of speed between runners, horses, cars, vehicles etc. to see which reaches the specific place first. **Race**
221. Large gathering of people with a common purpose. **Rally**
222. Fixed quantity of food-grains etc. especially in times of shortage. **Ration**
223. Person who fights against or refuses to serve the established government. **Rebel**
224. Best performance or highest or lowest level ever reached, especially in sports. **Record**
225. Exact copy made by an artist of one of his own pictures. **Replica**
226. Class of cold-blooded, egg laying animals like lizards, crocodiles, snakes etc. **Reptiles**
227. Public place where snacks, meals, beverages etc. can be bought and eaten. **Restaurant**
228. Deliberate punishment or injury inflicted, in return for what one has suffered. **Revenge**
229. Rise in rebellion against authority. **Revolt**
230. Overthrow of a system of government especially by force. **Revolution**
231. Wild or violent disturbance by a crowd of people. **Riot**
232. Person or thing competing with another. **Rival**

233. Part of a plant that keeps it firmly in the soil and absorbs water and food from it. **Root**
234. Information spread by being talked about, but not certainly true. **Rumour**
235. Connected with or dedicated to God or religion. **Sacred**
236. Strong lockable box, cabinet etc. for storing valuables. **Safe**
237. Fixed, regular payment to employees doing other than manual or mechanical work. **Salary**
238. Liquid produced in the mouth that helps one chew and digest food. **Saliva**
239. An instrument with a long, sharp-toothed edge operated manually or mechanically for cutting wood, stone, metal etc. **Saw**
240. A frame of metal tubes or bamboo and wooden planks put up next to building so that builders, painters etc. can work on it. **Scaffold**
241. Act, behaviour etc. that causes public feelings of outrage or indignation. **Scandal**
242. Either of the two divisions of the academic year in a college or a university. **Semester**
243. Caused by or causing infection with harmful bacteria. **Septic**
244. Outer covering of eggs, of nut-kernels of some seeds or fruits and of animals like oysters, crabs, snails, tortoise etc. **Shell**
245. Method of writing rapidly using special quickly-written symbols. **Shorthand**
246. Short-handled tool with a curved blade used for cutting grass, corn etc. **Sickle**
247. Scientific study of the nature and development of society and social behaviour. **Sociology**
248. Tool for gripping and turning nuts on screws, bolts etc. **Spanner**
249. Figure of a person, an animal etc. in wood, stone, bronze, usually life-size or larger. **Statue**
250. Work-room of a painter, sculptor, photographer or a place where cinema films are acted and photographed. **Studio**
251. Doctor who performs surgical operations. **Surgeon**
252. Combining of separate parts elements etc. to form a complex whole. **Synthesis**
253. Armoured fighting vehicle with guns, which moves on Caterpillar tracks. **Tank**
254. Sum of money to be paid by people, businessmen, workers etc. to a government for public purposes. **Tax**
255. Optical instrument shaped like a tube, with lenses to make distant object appear larger and nearer. **Telescope**
256. Formal offer to supply goods or carry out work at a stated price. **Tender**
257. Instrument for measuring temperature. **Thermometer**
258. Medicine that gives strength or energy, taken after illness or when tired. **Tonic**
259. Powerful motor vehicle used for pulling farm machinery or other heavy equipments. **Tractor**
260. Passing of beliefs or customs from one generation to the next esp. without writing. **Tradition**
261. Branch of mathematics dealing with the relationship between the sides and angles of triangle. **Trigonometry**

262. Underground passage for a road, or railway through a hill or under a river or the sea. **Tunnel**
263. Person appointed to see that the rules are observed during play etc. and settle dispute. **Umpire**
264. All existing things, including the earth and its creatures and all the stars, planets etc. in the space. **Universe**
265. Institution that teaches and examines students for awards degrees and provides facilities for academic research. **University**
266. Awkward to move or control because of its shape, size or weight etc. **Unwieldy**
267. White, soluble, crystalline compound contained in the urine of mammals. **Urea**
268. Imaginary place or state of things in which everything is perfect. **Utopia**
269. Substance injected into the blood-stream to protect the body from disease. **Vaccine**
270. Space that is completely empty of all matter or gas/gases. **Vacuum**
271. Wanderer or vagrant, especially an idle or dishonest person. **Vagabond**
272. Conveyance such as car, lorry or cart etc. used for transporting goods or passengers on land. **Vehicle**
273. Place where people agree to meet, for a sports contest or match. **Venue**
274. At a right angle to another line or plane or to the earth's surface. **Vertical**
275. Metal tool with a pair of jaws that holds a thing securely while work is done on it. **Vice**
276. One who is alert and watchful against any possible danger, or trouble. **Vigilant**
277. Person guilty or capable of great wickedness. **Villain**
278. Using, showing or caused by strong physical force. **Violent**
279. Mountain or hill with an opening through which lava, cinders, gases come up from below the surface of the earth. They may come up at intervals or cease to come up. **Volcano**
280. Document showing that money has been paid for goods, services etc. received. **Voucher**
281. Regular payment made or received for work or services. **Wages**
282. Four wheeled vehicle driven by horses or oxen, or open railway truck or trolley used for carrying heavy loads. **Wagon**
283. Fighting between nations or groups within a nation using military force. **War**
284. A small instrument showing the time, worn on wrist. **Watch**
285. Thing designed or used for causing physical harm. **Weapon**
286. Condition of the atmosphere at a certain place and time with reference to temperature, rain, sunshine, wind etc. **Weather**
287. Disc or circular frame that turns on an axle as on vehicles or as a part of machine. **Wheel**
288. Place in a river or the sea where there are whirling currents. **Whirlpool**
289. Woman whose husband has died and who has not married again. **Widow**

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|---|-----------------|
| 290. Mill worked by the action of wind on long projecting arms that turn on central shaft. | Windmill |
| 291. Process of producing photocopies without the use of wet materials. | Xerox |
| 292. Type of short-wave electromagnetic radiation that can penetrate solids. | X-ray |
| 293. Time taken by the earth to make one orbit round the sun (about $365\frac{1}{4}$ days) | Year |
| 294. Fungous substance used in making of beer and wine or to make bread. | Yeast |
| 295. Round yellow part in the middle of the white of an egg. | Yolk |
| 296. Point on the celestial sphere vertically above the observer's head. | Zenith |
| 297. Turning right and left alternatively at sharp angles. | Zigzag |
| 298. Imaginary band of the sky containing the positions of the sun, the moon and the main planets, divided into 12 equal parts. | Zodiac |
| 299. Area, band or stripe that is different from its surroundings or area or region with a particular feature or use. | Zone |
| 300. Place like garden, park etc. where living, wild animals are kept for exhibition, study and breeding. | Zoo |

1.4 PHONETICS

Phonetics refers to that branch of linguistic science which deals with pronunciation, speech sounds, speech production and the signs used to represent them.

The signs, that represent sound is described as the **phonetic script**.

It is important to gain knowledge of the phonetics of English in order to master the skill of speaking the language with correct pronunciation.

The English language has several dialects and there are varieties of spoken English within England itself. The different regions in our country too have several forms of English pronunciation. In this context, it becomes necessary that we should try to approximate our English pronunciation to the 'R.P' ('Received Pronunciation'.) It is the pronunciation used by the Public – school educated native speakers. It is also used by the announcers of B. B. C. London and is widely accepted as the most intelligible model of pronunciation.

The study of English Phonetics involves the learning of the **Phonetic Script**. It is a set of symbols where each symbol stands for **only one** speech – sound. It is possible to master the correct Pronunciation of any word written in the Phonetic Script and resolve all controversy regarding the pronunciation of a word. Knowledge of phonetic transcription is important as English is an unphonetic language. It means that there is a conflict between English spelling and pronunciation. English has 26 letters but they stand for over 45 sounds. For example, in the words cough, bough, though, through, the same spelling 'ough' is used to represent different sounds. On the other hand, different spellings are used in the following words – move, loose, tomb, doom, but they represent the same sound. This shows that English spelling is not an aid to its pronunciation and hence a good knowledge of English phonetics is important to acquire correct pronunciation.

The English speech sounds are called **phonemes**. In order to understand them better, it would be helpful to know our different **vocal organs** that form the mechanism of our speech. The following diagram illustrates the various vocal parts involved in speech.

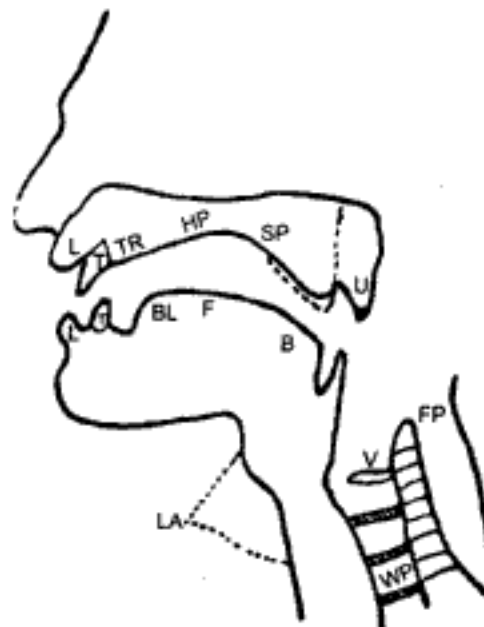


Fig. 1.2 : Vocal Parts Involved in Speech

- LL – Lips
- TT – Teeth
- TR – Teeth Ridge
- HP – Hard Palate
- SP – Soft Palate
- BL – Blade of the tongue
- F – Front of the tongue
- B – Back of the tongue
- U – Uvula
- WP – Wind Pipe
- FP – Food Passage
- V – Vocal cards
- LA – Larynx

Vowels and consonants are the two classes of sounds in English.

English Vowels

We all know that there are five vowels in English – a, e, i, o, and u but actually they are only vowel – letters, standing for twenty one vowel sounds – twelve of them as **pure vowels** and nine as **diphthongs**.

A vowel is defined as a speech sound in the production of which there is **no obstruction** of the air passage by any of the organs. Different vowel sounds are produced by a variation in the position of the lips or tongue. All vowels are ‘voiced’ which means that the vocal cords keep vibrating during their utterance.

Given below is the list of the Pure Vowels and their phonetic symbols.

SR. no.	Phonetic symbol	Example	Phonetic Transcription
1.	/i:/	See	/si:/
2.	/i/	sit	/sit/
3.	/e/	get	/get/
4.	/æ/	rat	/ræt/
5.	/ɑ:/	farm	/fɑ:m/
6.	/ɔ/	Not	/nɔt/
7.	/ɔ:/	all	/ɔ:l/
8.	/u/	look	/luk/
9.	/u:/	food	/fu:d/
10.	/ʌ/	up	/ʌp/
11.	/ɔ:/	Bird	/bɜ:d/
12.	/ə/	away	/əwei/

Classification of English Vowels

The English pure Vowels are classified into three categories:

1. Front, central or back, according to the part of the tongue that is raised.

Examples :

- (a) Front vowels: /i:/, /i/, /e/, /æ/
- (b) Central vowels: /ʌ/, /ɔ:/, /ə/
- (c) Back vowels: /ɑ:/, /ɔ/, /ɔ:/, /u/, /u:/

2. Close, half – close, half – open, open, according to the height to which the tongue is raised.

Examples :

- (a) Close vowels: /i:/, /u:/
- (b) Half – close: /i/, /u/
- (c) Half – open: /e/, /ʌ/, /ə/
- (d) Open: /æ/, /ɑ:/, /ɔ:/

3. Rounded or unrounded, according to the shape and position of the lips

Examples :

- (a) Rounded vowels: /u/, /u:/, /ɔ/, /ɔ:/
- (b) Unrounded vowels: /i:/, /i/, /e/, /æ/, /ɑ:/, /ʌ/, /ə/, /ə/

Diphthongs

Diphthongs are also known as impure vowels or vowel-glides. In the production of a diphthong the tongue changes from one position to another in uttering a vowel which is also left unfinished. Both, the vowel sounds are involved, but not in full.

For example, consider the word 'face' - /feis/. It begins with a position from vowel no. 3 - /e/ to vowel no. 2 - /i/. a diphthong is not just a combination of the two vowels - /e/ and /i/ but the glide is into /i/ from /e/.

Given below is the list of impure vowels or Diphthongs and their Phonetic symbols. We have continued the serial number of vowel sounds.

Number	Phonetic symbol	examples	Phonetic transcription
13.	/ei/	make	/meik/
14.	/əu/	go	/gəu/
15.	/ai/	five	/faiv/
16.	/au/	now	/nau/
17.	/ɔi/	boy	/bɔi/
18.	/iə/	beer	/biə/
19.	/eə/	air	/eə/
20.	/ɔə/	door	/dɔə/
21.	/uə/	poor	/puə/

Diphthongs /ei/, /ai/, /ɔi/ can come under one group as the vowel /i/ is involved.

e.g. face, rice, boil.

In the diphthongs /əu/ and /au/ the glide is towards /u/.

e.g. smoke, now

Diphthongs /iə/, /eə/, /ɔə/, and /uə/ form the last group, wherein the glide is towards /ə/.

e.g. dear, there, more, poor.

English Consonants

Consonants are speech – sounds in the production of which the movement of air from the lungs is obstructed due to a complete closure or a narrowing of the air passage, by some vocal organs. When there is vibration of the vocal cords, the speech – sounds are called 'voiced sounds'. But when the vocal cords are kept apart with the air passing through the glottis without any obstruction, the speech sounds are called 'voiceless sounds'. Here there is no vibration of the vocal cords.

All the vowels are voiced sounds whereas some consonants are voiced and the rest voiceless. Given below is the list of the English Consonants with their phonetic symbols and examples.

Symbols	Examples	Phonetic Transcription
/p/	pin	/pɪn/
/b/	bin	/bɪn/
/t/	tin	/tɪn/
/d/	day	/deɪ/
/k/	come	/kʌm/
/g/	gum	/gʌm/
/f/	fine	/faɪn/
/v/	vine	/vaɪn/
/θ/	thunder	/θʌdə/
/ð/	then	/ðen/
/s/	seal	/si:l/
/z/	xerox	/z'ærɒks/
/ʃ/	sheep	/ʃi:p/
/ʒ/	measure	/mæʒə/
/tʃ/	chain	/tʃeɪn/
/dʒ/	judge	/dʒʌdʒ/
/m/	make	/meɪk/
/n/	rice	/naɪs/
/ŋ/	sing	/sɪŋ/
/l/	Lake	/leɪk/
/r/	right	/raɪt/
/w/	water	/wɔ:tə/
/j/	unique	/ju:nɪk/

Classification of consonants

English consonants are classified according to the following criteria

1. The place of origin or obstruction
2. The Manner of articulation
3. The position of the vocal cords (whether vibrating or not vibrating)

(1) We have the following terms on the basis of place of origin.

(1) **Bi – labial** : These sounds originate at the lips. Examples: p, b, m and w.

p and b – The lips are brought together and then suddenly parted with an explosive sound.

m – The lips are brought together and air comes out through the nose.

w – The lips are fully rounded.

(2) **Labio – Dental** : These sounds are formed when the upper teeth are placed on the lower lip and there is an obstruction in the air passage.

- (3) **Dental** : These sounds are formed when there is an obstruction caused by the tip of the tongue touching the upper front teeth.
Examples : θ and ð
 - (4) **Alveolar** : These sounds are formed when the air passage is partially closed by placing the tip and blade of the tongue against the alveolar ridge.
Examples: t, d, s, z, n and l
 - (5) **Post alveolar** : The air is made to pass through the tongue and teeth without audible friction.
Example : r
 - (6) **Palato alveolar** : These sounds are produced with the involvement of the tip, blade and front of the tongue and also the teeth – ridge and hard palate.
Examples : tʃ, dʒ, ʃ and ʒ
 - (7) **Palatal** : This sound is formed by the front of the tongue raised towards the hard palate.
Example : j
 - (8) **Velar** : These sounds are formed by raising the back of the tongue against the soft palate.
Examples: k, g, ŋ
 - (9) **Glottal** : This sound is produced when the air escapes with friction through the narrow glottis. Example: h.
- (II) Classification of consonants, based on the manner of articulation.
- (1) **Plosives** : These sounds are formed when there is a complete closure of the air passage which is then suddenly released.
Examples: p, b, t, d, k and g.
 - (2) **Affricates** : These sounds are formed when there is a complete closure of the air passage with the tip and the blade of the tongue, which is afterwards released slowly so that air escape with friction. Examples: tʃ and dʒ
 - (3) **Fricatives** : These sounds are produced by narrowing the air passage and hence the air escape with audible friction
Examples: f, v, θ, ð, s, z, ʃ, ʒ and h
 - (4) **Nasal** : These sounds are formed when the mouth – passage is closed and air escape through the nasal passage.
Examples: m, n, ŋ.
 - (5) **lateral** : This sound is formed when the tip of the tongue touches the alveolar ridge and air escapes freely along the sides of the tongue without friction. Example: l
 - (6) **Semi – vowels** : These two are a sort of vowel glide.
Example: w and j
 - (7) **Frictionless continuant**: Though /r/ is listed as a semi vowel, it is a frictionless continuant as it appears only in a marginal position in syllables.
- (III) The position of the vocal cords determine whether the consonants are voiced or voiceless.
- Voiceless : p, t, k, ʃ, θ, s, f, tʃ

Voiced : b, d, g, v, ð, z, ʒ, dʒ, m, n, ŋ, l, r, w, j

The table given below can be used as a ready reckoner for the classification of consonants on the basis of the manner of articulation and the place of origin.

Table of English Consonants
Place of Origin

MANNER OF ARTICULATION		Bilabial	Labio-Dental	Dental	Alveolar	Post-Alveolar	Palato-Alveolar	Palatal	Velar	Glottal
	Plosive	p b			t d				k g	
	Affricate						tʃ dʒ			
	Fricative		f v	θ ð	s z		ʃ ʒ			h
	Nasal	m			n				ŋ	
	Lateral				l					
	Approximant or semi-vowel	w					r	j		

Stress

Stress is an important element of English speech. The degree of breath force with which a particular syllable or sound is spoken, is called stress.

The meaning of the words in a sentence depends on which syllable the stress is laid on.

Thus, you should know what a syllable is. A **syllable** may consist of a vowel alone or a vowel with one or more consonants before it, or after it, or both.

The following examples will give you a clear idea of what is meant by a syllable. Take the word agree - /ə'gri:/. We have two syllables - one is /D/ which is a vowel alone and is called the nucleus. The second syllable is /gri:/ which has a vowel preceded by two consonants, i.e. it has a nucleus with consonants.

The number of syllables in a word depends on the number of vowels present.

e.g. ran - one syllable

agree - two syllables

negative - three syllables

autocracy - four syllables

Stress is of two kinds - a) Word - stress b) Sentence - stress.

(a) **Word - stress** : Different syllables in a word are differently stressed. The syllable which is uttered with greater force is said to have **Primary Stress**. Primary stress is indicated by the mark (') placed above and before a syllable. e.g. 'above' /ə'bʌv/.

(b) Secondary stress: When more than one syllable in a word is prominent, then stresses other than primary, have the secondary stress. It is indicated by the mark (,) placed below and before a syllable. E.g. 'conversation' - /,kɒnvə'seɪʃn/.

In order to speak English like a native speaker, the knowledge and usage of stress in one's speech is very essential.

This can be achieved with regular practice, frequent use of a good pronouncing dictionary and listening to good English on TV, Radio etc.

There are no definite rules for learning the occurrence of stress in English words, but the following generalizations are helpful.

(1) Depending on the parts of speech, a word may have syllables differently stressed. Nouns or adjectives having stress on their first syllable, shift the stress to the second syllable when used as verbs.

e.g. Noun / Adjective	Verb
'Suspect	Sus'pect
'refuse	re'fuse
'record	re'cord
'concert	con'cert
'conduct	con'duct

(2) Words with weak prefixes are stressed on the root and not on the prefix.

e.g. a'part
be'low
re'sign
ad'mit
a'way

(3) Words ending in ion are stressed on the second syllable from the end.

e.g. di'gestion
de'motion
pro'motion
conver'sation
star'vation

(4) Words ending with the suffix - ic, ical, - ically are stressed on the syllable preceding the suffix.

e.g. scien'tific
po'litical
scien'tifically
'comical
eco'nomical

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Words	Strong Form	Weak Form
a	ei	ə
am	æm	əm, m
an	æn	ən
and	ænd	ən, n
at	æt	ət
as	æz	əz, z
but	bʌt	bət
can	kæn	kən
could	kʊd	kəd
does	dʌz	dəz
for	fɔ: (r)	fə(r)
from	fɾəm	fɾəm
has	hæz	həz, əz, z, s
had	hæd	həs, əd, d
have	hæv	əv, v
is	iz	z, s
must	mʌst	mʌət, məs
of	ɔv	əv
or	ɔ:	ə
shall	ʃæl	ʃəl, ʃl, ʃə, ʃ,
the		ði (before vowel) ðə ð (before consonants)
than	ðæn	ðən
that	ðæt	ðət
To	tu:	tu (before vowel) tə (before consonants)
us	ʌs	əs
was	wʌs	wəz
were	wə:	wə
will	wil	əl, l
would	wʊd	əd, d

As foreign learners of English, we have to learn the correct pronunciation of the weak forms they are an intrinsic part of everyday English speech. Besides, they add rhythm to the speech which is again an important feature of English Language.

Intonation

When we speak, the pitch of our voice sometimes rises and at times falls. This variation in the pitch of our voice is called **intonation**.

The meaning of the utterance and an understanding of the emotion expressed through it thus becomes clear through the intonation used.

Intonation also contributes to the melody of speech.

It is not easy to master all the tunes of intonation used by the native speaker. All the same, it is essential to have knowledge of the following two significant patterns:

1. Fall \
2. Rise /

1. **Fall ** : We have the fall pattern when the pitch of the voice falls on the most important syllable. The fall pattern is generally used in the following contexts.

- (a) In statements
e.g. The sun rises in the \ east.
- (b) Imperative sentences
e.g. Open the \ door
- (c) 'wh' - questions
e.g. where are you \ going?
- (d) Exclamatory sentences
e.g. How \ lovely !

2. **Rise /** : We have the rising intonation when the pitch of the voice rises on the most important syllable.

The rising intonation is generally used for :

- (a) 'Yes-No' questions:
e.g. Is this / your shirt ?
- (b) Requests such as
e.g. Please / help her.
- (c) In subordinate clauses
e.g. When we came / in, it was \ quiet.
- (d) Tag questions
e.g. He hasn't \ come in as yet, / has he ?

Let us look at some examples which show the change in the meaning of an utterance according to the pattern of intonation used and before the word which the speaker wants to emphasize.

- (a) I like \ cats

The fall in the pitch of the voice before 'cats' means, I do not like other pets.

- (b) I \ like cats

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3. **Choosing Precise Words** : It is important to use the right words at the right place and in proper context. The speaker should have a good vocabulary in order to convey his meaning effectively.
4. **Sequences** : The matter should be presented in a logical sequence. Consistency, continuity and logical development of the subject matter is important.
5. **Verbosity should be avoided** : Using more words does not necessarily provide greater clarity. In fact it may result in wasting the time of the audience and the listener may lose interest in the process. It is more important to convey meaning than using superfluous words.
6. **Prepositions** : Care should be taken in the use of proportions and avoid using them unnecessarily.
7. **Adjectives and Adverbs** : Use of adjectives and adverbs makes the sentences flow and easy to understand. They should be used where necessary to emphasize the meaning and convey the degree of importance. For example: definite results, a positive decision will be taken, the problem is under active consideration.
8. **Seven C'S of Communication** : Francis J.Begin has suggested seven Cs to remember in spoken communication. They are: 1) Clear. 2) Correct. 3) Complete. 4) Concise. 5) Courteous. 6) Concrete. 7) Candid.
9. **Avoid Jargon** : Jargon means language or terminology peculiar to a particular profession and may be called as legal jargon, medical jargon etc. This should be avoided in general conversation. Instead simple and clear words should be used.
10. **Cliché** : Cliché means a phrase which is used often and has no meaning. Example of clichés are 'I Mean' Oh, really, 'quite fine' 'yes', etc. One should make a conscious effort to avoid clichés as they break the flow of speech and irritate the listeners.

The Process of Speech Preparation

Apart from careful planning and preparation the following steps should be followed while preparing a speech:

1. **Selection of a Topic** : The speaker should first select the topic which should be specific.
2. **State the Object** : The speaker should be clear about the objectives whether it is to persuade, influence, inform, entertain or a combination of the above.
3. **Prepare an Outline** : It helps to start by making a rough blue print starting with an introduction, main body and conclusion.
4. **Narrow down the Space** : Once a topic is chosen, the focus should be narrowed down to be more specific. In a speech like communication skills, it should be specified as speaking skills, listening skills or writing skills.
5. **Locate Material and Data** : Collect information from various sources like reports, magazines, speeches, documents, books etc and organize it methodically.
6. **Prepare Rough Draft** : After preparing the rough draft which includes introduction, main body, conclusion peppered with anecdotes, examples, quotations and references, do revise it carefully.

7. **Consider and Procure Equipment** : Audio visual aids like charts, overhead projects, TV, enhance your presentation.
8. **Rehearse** : Rehearsal provides self-confidence and can be done in front of tryout groups.

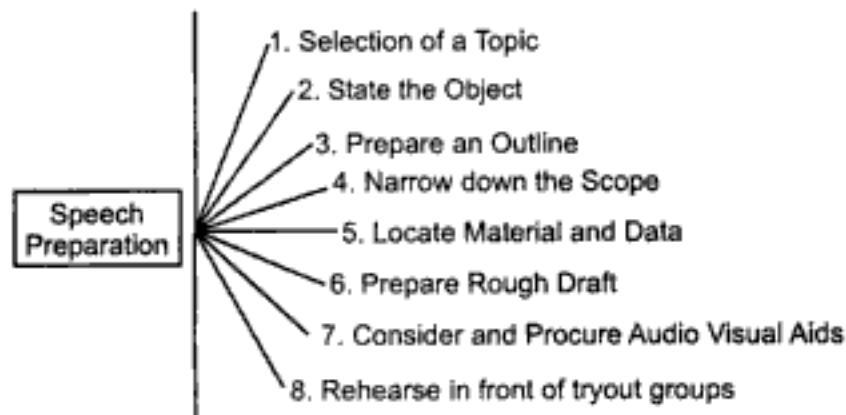


Fig. 1.4 : Speech Preparation

Guidelines for Effective Speech

A number of occasions arise in one's profession when a speech has to be delivered; the following guidelines can be helpful while delivering speeches:

1. **Consider the Occasion** : The speaker should keep in mind factors like the occasion for the speech, time available, the other speakers, what they are likely to say and the possible repercussions, which the speech will have.
2. **Utmost clarity and authenticity** : the references made should be clear and authentic. There should be no place for words, which convey vague meaning.
3. **Drafting the Speech in advance** : The subject of the topic must be researched extensively and the speech should be drafted in advance. Avoid any inaccuracy in the speech to escape embarrassing situation.
4. **The Speed should not be too long** : It is important to maintain a proportionate length of the speech without testing the patience of the audience. Appropriate gestures and facial expressions should be integrated with the speech.
5. **The speech should be simple** : An effective speaker is one who is able to explain the most complex matter in an interesting way and in simple language so as to reach the masses. Technical jargon should be avoided as they distract the audience and make the speech boring.
6. **The speech should be Interesting** : The speech should be based on a thorough study of the subject and made interesting with anecdotes, quotations and examples.
7. **Divide a speech into suitable paragraphs** : For better clarity, each paragraph should deal with one point or idea.
8. **The speech should be balanced and dignified** : All personal criticism should be avoided.

9. **The speech should furnish concrete details** : It doesn't help to talk in abstractions. The speaker should make his speech vivid and lively by providing details of actual experiences, anecdotes and relevant examples, to hold the attention of the audience.
10. **The speaker should be well informed** : An essential condition to speak effectively is to have the right kind of information for the right moment. The speaker who is well-equipped with all kinds of information, fact, figures, general awareness in subjects like philosophy, literature, science, technology, economic, business and political developments, is, in a way, prepared for every occasion.
11. **The speaker should cultivate effortless grace** : It is natural to get conscious while facing a large audience. But a good speaker should make efforts to move and speak with grace and sound natural. Practicing to speak in front of a mirror proves to be quite helpful.
12. **The speaker should mind his non-verbal language** : Non-verbal language includes physical behavior like good eye contact, facial expressions, movement, gestures, voice modulation, use of proper pronunciation and word stress.
13. **The speaker should be enthusiastic** : An enthusiastic speaker gets an immediate response. The speaker should believe in his ideas and make a sincere effort to share them with his listeners.
14. **Share experience with the listeners** : By sharing his experience with the listener, the speaker gives a personal touch to the speech and immediately connects with the listener.
15. **Emotional control** : An effective speaker should maintain his poise and composure, without being carried away by his own emotions. On the other hand he should be able to convince and influence his audience through his speech.
16. **Revise formal speech** : A draft of a formal speech may be revised 5 to 6 times or it may be drafted with the help of other eminent persons.
17. **Proper thanks giving** : The person who is delivering a speech on behalf of an organization should conclude with a proper thanks giving, mentioning the names of the persons who have helped the organization or the function.
18. **Thanks to the chair as well as audience** : Formal speeches are generally addressed to chairman and other important personalities present at the occasion, It is therefore essential to conclude by thanking the chair as well as the audience for their patient hearing and maintaining silence.

An effective speaker is one who makes his speech meaningful by observing the above guidelines and is ready to deliver it on any occasion that may arise, like proposing a vote of thanks, welcoming a visitor, a new member joining the team, somebody leaving the organization etc.

The Art of Presentation

It is hard to determine what a good presentation should be like, because various situations require different styles. However in recent times presentations tend to be much less formal, than they were in earlier times. All the same, there is a certain structure to the opening of a presentation that one should follow:

1. **Get people's attention**
 - (a) Perhaps we should get started
 - (b) Let's begin.
 - (c) If I may have everybody's attention, please.
 - (d) If we can start
2. **Welcome them**
 - (a) Good morning everybody
 - (b) I'd like to welcome you on behalf of
 - (c) Welcome to ...
 - (d) Thanks you for your presence etc.
3. **Introduce yourself**
 - (a) I'm the new medical manager
 - (b) My name's
 - (c) For those of you who didn't know me, my name's....
 - (d) As you all know, I'm in charge of ... etc. etc.
4. **State the purpose of your Presentation**
 - (a) I'm here to discuss the problems facing our new department.
 - (b) This morning I'd like to report on my study in
 - (c) What I want to do here is to present our new work schedule.
5. **State how you want to deal with questions**
 - (a) Feel free to ask any questions
 - (b) You can clear your doubts at the end.
 - (c) I'll be happy to answer your questions at the end,

The above is only an example and speaker may choose any other language they feel comfortable with and use them in appropriate context.

Check list for an effective presentation:

1. Remember that we all communicate using speech and body language.
2. Use your natural style of communicating.
3. Be prepared for that casual meeting with your boss in the corridor.
4. Use the right language.
5. Dress appropriately for each presentation.
6. Present your ideas as if you were telling a story.
7. Speak with a moderate speed.
8. Gestures should be used to enhance your presentation.
9. Control your movements to avoid distracting your audience.
10. Be in control of yourself and of the situation.
11. Practice a presentation in front of a mirror.
12. Get feedback from a friend.

Presentation Tips for Public Speaking

It must be clear to you by now that public speaking refers to speaking to people in a structured manner with an intention to pass on some information, entertain or influence the listeners.

Like in other forms of communication, in public speaking also the five basic elements involved are “Who is saying what to whom using What Medium with what Effects”

Seize occasions for speaking. It helps your confidence to begin with making a number of short and sweet speeches.

Agree to speak initially on subjects you are familiar with and refuse any unfamiliar territory.

Prepare and Practice beforehand. It helps if sufficient time is devoted to prepare a topic before speaking. The right pauses in the right places in your speech create a better effect.

Arrive in time. It helps a lot if you reach the place well in advance and get yourself acquainted informally with the ambience like the hall, the podium and the organizers.

Acknowledge the people around you by greeting them, smiling at them and getting introduced to new people.

Cheer up and relax while waiting for your turn to speak. The best way to let go is to indulge in deep breathing exercises and focus on the positive.

Rise confidently when your name is announced and address the audience with a smile.

Keep your eyes on the stage and begin with a salutation. After taking a command of the situation you can reel off confidently.

Dress comfortably to suit the occasion.

Mind your posture and maintain your poise. Unnecessary shifts like bending forward or backwards prove to be distracting and should be avoided.

Maintain eye contact with the audience. It helps in creating a rapport with the audience which in turn boosts your confidence.

Modulate your voice by varying the pitch according to the content matter of your speech. It brings life, feeling and emotion to the speech.

Mind your language. It should be natural, easy flowing and be easily understood by all without sounding bookish and archaic. Mind the length of the speech as it is essential to be sensitive to the attention span of the audience. Make your speech interesting by sharing relevant anecdotes.

Speak with conviction in order to persuade the audience to your point of view.

Do not read from notes for an extended length of time. It is acceptable to refer to the note cards occasionally. In case you have fumbled over words it would be appropriate to correct it and continue.

Preparation

One of the reasons for nervousness is that the speaker may be ill prepared. So the answer to this is to prepare well.

Preparation includes the following steps:

Research about the Topic :

The speaker has to make adequate research on the topic and gain relevant information from sources like books, asking others and even through practical experience. Every effort should be made to be conversant with the topic under consideration.

Structure of the Speech :

It is necessary to organize the material collected in proper order. It should have an arresting opening followed by an explanation of the important points and a convincing end proving the points made in the body of the speech.

Noting Important Points :

While organizing the material, the speaker can prepare note cards with the key words written on them. This will serve as a reminder of the areas to be covered and also takes care of the sequencing of ideas.

Rehearse:

Practice and rehearsals go a long way in equipping the speaker with the required confidence. The practice session can be done in front of a mirror or camera or still better would be in the presence of friends or family.

If the speaker commits himself to follow each of the above steps, he can hope to be confident while speaking in public. Let's sum up by saying that public speaking is the primary skill required to be a good leader and can cover up in many ways for the absence of other skills. A person having this skill can influence the society in a significant manner.

Exercises

(I) Give a public speech/presentation for 5-7 minutes on

1. Inform the audience about a cultural or religious custom.
 2. Persuade the audience that the legal drinking age should be raised.
 3. Deliver a speech as a newly appointed chairperson of your organization.
 4. Inform the audience on the uses of humor in hospital settings.
 5. Deliver a speech on how you handled in an emergency situation.
 6. Persuade the audience that it is crucial for people develop a career before marriage.
 7. Inform the audience about the latest development in HIV/AIDS research.
 8. Deliver a speech on the topic 'Everything in Life should be done in Moderation'.
 9. Persuade the audience why the use of animals in cosmetics testing and medical research should not be banned.
 10. Deliver a speech on the topic 'Effects of Deforestation'.
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A few model comprehension passages are given below. Students can read them with understanding and solve the comprehension exercises for practice.

Read the following passages carefully and answer the questions given below each of them.

Example 1 :

Today cancer hospitals are seeing a flood of oral cancer patients. The needle of suspicion points to a relatively new and highly visible enemy – *pan-masala* and *gutkha*. It is a killer food. It can cause a very painful disease. So the users ought to kick the habit. Better still, people should not get into the habit of using it at all.

Both varieties of *pan-masala* currently available – with and without tobacco – are highly addictive. The users find it difficult to give it up. They complain of constipation, laziness and even depression, if they don't get their daily dose. Tobacco contains nicotine, one of the most addictive substances known to man. Users of the non-tobacco variety also get hooked to it within 30 to 60 days.

Five hundred mice of three different kinds were fed with different quantities of *pan-masala*. Many of them developed skin problems, oral cancer and stomach tumours. Twenty of the 22 samples of *gutkha* sent to Hopkins Medical Center, USA, were found to contain cancer-causing substances. On the basis of extensive animal studies, *pan-masala* of all varieties must be banned immediately.

Q.1 How does the author describe *pan-masala* and *gutka* ?

Ans. The author calls *pan-masala* and *gutkha* a killer food, as they are responsible for many deadly diseases affecting mankind.

Q.2 What would be the best way of preventing painful diseases ?

Ans. The best way of preventing painful disease, would be, not to get into the habit of chewing *pan-masala*.

Q.3 Pick out a word that means 'forming a habit'.

Ans. Addictive.

Q.4 '*Pan-masala* of all varieties must be banned immediately' – State why ?

Ans. *Pan-masala* must be banned as it leads to deadly diseases like oral cancer, stomach tumours and skin problems etc.

Example 2 :

After the accident, an ambulance took Krishna to the Hospital. There, two men carried him to a bed and put him in it carefully. Soon a nurse and a doctor came. The nurse wrote his name and address in a book. The doctor took the bandage off Krishna's arm, looked at it carefully and put his hands on it. He said, "The arm is broken." He said to the nurse, "Give him some tea to drink." Then he said to Krishna, "Do not worry, we will do something just now. You will be all right soon!". Krishna was little cheered up and said, "Thank you doctor." The nurse gave him tea to drink and covered him with a warm cloth. The doctor gave him an injection to lessen his pain. He tied some bandages and applied plaster. Krishna's arm pained him a lot and he requested the doctor to look to it. The doctor told the nurse to give another injection. After this,

Krishna could sleep well. While Krishna was in the hospital, many of his friends came to see him. Whenever his father and mother came to visit him, they brought some fruits, milk and books. There were several other persons suffering from diseases in Krishna's room. He was all right within a week and went home after greeting his room fellows.

Q.1 Why was Krishna taken to the hospital ?

Ans. Krishna was taken to the hospital because he had an accident.

Q.2 What did doctor tell Krishna ? Why ?

Ans. The doctor told Krishna not to worry as they would soon attend to him. He said this to offer comfort and solace to Krishna.

Q.3 When could Krishna sleep well ?

Ans. Krishna could sleep well only after the nurse gave him another injection to lessen his pain.

Q.4 When did Krishna go home from the hospital ?

Ans. Krishna went home after being discharged from the hospital within a week.

Example 3 :

We want to make you see bridges as we see them, not as mere prosaic objects of utility and economy, but as something far more significant and inspiring, for a bridge is more than a thing of steel and stone. It is the embodiment of the efforts of human heads, hearts and hands. A bridge is more than a sum of stresses and strains; it is an expression of man's creative urge, a challenge and an opportunity to create beautiful structures. A bridge is the fulfilment of human dreams and hopes and aspirations. A bridge is the symbol of humanity's heroic struggle towards mastery of the forces of nature. A bridge is a monument of mankind's indomitable will to achieve.

Bridges symbolise the ideals and aspirations of humanity. They span the barriers that divide and they bring people, communities and nations into closer unity. They shorten the distances, speed up transportation and facilitate commerce. They carry their burdens so that the task of men may be lightened. They serve the needs of the lowest as of the highest. They are cooperative efforts of planners and workers, of science and skill. They embody the initiative and vision of communities in useful monuments dedicated to the welfare of future generations. They are vital links in the highway leading to the universal brother-hood of mankind.

Q.1 What do bridges symbolize ?

Ans. Bridges are the symbols of the efforts of human heads, hearts and hands. They express man's creative urge. They fulfil human dreams, hopes and aspirations. Bridges are also the symbols of humanity's heroic struggle towards controlling the forces of nature and mankind's will which cannot be suppressed.

Q.2 How do bridges lighten the task of men ?

Ans. Bridges take on the burdens, which men would have otherwise required to carry. Thus, they lighten the task of man.

Q.3 What is a bridge an outcome of ?

Ans. It is an outcome of the co-operative efforts of planners and workers, of science and skill.

Q.4 Give the meaning of the following words :

Ans. Embodiment – symbol in concrete form.

Indomitable – that which cannot be suppressed.

Q.5 Use the following in sentences of your own :

Ans. (a) **To serve the need:** Roads serve the need of mankind.

(b) **Creative urge:** Tall buildings are the symbols of man's creative urge.

Example 4 :

As a small boy, Edison had his laboratory in the cellar of his father's house. It contained two hundred bottles and they were all marked POISON, to keep people away. When he needed money to buy more chemicals, he managed to persuade his parents to let him seek a job. With remarkable enterprise, he obtained permission to sell newspapers on the railway train between Port Huron and Detroit.

This opportunity helped him in three further ways. First, he was able to put in a great deal of time reading at the Detroit Public Library between trains. Secondly, he thought he would start a newspaper of his own, printing it on the train and making it up from the bits of local information picked up on the line. Thirdly, without asking anyone's permission, he set up a laboratory in the van. One day, when, the train was rounding a piece of badly laid track a stick of phosphorous fell on the floor and set the van on fire. The fire was extinguished, but the angry crowd hit Edison on the ear, causing the deafness from which he was afterwards to suffer.

Q.1 Why did Edison mark all the bottles in his laboratory Poison ?

Ans. Edison marked all the bottles in the laboratory 'Poison' to keep people away.

Q.2 What job did he get when he needed some money ?

Ans. When he needed some money he got the job of selling newspapers on the train.

Q.3 Where did Edison plan to print his newspaper ?

Ans. Edison thought he would print his newspaper on the train.

Q.4 Give the meaning of the following words :

Ans. (a) Enterprise – enthusiasm to undertake a new job.

(b) Remarkable – extraordinary, noteworthy.

Q.5 Use the following in sentences of your own :

Ans. 1. **To set on fire:** When the train was late, the angry crowd set the train on fire. Or People should not set public property on fire.

2. **Keep away :** One should always try to keep oneself away from bad habits. Or one should try to keep oneself away from bad company.

Example 5 :

An alloy steel is one in which other metals have been added to plain carbon steel to give it certain qualities for special uses. The addition of alloy to metals increases the toughness and durability of steel and often makes possible a reduction in the weight of the steel product. There are three principal purposes for making steel alloy. They are, to correct or prevent defects in the final product, to impart some distinctive property to the steel and to form alloys for experiment

and investigation. Some of the alloying metals are manganese, nickel, chromium, molybdenum, vanadium, tungsten and various combinations of these elements. The alloys give the steel properties such as hardness and resistance to heat required in tools and machinery.

Complex alloy steel contains more than two alloying metals. In addition to carbon, a well known variety is stainless steel, which contains chromium and nickel. Stainless steel do not rust, they withstand higher temperatures and resist acids. They are used in the manufacture of cutlery and surgical instruments, and also for the kettles and piping used in the food industries.

Q.1 What are the properties of stainless steel ? Where is it used ?

Ans. The most important property of stainless steel is that it does not rust and it can withstand high temperatures. In addition to these qualities, it can resist most of the acids. It is used for manufacturing pipes, kettles and is used in food processing units.

Q.2 What is alloy steel ?

Ans. Alloy steel is a substance obtained after the combination of one or more metals with another. In the case of alloy steel, other metals are added to plain carbon steel.

Q.3 Name the different alloying metals. What properties do they give to steel ?

Ans. Important alloying metals are manganese, nickel, chromium, molybdenum, vanadium, tungsten and various combinations of these elements. They give steel the desired properties like hardness and resistance against heat.

Q.4 Why is steel alloyed ?

Ans. Steel is alloyed with other metals for three principal purposes viz. to correct or prevent defects in the final product, to impart some distinctive property and to form alloys for investigations and experiments.

Q.5 Form sentences of your own using the following :

Ans. (a) **To Impart :** He is happy to impart training to his assistants.

(b) **In addition to :** In addition to his normal duties, he also co-ordinates the activities of the various departments.

Example 6 :

The invention of the wheel marked an epoch of revolution in the fields of transport, industry, trade and commerce. All the means of transport in the present age such as railways, buses, motorcars, tractors and bicycle are gifts of the invention of the wheel. The power generation machines, textile mills machines, printing press machines, flour, rice and saw mills elevators and a large number of other machines that produced many essential commodities of daily use are fundamentally based on wheel power. Without this invention, our civilization would have remained just a primitive one. Imagine what our life would have been without these gifts of the wheel! Our movement would have been almost totally restricted. The known world would have grown too large in the context of distance. Communities living in the various parts of the world would have remained isolated from each other. The exchange of goods and services all over the world would have been impossible.

If the inventions based on the wheels are obliterated, our life would relapse to that of a frog in the well. It would bring back the primitive agricultural age. The problems of time and distance would stare us in the face. The modern industries along with their large scale production of the beautiful fabrics, books and magazines and a large number of other things would have remained only a dream.

Q.1 What are the gifts of the invention of the wheel ?

Ans. All sorts of means of transport, for example buses; railways etc. are the gifts of the invention of the wheel.

Q.2 What are the various things based on the wheel power ?

Ans. Many essential things of daily use like flour, rice and saw mills, elevators are mainly based on wheel power.

Q.3 How would communities and exchange of goods etc. be affected without the wheel ?

Ans. Without the wheel, our movement as well as exchange of goods would be limited and there would be no progress.

Q.4 What would not have become a reality in the absence of the inventions based on wheel ?

Ans. In the absence of wheel, our life would have remained just like that of uncivilized man. All the astonishing inventions are due to wheel; for example: large scale production of beautiful fabrics, books, magazines and a large number of other things.

Example 7 :

The definition of progress shall always continue to be a debatable point. Certain evils do follow every technological advance. According to some, they overweigh the good brought about by technological advances. Conservatives never appreciate the modern inventions and changes in our day-to-day life. They consider them as changes for the worse; others ignore the latent dangers and praise the advances. In the beginning, people were thrilled with the invention of the motor car. They enjoyed the facility of fast movement, visiting places, better roads etc. But as cars became more and more common, people faced the problems of traffic jam, and parking space, exhaust gas, pollution, road accidents etc. For every life saved by a speeding ambulance, another was taken by a skidding car.

The television, though a very popular means of entertainment and information, it has killed the conversation and normal two-way contact between individuals.

Lately, development of pesticides and weed killers has led to larger production of food, but they have tampered with the balance of nature. They have caused death and the sterility of innumerable birds and insects. D.D.T. is capable of causing irreparable damage to the tissues of human body.

The truth is that in regard to all advances we have failed to give sufficient thought to their long term results and consequences. We have failed to make proper analysis of immediate gains and long term harms affecting even the very existence of life in the world. In most cases, we are so excited by a new invention that we do not care to assess, even roughly, the difference between happiness and misery it will cause.

Q.1 What is the difference between the views of conservatives and other people, regarding technological advances ?

Ans. Conservatives do not like the modern inventions and any change in daily routine due to technological advancement whereas other people appreciate them.

Q.2 How can cars save life and also take life ?

Ans. In case of an ambulance, we can take a serious patient to a hospital very speedily. But at the same time a car can take human life in road accidents.

Q.3 What is the disadvantage of television ?

Ans. The disadvantage of television is that it has reduced the conversation and social contacts among people.

Q.4 What do we forget in our excitement about a new invention ?

Ans. In our excitement about a new invention we do not care to find out the difference between the happiness and misery it may cause.

Q.5 Give the meaning of :

Ans. (a) Debatable point : The point about which people carry different views.

(b) Irreparable damage : A damage which cannot be made good by any means.

Example 8 :

Management is a set of processes that can keep a complicated system of people and technology running smoothly. The most important aspects of management include planning, budgeting, organising, staffing, controlling, and problem solving. Leadership is a set of processes that creates organizations in the first place or adapts them to significantly changing circumstances. Leadership defines what the future should look like, aligns people with that vision, and inspires them to make it happen despite the obstacles. This distinction is absolutely crucial for our purposes here. Successful transformation is 70 to 90 percent leadership and only 10 to 30 percent management. Yet for historical reasons, many organizations today don't have much leadership. And almost everyone thinks about the problem here as one of managing change.

For most of this century, as we created thousands and thousands of large organisations for the first time in human history, we didn't have enough good managers to keep all those bureaucracies functioning. So many companies and universities developed management programmes and hundreds and thousands of people were encouraged to learn management on the job. And they did. But, people were taught little about leadership. To some degree, management was emphasised because it's easier to teach than leadership. But even more so, management was the main item on the twentieth-century agenda because that's what was needed. For every entrepreneur or business builder who was a leader, we needed hundreds of managers to run their ever-growing enterprises.

Unfortunately for us today, this emphasis on management has often been institutionalised in corporate cultures that discourage employees from learning how to lead. Ironically, past success is usually the key ingredient in producing this outcome. The syndrome, as I have observed it on many occasions, goes like this. Success creates some degree of market dominance, which in turn produces much growth. After a while keeping the ever-large organisation under control becomes the primary challenge. So attention turns inward, and managerial competencies are nurtured. With a strong emphasis on management but not leadership, bureaucracy and an inward focus take over. But with continued success, the result mostly of market dominance, the problem often

goes unaddressed and an unhealthy arrogance begins to evolve. All of these characteristics then make any transformation effort much more difficult.

Arrogant managers can over-evaluate their current performance and competitive position, listen poorly, and learn slowly. Inwardly focussed employees can have difficulty seeing the very forces that present threats and opportunities. Bureaucratic cultures can smother those who want to respond to shifting conditions. And the lack of leadership leaves no force inside these organisations to break out of the morass.

Questions :

1. **Management education was emphasised in the management programmes because**

- (a) Establishing direction was the main focus of organisations.
- (b) Motivating employees was thought to be done by the manager.
- (c) Strategies for producing change were the main focus of organisations.
- (d) Organisations wanted to create powerful guiding coalition.
- (e) Management was the main item of agenda in organisation.

2. **How has the author defined management in this passage ?**

- (a) It is the process of adapting organisations to changing circumstances.
- (b) It is the system of aligning people with the direction it has taken.
- (c) It refers to creating a vision to help direct the change effort.
- (d) Creating better performance through customer orientation.
- (e) None of these.

3. **Why were people taught little about leadership in management programmes ?**

- (a) Teachers were busy in understanding the phenomenon of leadership.
- (b) Enough study material was not available to facilitate teaching of leadership.
- (c) Focus of these programmes was on developing managers.
- (d) Leadership was considered a political phenomenon.
- (e) None of these.

4. **In the passage, management is equated with**

- (a) organisation
- (b) leadership
- (c) organisational vision
- (d) bureaucracy
- (e) managerial training

5. **What, according to passage, is leadership ?**

- (a) Process which keeps system of people and technology running smoothly.
- (b) Planning the future and budgeting resources of the organisation.
- (c) Inspiring people to realise the vision.
- (d) Carrying out the crucial functions of management.
- (e) None of these.

- The lover of justice has to fight because the society is corrupt. Even the biggest social, political and economic institutions are based on injustice. Thus, he has to fight at every step.

Example 10 :

The term co-operation loses its meaning when co-operatives become competitors and just a firm of retail shop-keepers, who enter into rivalry with either similar co-operatives or private shops. In the issue of licences, permits, supplies, grants, loans, etc., the Government follows a general policy of preferring co-operatives to private organisations. Since the Government itself is run on party lines this has led to rival co-operatives, one favoured by the party in power and the other trying to checkmate it. To remedy this, one way would be to insist on having only one multipurpose co-operative in one unit, to eliminate all private dealers in distribution, and to make membership in the co-operative society, compulsory for every householder.

My feeling is that co-operatives, whether in selling, purchasing or distributing should be restricted to carry on their operations for and among their members only. They must not become commission agents or middlemen between non-members on one hand and Government or the world on the other hand. Their purchases must be for the need of their members only, and not for sale to the public. Their sales to the public must be confined to their own productions. Permits, grants, loans and other helps should be given to them for proper distribution among their members only.

Questions :

- When does a Co-operative lose its proper function ?
- What solution has been suggested by the writer to remove rivalry among Co-operatives ?
- Why should membership be made compulsory for all house-holders ?
- Co-operative should sell only those things to the public
 - which they purchase from the market.
 - which are meant for consumers.
 - which they produce themselves.
- The word 'operation' in the passage means
 - a surgical procedure.
 - work
 - management
- The Co-operatives should purchase things –
 - for the requirements of their own members.
 - to secure more permits from the Government.
 - to make supplies to the Government.

Answers :

- A Co-operative does not work as a Co-operative when it starts competing with retail shopkeepers or with other Co-operative Societies, either in sales or production.

2. According to the writer, rivalry can be removed by having only one Co-operative Society in one area doing all those works which are done by different types of societies.
3. Membership of Multipurpose Co-operative Societies should be compulsory for all householders to do away with all private dealers.
4. (c)
5. (b)
6. (a)

Example 11 :

Sociability should also be exhibited in our dealings with animals. They too are sentient beings, and some of them are capable of attachment and devotion to human beings and to one another. Men killed many animals in the early period of civilization in order to clear the jungle, and the same cruel but unavoidable process can be witnessed in new colonies. There are also noxious, venomous and ferocious animals like tigers, jaguars, wolves, sharks, snakes and others, which kill us, and we have to kill them. We are not responsible for their appearance on earth, and they cannot be tamed and used. There was only one wolf of Gubbio, and even he does not exist. Rats, flies, wasps, locusts, white ants and other animals destroy our property and spread disease; they must be destroyed. We cannot afford to feed all these hungry hordes. Zoroaster enjoined upon all his disciples the duty of exterminating such pests, and you should follow his teaching. But all animals which are employed in the service of man should be treated with the greatest kindness and sympathy. They are your colleagues and comrades. They have also done their part in building up the fabric of civilization. Feed them well; lay not too heavy burdens on them; give them medicine and a holiday. When they are sick allow them a day of rest now and then give them a warm blanket in cold weather; speak affectionately to them at times. They can feel the words of love, though they do not understand them. The cow, the ass, the shepherd's dog, the horse, the camel, the bullock, the elephant, the milkman's dog, the pony, the yak and other domesticated animals are humble and helpless members of fellowship of labour. They must not be robbed of their rights, especially because they cannot strike back, or agitate for the redress of their grievances.

Vocabulary : Exhibited - *shown*; noxious - *harmful*; venomous - *poisonous*; ferocious - *violently cruel*; sharks - *large dangerous sea fish*; redress - *set right*; sentient - *experiencing sensations*.

Questions :

1. **Some of the animals are capable of**
 - (a) attaching themselves to work
 - (b) devoting themselves to God
 - (c) serving human beings affectionately.
2. **Before building new colonies, we can see the builders**
 - (a) making the land smooth and levelled
 - (b) killing animals,
 - (c) reviving the process of civilization.

3. **The word sociability in the passage means**
 - (a) inclination to be friendly
 - (b) spreading the ideas of socialism
 - (c) considering all the animals socially equal.
4. **We are not responsible for**
 - (a) taming and using cruel animals
 - (b) the coming of ferocious and venomous animals to the world
 - (c) treating noxious animals as our friends.
5. **The word enjoined in the passage means**
 - (a) to join the disciplines with Zoroaster
 - (b) to enjoy the company of animals even if they are vicious
 - (c) imposed upon the people.
6. **The animals which serve man**
 - (a) have built many fabrics
 - (b) have shown kindness and sympathy to man
 - (c) are our real companions.
7. **The domesticated animals**
 - (a) are as humble and helpless as the poor labourers are
 - (b) agitate for the redress of their grievances
 - (c) do not understand the feelings of man.

Answers :

1. (c), 2. (b), 3. (a), 4. (b), 5. (c), 6. (c), 7. (a).

Example 12 :

It has always been clear, of course, that a properly designed media programme uses Press, posters, printed leaflets and so on in proportions suitable to the nature of the product itself. In such a programme, television occupies a relatively important place if the product is sold in small quantities at a low price to the vast mass of the people. It is regarded as a quick-acting medium, peculiarly suited to prompting 'impulse purchases'.

Larger items, such as cars and refrigerators, may be more profitably advertised in the Press or other media which are examined in greater detail and more at leisure than television 'commercials' can possibly be. Nevertheless, in most mass advertising campaigns, the media are used in combination with each other, in proportions which tend to be more and more carefully, and even scientifically, determined.

It is significant, in this connection, that the poster medium and outdoor advertising generally, are now staging something of a recovery, after sustaining what at first looked like being a severe blow at the time of introduction of commercial television into the United Kingdom in 1955.

Media planning is only one of the branches of the British advertising business, where more exact methods of measurement and the close study of statistical data have made considerable

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or the other. It can be evolved not merely at the cost of the interests of the majority appeasing the minority – but the minority, as Justice Mohamad C. Chagla asserted, in emphasizing and sharing its responsibility in the national current through the evolvement of equal rights, duties and laws for all.

Our overemphasis on secularism has overlooked the fact that, more or less, we have considered secularism too as a faith. As we have corrupted religion, we have corrupted secularism too. Otherwise there was nothing wrong in religions. "All the religions," as Iqbal once said "have embodied for centuries, the hopes and aspirations of millions. They have given identity to peoples as well as furnished them with standards to judge secular or worldly rulers". In reality religious culture is always alive in India. Our need is to forge the kind of civil religion which has evolved in European democracies and not to discard religion. The Secularism should not be a reactionary concept but an amalgamation of morality, temporal reality, older cultural values and new ideologies.

Vocabulary: Professing – *advocating*; manoeuvre – *manage*; evolved – *generated*; forge – *move ahead*; amalgamation – *harmonious combination*.

Questions :

1. When elections come all political parties
 - (a) emphasise secularism
 - (b) act against secularism in practice
 - (c) choose candidates from Hindu majority community
2. Secularism in India has been considered
 - (a) as a principle appeasing the majority
 - (b) as a religious sentiment that is in the blood of the people
 - (c) as a principle against religion by some.
3. Justice Chagla wanted to establish secularism by
 - (a) evolving equal rights, duties and laws for all
 - (b) the majority appeasing the minority
 - (c) forcing it through the Constitution.
4. According to Iqbal, religions
 - (a) have been corrupted by us
 - (b) have given the people idea how to know secular or religious heads
 - (c) have overlooked the need of secularism by over emphasizing it.
5. European Democracies have
 - (a) evolved a secularism of reactionary type
 - (b) gone against the concept of amalgamating old cultural values with new ideologies
 - (c) not gone against religion but started a kind of civil religion.

Answers :

- 1 – (a), 2 – (c), 3 – (a), 4 – (b), 5 – (c).

Exercises

Read the following passages carefully and answer the questions given below each of them.

Exercise 1 :

Familiar to most people for its medicinal properties, the Neem is recognized by few, despite its distinctive curved leaves and annual profusion of star-shaped, sweet scented flowers. It is a medium-sized or large tree with a straight trunk and evergreen leaves; a native of India, Burma and Sri Lanka.

Young leaves are a pale, tender green tinged with rust. These are eaten on New Year days to ward off sickness during the coming year. Some people, to whom the tree is sacred, also festoon fresh leaves across their houses when there is an epidemic of chicken pox or to keep evil spirits away, when there is a birth or death. Dried leaves put in drawers or cupboards keep out moths and cockroaches. Another use for these 'magic' leaves is in poultice form for healing wounds.

From the yellow fruit is obtained the famous margosa oil, very effective in the treatment of leprosy and skin diseases. External application of oil from the seed is believed to cure rheumatism. The bark and gum yield valuable medicines. In fact, every part of this tree is of some value. Neem timber is beautifully mottled, hard and heavy and is used for ship building, carts and furniture. Wood from old trees is so bitter that no insects will attack it.

Questions :

1. What is the neem tree well-known for ?
2. How are the neem leaves used by people who consider it sacred ?
3. For what are the dried neem leaves used ?
4. Name the diseases which can be cured by neem oil ?
5. Pick out the word which means hot dressing applied to sore.

Exercise 2 :

Machines were made to be man's servants, but he has grown so dependent on them that they are, in a fair way to become his masters. And machines are very stern masters. They must be fed with coal and given petrol to drink and oil to wash with, and they must be kept at the right temperature. If they do not get their meals when they expect, they grow sulky and refuse to work or burst with rage and blow up and spread ruin and destruction all around them. So we have to wait upon them attentively, and do all that we can to keep them in good temper. Already, we find it difficult, either to work or play without machines, and a time may come when they will rule us altogether, just as we rule the animals. Machines save time and energy for us, but we use them for making more and better machines. We must remember that machines themselves, or the power that machines have given us, are not civilization, but aids to civilization. Real civilization will come only when we learn to use these machines as instruments, in the service of humanity at large and prevent them from being a means of luxury and power for a few.

Questions :

1. Do machines need to be looked after ? How ?
2. What happens when machines are neglected ?
3. When do machines become a bane to man-kind ?

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Question :

1. What are the dual responsibilities of Indian working women ?
2. Why do the Indian working women prefer to stay in joint families ?
3. Why do the working women over-work during weekends ?
4. Name the four categories of working women in India ?

Exercise 5 :

Unfortunately, in the last three centuries, medical science has gone the same way as science in general, it has taken an analytic, selective and specializing turn. The medical specialist limits himself to dealing with some single organ or with some single physical ailment. The specialist does not deal with all the persons whose organ or ailment he is treating, and the general practitioner, who does this, is looked down by the specialist, as a jack-of-all trades and is master of none. Worse still, this unfortunate attitude is increasingly seen reflected in the behaviour of a large section of urban people. Even for minor illness, they rush to the specialist, who is always busy, businesslike and expensive, spurning the general practitioner, who is easily accessible and inexpensive.

The general practitioners services continue from the first to the last, because unlike the specialist, he has personal knowledge of the patient and of his environment. Unless the specialist acts in the light of the knowledge that only the family doctor can supply, he will be using his skill blindly and therefore perhaps, more harmfully than beneficially.

Questions :

1. What kind of change has the medical science undergone ?
2. Why do specialists look down upon general practitioners ?
3. Which class of doctors do the urban people prefer ?
4. Why is the general practitioner preferable to a specialist ?
5. Give the antonyms of
 - expensive
 - accessible
 - urban

Exercise 6 :

Our country gave birth to a mighty soul and he shone like a beacon, not only for India but also for the whole world. And yet he was done to death by one of our own brothers and compatriot. How did this happen? You might think that it was an act of madness, but that does not explain this tragedy. It could only occur because the seed for it was sown in the poison of hatred and enmity, that spread throughout the country and affected so many of our people. Out of that seed, grew this poisonous plant. It is the duty of all of us to fight this poison of hatred and ill-will. If we have learnt anything from Gandhiji, we must bear no ill-will or enmity towards any person. The individual is not our enemy; it is the poison within him that we should fight and which we must put an end to.

Questions :

1. Name the mighty soul referred to in the passage ?
 2. Why was he done to death ?
 3. What lesson do we learn from Gandhiji ?
 4. What is the poison referred to in the passage ?
 5. Give a suitable title for the passage.
 6. Pick out a word from the passage that means 'signal fire on hill'.
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(ii) **Greeting or Salutation** : The Salutation to be used depends on the relationship between the writer and the person to whom he is writing.

For Example :

To friends it will be : Dear Priya,

My dear Vivek etc.

To relations it will be : My dear Father, Dear Sister,

Dearest Mother etc.

The position is below the heading and date.

The first word and all nouns begin with capitals.

The salutation ends with a comma.

(iii) **The Body of the Letter** : This is the main part of the letter which should be written in simple language and conversational style. The matter can be divided into paragraphs, if there is change of subject-matter.

The position is on the line below the Greeting.

(iv) **Leave-taking or subscription** : This is in accordance with the salutation of the letter.

To friends it will be : Yours sincerely,

Your sincere friend

To relations it will be : Your affectionate son/daughter etc., with love from, yours affectionately.

The position is at the end, on the left hand side of the letter.

3.1.1 Specimen Informal Letters

1. Write a letter to your cousin telling him what you plan to do after passing the Higher Secondary School Examination :

402, Blue Hills

R. P.Road,

Pune - 411014

Feb. 30, 2007.

Dear Amit,

I have been studying the whole of last week and decided to take a break by writing to you. My Higher Secondary School Examination will be starting next month. I hope to do well in them. My mind is full of plans for my future studies. I have decided to be a nurse and will be taking up a suitable course accordingly, may be a B.Sc. in Nursing.

I have my own reasons for selecting this profession. You know how I have always admired the nursing profession and feel it to be a noble service. It will give me an opportunity to serve humanity and I'll be happy doing this.

I am sure you will approve of my choice. I wish to discuss with you in greater detail on this subject after my final exams. I am looking forward to meet you during my vacations.

Convey my regards to uncle and aunt.

With love to you.

Yours affectionately.

XYZ.

2. Write a letter to your friend, wishing him a speedy recovery from his illness.

18, Padma Kunj,
Ramnagar
Pune - 411001

March 10, 2007.

My dear Akash,

I was just informed that you are down with jaundice and have gone very weak.

I hope you are following the doctor's advice and taking the proper diet and medicines.

Due to dietary restrictions, your food intake must have gone down. But with nutritious supplements, I am sure you will recoup soon.

Your parents must be worried in view of your approaching exams.

My prayers and good wishes are with you for your speedy recovery. Please take care of yourself and do not exert yourself much.

We shall meet soon, so get well. Convey my regards to your parents.

Yours sincerely

XYZ

Exercises

- (1) Write a letter to your younger sister, who has just joined a boarding school.
 - (2) Write to your grandmother on her 75th birthday.
 - (3) Write to your friend describing your visit to a hill station.
 - (4) Write a letter to your cousin inviting her to join you in spending the summer vacation.
 - (5) Write a letter to your friend who has lost his father.
-

Formal Letters

Formal letters are addressed to business agencies, officials, authorities, editors, employment agencies, social organizations, police personnel and so on.

The language used is formal and courteous, while the content should be clear brief and precise.

The general format for such letters is as follows :

(i) **Heading** : The heading consists of (a) the writer's personal address on the top left-hand corner of the page followed by (b) name and address of the addressee (the person or concerned authority to whom you are writing) and (c) the date.

For Example :

10, Gandhi Nagar,
Navi Peth
Pune – 400124

The Principal
New Era School
Pune

May 19, 2007.

(ii) **Greeting or Salutation** : The common greeting in formal letters is Sir, Madam, Dear Sir, Dear Madam, etc.

(iii) **Subject** : It is generally written in four to five words above the content of the letter. The position is just below the Greeting.

For Example :

Sir,

Sub : Request for Prospectus

(iv) **Main body of the letter** : The subject matter should be carefully worded and to the point. The matter should be written in paragraphs to show change of subject matter. The position is below the greeting/subject.

(v) **Subscription** : The proper form of subscription in formal letters is Yours faithfully, Yours truly etc.

(vi) **Signature** : Put your signature below the subscription. In formal letters, it is necessary to write your name under the signature.

Specimen Formal Letters

1. Write a letter to the sub-inspector of Police of your town, informing him about the increasing number of thefts in your area.

15, Amit Apartments
R. P. Nagar
Miraj - 416 410

The Sub-Inspector
R.P. Nagar Police Station
Miraj

December 4, 2007.

Sir,

Sub : Increasing thefts in R. P. Nagar

I wish to bring to your notice the increasing number of thefts in our area. It is shocking that more than five thefts have taken place in our building in A' block, while the other cases have been reported from a number of houses in our locality.

There is no police patrolling in our area, which is very essential during the night. At many times we spot strangers of dubious character loitering in the area. There are many urchins also to be seen around.

I hope appropriate measures will be taken at the earliest to check the growing menace of thefts in our locality.

Thanking you
Yours truly
XYZ

2. Write a letter to the editor of a local newspaper showing your concern about the growing crime of child abuse.

6, Gokul Apartments
N. K. Road
Nariman Point
Mumbai - 400 021

The Editor
The Times of India
D. N. Road
Mumbai - 400 001

August 10, 2007.

Sir,

Sub : Child abuse

I wish to draw your attention to the growing child abuse in our society. In spite of the government and NGO doing their bit to eliminate the menace of child labour, this abuse is still

growing unchecked. Children are employed in small-scale industries, hotels, mines, at construction sites, where they work in the most inhuman conditions. Their contribution to the domestic scene also cannot be overlooked. As domestic servants, they work for long hours in the house with minimum wages.

These youngsters spend their childhood working in unhygienic conditions, instead of going to school and studying. They are prone to diseases and suffer from malnutrition.

I am sure that, with the assistance of NGO and organizations like the UNICEF and ILO, some concrete measures will be taken to eradicate child abuse at the earliest.

Thanking you

Yours faithfully

XYZ

Exercises

- (1) Write a letter to the editor of a newspaper expressing your views on the issue of violence against women.
- (2) Write an application for the post of a nurse in a hospital.
- (3) Write an application to the Principal of your college for a testimonial.
- (4) Draft a letter of complaint to the Registrars of your institute, complaining about the lack of basic facilities in your college.
- (5) Write a letter to the health officer of your district, requesting him to take immediate steps against the spread of cholera in your town.

3.2 NOTE TAKING

Note taking is done to record the main points of a seminar, a lecture, a speech etc. The skill of listening with understanding, plays a vital role while taking down notes. These notes are later expanded and used for the designed purposes.

Professionals like Secretaries, Journalists, Reporters, Nurses etc. cover important discussions, conferences, meetings, seminars etc. in the form of notes. They use this information thereafter as per their requirement. It may be for writing a letter, a report for research activities etc.

Students rely on notes taken during their class lectures. They consider the notes as a convenient and useful mechanism in preparing for their exams.

Useful Hints for Notetaking :

1. Keep the notes brief.
2. Note only vital information.
3. Make notes using words and phrases.
4. Write in points.
5. Avoid using full sentences.

Examples :

1. Mr. Vikas Bhatia is the manager of Hindustan Forgings Ltd. He has made the following notes about Mr. Ranjit Lohia, a prospective job candidate. He asks his secretary to write to Mr. Ranjit Lohia. Complete the letter using information from the notes below. Write your answer in the spaces provided.

Mr. Ranjit Lohia

12-06-200xx

Selected For Interview

10 a.m.

Manager's Office

No TA/DA

No accommodation – to arrange On his own

Confirm-letter or telephone

Dear Mr. Lohia

Sub : Interview for the post of office-incharge

With reference to your application for the above post, I am pleased to inform you that you have been selected for an interview for the above mentioned post.

The interview shall be held on 12-06-200xx at 10 a.m. in the Managers Office.

Please note that no TA/DA will be paid for attending the interview. You will also have to arrange your own accommodation.

Kindly confirm by letter or telephone that you will be able to attend the interview.

Bring all documents (Original)

Photos (2)

Yours sincerely

Mr. Vikas Bhatia

Manager, Hindustan Forgings Ltd., Mumbai.

2. Here are a few details/notes about Pandit Jawaharlal Nehru. Use this information to write a paragraph.

Birth : 14-11-1889

Place : Allahabad

Father : Motilal Nehru

Education : England, Cambridge University

Profession : Lawyer – India.

Jawaharlal Nehru was born on 14th November 1889 in Allahabad. His father Motilal Nehru was a lawyer. Jawaharlal Nehru got his education in England and Cambridge University. He became a lawyer and came to India.

3. A reporter made the following notes on a theft case. He later expands them into a news item.

Notes :

Place – N.R. Mall – date – 12-06-200x – 5 a.m. Goods Stolen – cash 45 thousand – electronic items-door broken – jewellery – 5 lakh worth – no clue.

N.R. Mall Looted

A theft was reported at N.R. Mall on 12-06-200x at 5 am in Nehru Gunj. The burglars stole 45 thousand in cash and jewellery worth 5 lakhs. Many electronic items were reported to be missing. The burglars entered the mall after breaking the door. So far no clue has been found about the burglars.

Exercises

I. You have to address a gathering about the precautions and measures to be taken against malaria which is spreading in your town. With the help of the notes given below, write your speech.

Malaria – spreading – preventive measures – cleanliness – in the house – surroundings – no water logging – mosquito nets – DDT spray – body covered.

II. Below are a few details/notes on Sir Isaac Newton, the great scientist. Use this information to write a paragraph on Sir Isaac Newton.

Birth – on Christmas Day – 1642 – Residence- small village of Woolsthorpe Lincolnshire – father died – mother remarried a clergyman – grandmother was guardian – good, kind – sent him to school – first achievement – set of little tools, saws of various sizes manufactured – later many curious articles.

III. Below are a few notes on the benefits of exercise. Use this information to write a paragraph on the value of physical exercises.

Advantages – healthy, energetic – cure for bodily illness – forms of physical exercise – yoga, aerobics, sports, games – brings vigour, energy physical fitness – necessity – A sound mind in a sound body.

3.3 PRECIS WRITING

The word 'Précis' means 'summary'. Precis-writing is an exercise in concentration, condensation and compression. It is aimed at (i) testing one's ability to grade ideas according to their importance and (ii) express the gist or main theme of the passage in as few words as possible.

A good summary cannot be written unless we have carefully studied and understood the material to be summarized. Regarding the length of the précis, it should be about one-third of the original length (count the number of words in the passage and divide it by three).

Précis-writing is a fine exercise in reading and it is also a good exercise in writing a summary as it teaches one to express one's thoughts in a lucid, logical and effective manner.

Writing a précis is thus an important skill which should be acquired. It is of great value for practical purpose and proves to be an asset in many professions.

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2. Read the following passage and make a précis of about one third of the original length. Give a suitable title :

“Every tiger has its kill”, so runs one of the Chinese proverbs with usual truth of such sayings. The most handsome and the lordly of the big cats, the tiger is a solitary hunter, unlike its near relative, the lion, which pursues its prey in a coordinated group. In physical respects, the lion and the tiger which belong to the same genus panther, are extremely similar. It is said that when skinned, the two animals are almost identical, structurally.

While lions hunt their prey in open country, such as, low growing jungles and semi desert regions, tigers prefer hunting in the dense forests which provides better cover. Again, there is a difference in the temperament of these two animals. The lion is bolder and more curious and would come out to investigate, when faced with the unusual or the unknown, the tiger being more cunning and cautious would stalk for long before it strikes its prey. While the popular belief that all tigers are man-eaters is far from true, it has admirably served tiger hunters ! Only extreme stress of circumstances does turn an occasional tiger, incapacitated by old age and disease, into a man eater.

The tiger is a solitary hunter while lions strike in co-coordinated groups. Tigers and lions are structurally similar. Lions hunt in open country while tigers prefer dense forests. Lions are bolder and curious, whereas, tigers are cunning and cautious. The belief that all tigers are man-eaters is not true. Tigers turn into man-eater under stress or incapacitated by disease or age.

Ans. : Title : The Hunters.

Exercises

1. Read the following passage and make a précis of about one third of the original length. Give a suitable title.

A disease is a condition that impairs the proper function of the body or of one of its parts. Every living thing, plants and animals, can succumb to a disease. People, for example, are infected by tiny bacteria, but bacteria in turn, can be injected by even more minute viruses.

Hundreds of different diseases exist. Each has its own particular set of symptoms and signs, clues that enable a physician to diagnose the problem. A symptom is something, a patient can detect, such as fever, bleeding or pain. A sign is something a doctor can detect, such as, swollen blood vessel or an enlarged internal body organ.

Every disease has a cause, although the causes of some remain to be discovered. Every disease also displays a cycle of onset or beginning, course or timespan of affection and end, when it disappears. An epidemic disease is one that strikes many persons in a community. When it strikes the same region year after year, it is an endemic disease. An acute disease has a quick onset and runs a short course. An acute heart attack for example, often hits without warning and can be quickly fatal. A chronic disease has a slow onset and runs for many years. Rheumatic fever makes it a chronic ailment.

2. Read the following passage and make a précis of about one third of the original length. Give a suitable title.

Alladin jumped into the opening and went down the steps. He found the three chambers and passed through them to the garden. Then, without stopping, he ascended to the terrace. He took the lamp which stood lighted in the niche, threw out its contents, and put it into his bosom. On his way back through the garden, he stopped to look more carefully at the fruit, which he had only glanced at before. The fruit of each tree had a separate colour. Some were white, others sparkling and transparent; some were red; others green, blue or violet; some of a yellowish hue, in short there were fruits of almost every colour. The white were pearls; the sparkling and transparent fruits were diamonds; the deep red were rubies; the green emeralds; the blue turquoises; the violet amethysts, those tinged with yellow sapphires. All were of the largest size and the most perfect ever seen in the world, but Alladin thought they were only pieces of glass. Yet the variety and contrast of so many colours as well as the brilliancy and great size of these fruits, tempted him to gather some of each kind; and he took so many of each colour, that he filled all his pockets, and stuffed others in his girdle and inside his shirt, until he had no room for more.

3. Read the following passage and make a précis of about one third of the original length. Give a suitable title.

No longer are there enough forests to support the remaining population of the Asian elephant. Large scale deforestation has deprived the elephant of its natural habitat and the animals which once roamed through Asia are now trapped in small pockets of forest land.

Elephants are large animals. They consume about 1 to 1.5 per cent of their body weight in a day. They forage almost continuously, and are always on the move looking for fodder. As the situation stands presently, they encounter cultivated land at every turn. There once existed 'corridor' of forest land, connecting one patch of forest to another, but these are soon being wiped out.

Deprived of their natural habitat, the elephants invade cultivated land and destroy crops. They become a threat to human population, a nuisance that has to be controlled. Large scale poaching has already made them an endangered species. They cannot be treated like other vermin and disposed of. Some people nevertheless, leave crude explosives coated with food lying around in their fields. These explosives go off as soon as the animal bites into them.

In such cases the animal dies of starvation, its wounds render it unable to eat. Other people deal with the problem by enclosing their plantation with electric fences. These fences are meant to scare the animal away by giving it a mild shock. But elephants are by no means dumb and stupid creatures, and these are easily demolished with an insulating tree trunk.

Meanwhile, people keep pushing their habitations deeper and deeper into forests and man-elephant confrontation becomes inevitable.

3.4 NURSES NOTES

Nurses notes as the name suggests, is written by a nurse. Nurse's notes is the document which gives the information about the procedure which is done for the patient; its indicator and

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Patient Name : Yashwant Singh
 Age : 25 Years
 Sex : Male

Ward 6
 Diagnosis Gastroenteritis
 Date : 12-2-07

Time	T P R	B/P	Time	Oral Feeds	Amt	Time	IV Fluids	Amt	Nurses Notes
10 00	37 24 38	110/70	07.30	Tea with biscuits	200 ml	0930	5 %	500 ml	0700 Pt wash given mouth care oral cavity normal 0800 sponge bath given with warm water skin is dry, oil was applied 0930 5% dextrose started at the rate of 20 drops/min, no reaction seen 1000 vital parameters are normal 1015 medication given orally, patient could retain all of them

3.6 DIARY WRITING

Normally, diary writing is done at the end of the day to note down whatever happened in the day and the feelings of the individual. Nurses diary is an essential pocket articles of a student nurse

- (1) It is to be written during her learning experience.
- (2) Student nurse writes the particulars of the patient who has been allotted to her for some specific assignment.
- (3) She writes the history of the patient.
- (4) Medication of the patient is prescribed
- (5) Student nurse writes down, if she finds something new she has learnt.
- (6) She also writes down some things, she needs to learn after her duties, and read from the books.
- (7) Student nurse writes the notes of clinical teachings, which takes place in the ward.
- (8) She also writes, if there is any change in the management of patient.

Advantages

- (1) This helps the student to remember about her patients' particulars and management.
- (2) This helps her in writing her assignment.
- (3) It helps her to learn new things.
- (4) This is helpful in revising, what she has to learn and do reading.
- (5) Helps to remember her teaching objective and motivates to learn.

Disadvantages

- (1) It is cumbersome to carry a diary at all times every day.
- (2) Students may not get adequate time to write diary during their duty time, due to excess workload.

A diary is maintained by an individual to note down or record some important day-to-day activities. It may contain information on important incidents, daily happenings or appointments. People of all professions maintain a diary in which they record their assignments, responsibilities or things which are to be carried out in future. An entry in a diary may be done to record activities and engagements, not only of professional or public nature, but also of personal importance.

Professionals like Reporters, Journalists, Secretaries, Doctors, Nurses etc. maintain diaries to make notes of important incidents. These are expanded later and used for their specific purposes.

There are no stringent rules as to who maintains a diary. In fact, anyone interested in maintaining a record, writes in a diary. There are many who use the diary to record their personal feelings of the experiences they undergo. These diary entries are therefore very personal.

To sum up, diary writing is a private way of maintaining a record of the day-to-day activities of personal or professional nature.

Useful tips for writing in a Diary

1. Maintain a regular schedule for writing a diary. Fix up a time and place and follow it diligently.
2. Note down your experiences – happy, sad, embarrassing or funny and describe it vividly.
3. Record your impressions of the people you meet in the course of your day.
4. Use your diary to write down interesting words, one-liners and memorable quotes you come across in your reading or conversation with others. These can act as references for future use.
5. The descriptions, conversations, emotions etc. recorded in your diary, can form the base for more polished and publishable writing.
6. Make writing, a pleasurable task and enjoy the process of writing, for at the end of it, you will have a treasured keepsake.

Exercises

(1) Julia, a nurse in a city hospital is very sad today. She had a bad day in the hospital. She writes down the incidents of the day in her diary. (Write in the first person).

(2) You witnessed a bank robbery this morning. Express the details and your feelings about the incident in your diary.

(3) Reena went to a college picnic in which everything went wrong. Write down the diary entry on the basis of the notes she makes: on the way to the venue – vehicle breakdown – change of vehicle – arrived late – lunch packets/food left behind in the first vehicle – picnic spot, heavy rains – ground slippery – started back – home – disappointed.

3.7 REPORT ON HEALTH PROBLEMS

Nurse is expected to give report of patient's health problems. To find this health problem, the nurse has to take health history in details. The health history contains various sections, like :

- (1) Particulars of the patient.
- (2) Demographic details.
- (3) Health problems for which the patient is admitted.
- (4) Past history of illness, if any.
- (5) Present history of illness.
- (6) Family history.
- (7) Environment history.
- (8) Psychological history.
- (9) Spiritual history.
- (10) Review of all system.
- (11) Laboratory investigation.

After having collected all the history, you come to a conclusion that the patient has pain in the shoulder which affects the movement of arm. Report of the pain should be taken in details.

- (1) Where is the pain.
- (2) How severe is the pain.
- (3) Does it affect the movement of arm and shoulder.
- (4) Is it acute or chronic.
- (5) How long he is having pain.
- (6) What treatment he has taken so far.
- (7) What exercise he is doing.
- (8) What is the effect of the treatment.

For example, has pain in the right shoulder. It is chronic pain since 3 months. Mrs X is not able to lift her right hand above the shoulder level and can't take the hand backwards. Treatment taken so far is pain killer and muscle relaxant. Exercise of the arm and do full range of motion at shoulder joint. Hot formentation two times a day before doing exercise

Result, the pain has reduced, but full range of movement is still not possible. Shoulder joint is locked. Has difficulty in dressing.

Note Taking

Taking down notes is important point. When a teacher is taking class, it is not possible to write down everything what a teacher speaks. Speed of writing can never match the speed of speaking unless you know short hand.

Student nurse must learn to take down the major points which can be explained in your language later. For example, the student has to take down the notes on anatomy of kidney in short, which is meaningful and complete

Kidney - Pair of excretory organ, situation Retroperitoneal , on either side of vertebrae.

Level - T 12-L3 Right kidney, lower than left.

Measurement- Length 11 cm.

Breadth - 6cm, thickness 3 cm.

Coverings

- (1) Fibrous capsule
- (2) Peritoneal fat
- (3) Renal fascia
- (4) Pararenal pad of fat

External features - bean shaped organ, two poles, upper and lower.

Two surfaces, anterior and posterior

Two border, medial and lateral

Relation		
	Right kidney	Left kidney
Anterior	Rt suprarenal gland	Lt suprarenal
Surface	2 nd part of duodenum	Spleen, Pancreas
	Liver	Stomach
	Rt flexure of colon	Lt flexure of colon
Posterior	Diaphragm	Diaphragm
Surfaces	12 th rib	11 and 12 th rib
	Psoas major	Psoas major
	Quadratics Lumbore	Quadratics Lumbore
	Muscles	Muscles
	Transverse abdominis	Transverse abdominis
	Subcostal vessels & nerves	Subcostal vessels & nerves
	Ilio Hypogastric	Ilio Hypogastric
	Ilio inguinal nerve	Ilio inguinal nerve

In the same manner the microscopic structure, arterial supply, venous drainage and function can be written. It is easy to write and remember

Report Writing

The word 'report' means to give people information about something heard, seen or done.

Reports are usually written to record the methods, results and conclusions of an investigation.

A report is written either by an individual or a committee. An individual report is written by a single person, whereas, a committee report is written by a group of persons appointed for a specific purpose. If an individual report is very small, it can be written in a letter form. A committee report is never in the letter form. It is in an impersonal style, therefore, the use of the word committee, instead of either 'I' or 'We' is made. A report has its own form or structure and is divided into the following sections.

1. **Terms of reference** : Shows the details of assignment and purpose and scope of the investigation or research.
2. **Procedure** : Indicates the method or methods used for collecting information.
3. **Findings** : This is the main part of the report. Whatever information is collected is systematically organised in a presentable form and properly analysed. It generally ends in brief summary of the findings.
4. **Recommendations** : Based on the analysis of the collected information, proposals for suitable actions or following proper procedures are made.

5. **Signature, place and date** : Every report ends with the signature of the writer/committee member. The place where the report is finally written and the date are also mentioned.

The information written in a report is based on research and hence, should be concise and accurate. A writer of the report must possess sufficient knowledge of the matter to be reported. The subject on which the reports are required to be written are innumerable with each report meant for a specific purpose and audience.

General Guidelines for Report Writing:

1. Individual reports are generally written in first person (by using 'I' and 'we' as the subject).
2. Reports written by an individual to his client and those by an employee to his employer are usually written in a letter form.
3. A report should be brief, clear, informative and convincing.
4. Use short sentences and active verbs. The facts should be accurately presented.
5. A good report must be objective. There is no place for expression of the writer's feelings in a report. It must be based on observations and inferences.
6. The use of an index, well labelled tables, charts, graphs and good summaries are necessary. They help the reader in understanding the report quickly.
7. Formal reports are generally written using third person (the committee demanded a report...).
8. The main parts of the report should have headings.
9. The report should be well-structured with clear objectives and logical presentation of the content.
10. The report should end with a brief conclusion of the main findings and summarized recommendations of the writer.

Sample Format

From :

To :

Date :

Suitable Heading

1. (Suitable Introduction) e.g. You recently asked me to submit a report on ...

2. Procedure

2.1 Data collection method

2.2 Literature review

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- (b) Passport number
- (c) Period of validity of the passport
- (d) Foreign languages known.
- (e) Level of skill in the foreign language, such as, certificate level, graduation etc.

2. Educational Qualifications

A complete record of academic qualification, with the name of degree or diploma awarded, university or board in which appeared, year of passing, percentage etc. should be given.

3. Work Experience

If contains the candidate's employment record with the following information.

- (a) Present employment indicating employer.
- (b) Previous employment stating the names of the companies.
- (c) Job description of present, as well as, past employment.
- (d) Specific achievements, if any.

4. Extra-Curricular Activities

List those activities which will strengthen the chances of the candidate for the job. They may be relating to sports, games, drama, workshops, seminars, additional courses, trainings, awards achieved etc. Achievements in such activities reflect on those aspects of the candidate's personality, such as, organizational skills, inter-personal skill, teamwork, leadership qualities etc.

References

References of at least two people must be given. These could be the teachers, former employers and good friends. Indicate the type of reference (character or professional) each person listed would be able to supply. The name, title, address, telephone number of the references should be given, indicating the candidate's relationship with them. It is necessary to obtain permission from these people to include their names as references.

Resume Writing Tips :

1. List your qualifications in reverse chronological order and so also with the listing of jobs held.
2. Your technical strengths must be listed first and in an organized way at the beginning of your resume.
3. Highlight all your strengths and don't forget that your resume works as an advertisement for you.
4. Use appropriate and accurate words for every accomplishment preferably beginning sentences with action verbs.
5. Your resume should be free from spelling errors, grammar, punctuation or syntax errors. Hence, review and proof read your resume a number of times.
6. Your resume should not be overcrowded. Leave lots of blank space.
7. Get your resume laser-printed on plain white paper.

These tips will certainly help you in your search for a perfect career.

The Covering Letter

Always attach a brief covering letter to your resume. The covering letter should encapsulate the following points.

- (i) The letter must be properly typed on a standard quality paper.
- (ii) The name and address of the employer should be written accurately.
- (iii) The purpose of the letter should be stated clearly.
- (iv) It is essential to mention the source of the information regarding the vacancy.
- (v) The letter should close with a request for an interview and indicate that the resume is enclosed.

ILLUSTRATION : RESUME

1. Name	:	-----
2. Address	:	12, Arun Vilas, Pune-411001.
3. Telephone Number	:	-----
4. Date of Birth	:	12 June, 1980
5. Marital status	:	Unmarried

6. Educational Qualifications							
Year	Exam.	School/College attended	University	Subjects	Marks	Class	
2003	B.E. (Inf. Science Tech.)	College of Engineering, Pune	Pune	Marks list marks in different subjects is showing obtained enclosed		I Held University scholarship	
1999	H.S.S.C	Modern High School	H.S.C.C Board Pune	Physics, Chemistry Mathematics	97 %	I with Distin. M. J. Memorandum Prize Holder	
1997	S.S.C	Modern High School	H.S.S.C Board Pune	All compulsory subjects	85 %	I with Distn. National Scholarship Holder.	

7. Extra Curricular Activities :

- (i) Represented Pune University in the Cricket Team during all four years.
- (ii) Participated and won prizes in Drama Competitions.
- (iii) Was a state Badminton Champion during the year 2000-2001.
- (iv) Was an active member of the University Youth Club. Held Presidentship in the year 2002.
- (v) Attended Workshops and seminars arranged by the college.

8. Work Experience :

- (i) Worked as a Software Engineer with Sunrise Infotech Pvt. Ltd. during the period from 1.8.2003 to 31.12.2005.
- (ii) Working as a software Engineer with the International Information Systems Pvt. Ltd. since 1.1.2005.

9. References :

1. Prof. S.S. Mohite,

Head, Department of I.T.

C.O.E.P. Pune

2. Prof. M.N Kamat,

Professor of Computer Science

C.O.E.P.

Pune 020-25333431

3. Shri. P.V. Majgaonkar,

Chairman, Ph. 020-25454564

Vasudeo Sahakari Sugar Mill,

Indapur, Dist. Pune Ph. 020-25898235.



SPOKEN ENGLISH

- ◆ Oral Reports
- ◆ Discussion
- ◆ Debate
- ◆ Telephonic Conversation

INTRODUCTION

It is essential to acquire the ability

- i) to speak English correctly, clearly and fluently and
- ii) to use the right words and appropriate grammatical patterns.

This involves ear training, imitation and constant practice in order to become an excellent communicator. Developing command over various aspects of spoken English - grammar, fluency, diction, vocabulary, sentence framing etc., is necessary so as to converse fluently and confidently in every area of life. It is helpful, especially in successfully giving interviews, participating in group discussions and in giving presentation..

Tips to improve Spoken English

1. To develop fluency in spoken English, it is better to think in the language, instead of translating into and from your own language.
2. Do not hesitate to experiment with the vocabulary you know, in new situations.
3. In case you forget a word while speaking in English, it is better to use fillers like 'um', 'er' to avoid awkward pauses in communication.
4. The natural rhythm of the language has to be maintained. Speaking too slow or fast will make it difficult for others to understand you.
5. Practise using the language by participating and interacting in Discussions, Debates, Real-life Conversations and various new situations.
6. Listening to BBC English programmes could really help in improving spoken English.

4.1 ORAL REPORT

Oral Communication is one of the most important forms of communication. It includes face to face conversation, telephonic conversation, group discussions, meetings, seminars,

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Ensure proper working of the equipment before starting your report. In fact practice using them during your rehearsals.

1. Overhead Transparencies. Transparencies can be used to present outline, tables, graphs, pictures, photographs, illustrations, and cartoons. Any photocopier can make a black and white transparency, and most office stores have copiers that can make colour transparencies. Often effective is using previously made transparency (copied in black or in colour) and annotating as you speak. Connect ideas with arrows or lines, circle a key word or concept, and underline an important phrase or sentence.

2. Slides. Take some photographs with slide film and create a presentation. Titles can be included easily by using a word processor to print them in large headline size and photographing them closeup. Hand drawn titles will also work, but look less professional. Slides provide an opportunity to bring in large-scale outdoor scenes into your presentation. These might be natural scenes (trees, meadow, lake) as a backdrop for some comments or special illustrations (factory, product, people engaged in activity).

3. Video. Show some professional, purchased video clips, tape some interesting segments from TV, or borrow a video camera and shoot some custom material. Many news magazine shows and educational programs sell tapes of their programs. Most video stores have specialty sections that carry useful program material from public broadcasting or other sources. If you film your own material, you can include interviews with people, "man on the street" surveys of opinion or reaction, or simply background shots similar to what you might do with slides: a photo of a factory making or packaging some product, or even of consumers eating, walking, reading, etc.

4. Charts. Use some spreadsheet software or graphics software to create some organisation charts, tables, or diagrams. Blow these up for putting on poster board (an enlarging copier can help here, as can a photo service), or photograph these for your slide show or video presentation. Do not create charts that are too small and do not do something that looks immature.

5. Graphs. Use a spreadsheet or graphics to create some graphs. Use a colour printer or hand color them after you enlarge them. A computer display would be ideal, since you can project the graphs on the screen.

6. Drawings. Find or create some line art or other kinds of drawings of things, places, people, or ideas. There is a lot of art available to illustrate your talk.

7. Photographs. Get prints, have enlargements made or make color copies to include in a handout. Photographs can be printed large and hung or mounted individually, pasted on poster board, collected in a portfolio, or used in a document or handout.

8. Posters. If you have artistic talent you can draw a poster or, you can paste cut-outs from magazines. Use stencils, spray paint, or attach charts and graphs rather than projecting them.

9. Sound. Add music or sounds to your presentation. You can record sound effects like traffic, bird chirps, crashing noises, narration, singing, instrumentals, or factory noise. Use a cassette recorder or portable stereo for playback. Additionally, while not as effective as a video interview, sound-only interviews can be recorded and portions can be played at intervals during your presentation.

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Tips for presenting Oral Reports

1. Your dress should be comfortable, presentable and suiting the occasion.
2. Your posture should show confidence. Stand erect and avoid distractive movements like shifting, bending and fidgeting.
3. Maintain eye contact with the audience. It develops a rapport with the audience and makes everyone feel involved.
4. Appropriate gestures like using your hands and arms for emphasis, can add an impact and keeps the interest of the audience alive. Body language is important, but don't over do it.
5. Speak clearly and with variations in your voice to bring life and feelings to your report.
6. Use simple and natural language in your report so that everyone can understand it.
7. Being well – prepared is the best way to prevent nervousness, while presenting an oral report.

Outline of a report

It is advisable to prepare an outline even for oral presentations. A brief listing of the points is essential. An outline is an arrangement of words, phrases or sentences which indicate the nature and sequence of topics and sub-topics to be discussed in the report. A brief outline of the topic-Uses and Abuses of Advertising is given below :

Uses and Abuses of Adverting

1. **Introduction**
 - 1.1 Importance of Advertising
 - 1.2 Utilities/Advantages
2. **Types of Advertising**
 - 2.1 Psychological impact on customers
 - 2.2 Negative impact
 - 2.3 Ethics.
3. **Abuses of Advertising**
 - 3.1 Examples
 - 3.2 Reasons
 - 3.3 Solutions
 - 3.4 Conclusions

Exercises

- (1) You have attended a short course to learn how to use a new machine. You are later asked to share the information with your colleagues. Deliver an oral report explaining what you have learnt.

Tips

- (i) Incorporate accurate and relevant information
- (ii) Include a detailed set of instructions
- (iii) Demonstrate what you have learnt

- (iv) Use simple language
 - (v) Use support material like charts, handouts etc.
 - (vi) The presentation must be delivered within the specified duration.
- (2) You have attended a seminar on 'Environmental Pollution'. Deliver an oral report presenting the information to your classmates.

Tips

Environmental Pollution

1. **Introduction**
 - 1.1 Definition
 - 1.2 Causes of Pollution
2. **Types**
 - 2.1 Air Pollution
 - 2.2 Water Pollution
 - 2.3 Noise Pollution
 - 2.4 Land Pollution
3. **Suggestions for Reducing Pollution**
 - 3.1 Publicity about its hazards
 - 3.2 Collective efforts
4. **Conclusion**

4.2 DISCUSSION

According to the Oxford Dictionary, 'discuss' means 'examine by argument'. This can be done by various discussion methods, such as, seminar, symposium and panel discussion.

A **Seminar** is a form of academic instruction, wherein, a discussion is initiated, usually, by an expert and is followed by discussion in the class or group. The focus may be on some particular subject in which everyone present is requested to actively participate.

At a **Symposium**, two or more persons speak on the subject, each of them dealing with only one particular aspect of the problem or subject.

At a **Panel-discussion**, a panel group of experts in a particular field discuss among themselves the given subject before an audience. All these techniques of conducting discussions aim at the same goal – to examine an area of knowledge in detail and achieve reasoned mutual understanding.

Pattern of a discussion

1. About 8-10 students are formed into a group and are asked to analyse and discuss a specific situation within a given time frame.
2. A case study may be given and the group has to arrive at a solution for the problem after discussion.

3. A topic may be given and the group is asked to exchange information and discuss the issue.
4. The evaluation of the members of the group is done by a select panel.

Importance of a Discussion

1. It helps you to understand a subject or topic more thoroughly.
2. It enhances your knowledge.
3. It improves your ability to think critically.
4. It helps a group to take a particular decision or come to a conclusion.
5. It gives you the chance to hear the thoughts and ideas of other students.
6. It improves your language skills.
7. It increases your confidence in speaking.
8. It can change your attitudes and ideas.

Strategies for improving Discussion Skills

Asking questions and joining in discussions are important skills for university study. Besides, every job requires employees to work in a team for effective functioning. In many professions, group discussions become an important tool for the employer to assess the candidate's potential to be a leader and his/her ability to work in teams. The following strategies can be tried to improve your skills in speaking and asking questions :

Observe

Attend as many seminars/discussions as possible and notice what other students do. Ask yourself :

- (i) How do other students make critical comments ?
- (ii) How do they ask questions ?
- (iii) How do they disagree with or support the topic ?
- (iv) What special phrases do they use to show politeness even when they are showing disagreement ?
- (v) How do they signal to interrupt, ask a question or make a point ?

Practice

Practise outside class to improve your discussion skills. Start in an informal setting or with a small group. Begin by asking questions to fellow students. Ask them about the course material. Ask for their opinions. Ask for information or ask for advice.

Participate

An easy way to participate is to add to the existing discussion. Start by making small contributions; agree with what someone has said or ask them to expand on their point (ask for an example or for more information); prepare a question to ask beforehand. You can then work up to asking a question to the group, providing an example for a point under discussion, or disagreeing with a point.

Leading a Discussion

You may be in a seminar that requires you to lead a group discussion, or lead a discussion after an oral presentation. You can demonstrate leadership by:

- introducing yourself and the members of the group
- stating the purpose of the discussion
- asking questions to stimulate the discussion
- inviting quiet group members to speak
- by being objective
- ensuring only one member of the group speaks at a time
- ensuring the discussion remains relevant and doesn't drift 'off topic'
- summarizing or rephrasing a speaker's point
- summarizing the discussion

Chairing a Group Discussion

When chairing a discussion group, you must communicate in a positive way to assist the speakers in accomplishing their objective. There are at least four skills you can use to influence other people positively and help your group achieve its purpose. These skills include:

1. introducing the topic and purpose of the discussion
2. making sure all members have approximately the same time, (i.e. no one dominates the discussion by taking too much time)
3. thanking group members for their contribution
4. being objective in summarizing the group's discussion and achievements.

Discussion Etiquette (or minding your manners)

In order to successfully negotiate discussion, courtesy is important. The following are a few ground rules for good conduct.

Do's

- Respect the contribution of other speakers.
- Speak pleasantly and with courtesy to all members of the group.
- Listen well to the ideas of other speakers; you will learn something.
- Remember that a discussion is not a fight. Learn to disagree politely.
- Respect that others have differing views and are not necessarily 'wrong'.
- Think about your contribution before you speak. How best can you answer the question/contribute to the topic?
- Try to stick to the discussion topic. Don't introduce irrelevant information.
- Be aware of your body language when you are speaking. Keep it 'open' and friendly. Avoid gestures that appear aggressive.
- Agree with and acknowledge what you find interesting.
- Stay with the topic. If the discussion does digress, bring it back on topic by saying something like 'Just a final point about the last topic before we move on' or 'that's an interesting point, can we come back to that later?'
- Try to speak clearly. Don't whisper, even if you're feeling uncertain about your ideas or language.

Don't

- Don't take offence if a person disagrees with you. There will be times when other speakers will have different points of view. They may disagree with your ideas, and they are entitled to do so.
- Don't ridicule the contribution of others. Don't use comments like 'that's stupid', 'that's ridiculous', or 'you're wrong'.
- Don't try to intimidate or insult another speaker.
- Don't use a loud or angry tone. Others will not want to listen to you if you are being aggressive. Use a moderate tone and medium pitch.
- Avoid negative body language when speaking. Gestures like finger-pointing and table-thumping appear aggressive.
- Try not to dominate the discussion. Confident speakers should allow quieter students a chance to contribute.
- Avoid drawing too much on personal experience or anecdote. Although some tutors encourage students to reflect on their own experience, remember not to generalize too much.
- Don't interrupt or talk over another speaker. Let them finish their point before you start. Listening to others earns you the right to be heard.

Voicing an Opinion in a Seminar

Participating in a discussion can be a bit scary, especially when you want to disagree with a point of view and are not sure how to, or of which language structure to use. Voicing your opinion and using effective arguing techniques are valuable skills.

You may have a great idea, but you need to communicate it effectively and support it. The three essential parts to a point of view are :

1. A valid opinion (a believable point of view)

I believe that...

I think that...

From what I understand...

As I understand it...

2. A reason why

This is due to ...

Because ...

What I mean by this is ...

3. Evidence (relevant and up-to-date examples, statistics, explanations and/or expert opinions). If you have actual data, examples or expert opinions on hand, refer to the source.

This can be seen by

For instance ...

For example ...

An example can be seen ...

(Author's name) states that ...

(Author's name) suggests ...

Statistics from (give a source) indicate...

Arguing a Point : How to disagree effectively

Disagreeing can be problematic, as people often speak before they think things. It is also important to disagree politely. You may be trying to disprove another speaker's point, but

1. Acknowledge their point

I can see your point ← however...

That's a good point, but...

I see what you're getting at, but...

2. Then explain why you disagree

That's not always the case because...

That's not necessarily true because...

This idea isn't supported by statistics/evidence ...

I thought the author meant that ...

3. Offer your opinion complete with reason and support

From what I've read ...

The statistics seem to show that ...

I think what Smith may actually be suggesting is ...

Other studies by Smith show that ...

Now, be prepared for counter-argument and further discussion !

Remember, confidence is the key. If you do your preparation and think things through, you can speak with confidence and believe that your contribution will be valid.

Exercises

Discussion Topic : Youth and Old Age

Guidelines

Introduce your speakers, the topic of discussion and (if relevant) the purpose. For example : *Hello, Welcome to Discussion Forum. I am Alok Gupta and I would like to introduce (introduce the speakers) ... We are going to discuss on the topic 'Youth and Old Age', First I would like to ask Aditya to express his opinion on what he thinks is the best age to be.*

The discussion can proceed, centering on the following issues –

- (i) Are youngsters more selfish than their parents and grandparents ?
- (ii) Are there many things that the old can teach the young ?
- (iii) Problems faced by the elderly people.
- (iv) The rights and duties of the young people.

Topics for Discussion

1. Crime and Punishment
 2. Animal Welfare
 3. Health
 4. Travel
 5. Sports
 6. Internet
 7. The importance of English
 8. Study of Schizophrenia
 9. Syndromes in Alzheimer Disease
 10. Space Travel is a Complete Waste of Money.
-

4.3 DEBATE

A Debate is a kind of contest, where you must support your argument and disprove your opponent's argument with logical reasoning and discussion by giving evidence and facts.

Grouping

The participants will be divided into two groups – A and B. Each group must decide which side of the argument to take : For or Against the topic of debate.

Each group can choose the following :

1. Group Leader : to co-ordinate the work of the group.
2. Group Secretary : to make notes of ideas and points put forward by the group.
3. Group Artist : to design a poster showcasing the group's ideas.
4. Group Speaker : to speak and represent the group's in the debate news.

Conducting the Debate

The following must be appointed, with specific duties assigned to them to conduct the debate :

Chairperson : The Chairperson introduces and concludes the debate. He is also responsible for appointing a panel of judges.

Debate Secretary : The Debate Secretary prepares a judgment sheet for the judges, specifying criteria for judgment. He announces the rules of the debate to the participants and invites the group speakers to speak in turn – one FOR and one AGAINST the motion. After all the speakers have spoken, he organizes the Rebuttal Session. In the end he throws the motion open to the House and declares which side has won, by a show of hands.

Timekeeper : The timekeeper ensures that each speaker does not exceed the allocated time.

Procedure

The two groups of participants representing FOR and AGAINST sides will be seated opposite one another in the room. The Chairperson will introduce and start the debate. This is followed by :

1. A meaningful and constructive speech from each side lasting for three minutes.
2. Two or three rebuttals from each side, turn by turn, lasting for two minutes.
3. A concluding speech from each side lasting for three minutes.
4. Questions from the House, wherein, the audience can ask questions to both sides after the debate.

Useful Tips

1. It is best to choose topics of interest to the participants.
2. You must be ready to make statement, which may be against your own opinion, in order to support your argument.
3. It would be better, never to agree with the opposite side, until the end of the debate.
4. It may be a good idea to prepare your side of the argument thoroughly.
5. Carry out a 'brain storming' session before hand, if necessary.
6. Through discussions, you can combine your ideas and present your arguments spontaneously.
7. All relevant opinions should be expressed logically during the debate.
8. Proper language and expressions should be used to avoid unpleasantness among the participants in the debate or the audience.

Useful Expressions

When you want to state an opinion

In my opinion ...

I believe that...

I feel very strongly that...

I think that...

I should like to draw attention to...

The point is...

I'd like to point out that...

Don't you agree that...

I'd just like to say that...

I support the motion that...

When you want someone to repeat or explain

I fail to understand...

I'm sorry, but I didn't understand your point...

I don't understand what you mean...

Could you give an example ?

May I ask...

What do you mean by...

When you want to agree with someone

I wholeheartedly support...

I agree with you...

I submit that...

I couldn't agree more...

I understand what you mean...

I strongly support the view that...

I agree entirely...

That's exactly what I was thinking...

When you want to disagree with someone

I strongly oppose the view that...

On the contrary...

I disagree...

No, I think you're wrong...

I wholeheartedly oppose...

I firmly reject...

I'd like to raise/question/argue...

I disagree with you there...

You may have a point there, but...

When you want to persuade someone

I'm sure you'll agree that...

Don't you think that...

You must admit that...

Don't you agree that...

I'm sure you believe that...

Exercises

Topics for Debates

- (1) Fast Food is harmful.
 - (2) Genetic Engineering should be banned.
 - (3) Experimenting on animals should be banned.
 - (4) Co-education should be made compulsory.
 - (5) The use of computers is indispensable.
 - (6) TV viewing is harmful.
 - (7) Life in a city is preferable to life in a village.
 - (8) A working woman is a better mother.
 - (9) Cloning should be banned.
 - (10) Animals should not be kept in captivity.
-

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4. Choose your time

It is always better to choose the time of the day when you are mentally alert, to make phone calls. It is possible to lose focus when you are overcome with physical or mental fatigue.

5. Admit your problem

In case you are having problem in concentration and listening, don't hesitate to admit your problem. You might say 'Please repeat the last point for me, I missed that'.

Here are some useful expressions used in different situations, while making telephone conversations :

C = Caller P = Person you want to speak to

1. Starting a telephone conversation**Formal**

- (i) May
 Could I } speak to P, please? , This is C calling.
 Can
- (ii) I'd like to speak to P, please. This is C here.
- (iii) This is C here. Is P in, please?

Informal

- (i) Is P there ?
 (ii) P please

2. Keeping others on hold**Formal**

- (i) Would you mind holding a minute, while I try to find P ?
 (ii) Could you hold on please ?
 (iii) Please hold on a moment.
 (iv) One
 Just a } moment, please. I'll see if P is in.
 Wait a

Informal

- (i) Hang on, I'll get P
 (ii) Just a second.

3. The Person you want to speak to is busy or not there.

- (i) I'm sorry, but P is not here right now.
 (ii) I'm sorry, but P is not here right now. Do you want me to take a message, or would you like to call back later?
 (iii) P is { busy.
 occupied now.
 tied up. } Would you like to { have him return your call ?
 leave a message ?
 call back later ?

- (iv) Could you call back { in a few minutes ?
 { in a little while, later ?

4. Wrong Numbers

If you are the person who dials a wrong number.

- (i) Oh, I'm sorry I have the wrong number
 (ii) Oh, I'm sorry to disturb you. I dialed the wrong number.

If you are the person who answers the phone :

- (i) I'm sorry. You have the wrong number.
 (ii) I'm sorry. There's no one here by that name. I think you dialed the wrong number.

Sample Telephonic Conversations

C = Caller

P = Person you want to speak to

R = Receiver.

Starting a telephone conversation

Calling a friend

1. C : Hello, May I speak to ____ ? Or is ____ there?

P : This is ____ .

C : Hi. This is ____ . How are you ?

P : Good. How about you ?

C : Fine. (Start your conversation)

2. *Ending a phone conversation*

C : Okay.... Thanks for the information.

P : You're welcome.

C : I'll talk to you later.

P : Okay. Bye

R : Bye.

3. R : Hello.

C : Hello, is Puneet there ?

R : I'm sorry. He's not here right now.

C : What time will he be back ?

R : Around 7 p.m.

C : This evening ?

R : Yes. May I know who's calling ?

C : This is his friend, Vishal.

R : Okay. I'll tell him you called.

C : Thanks.

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- (3) You promised your friend that you would water her plants, while she was away on vacation. You are doing the work, when the phone rings.
You are away on vacation in Manali. You have a beautiful garden. Call your friend to find out how your plants are doing.
- (4) You want your friend to accompany you to the shopping mall. So you call her up. Write down the telephone conversation you have with her.
- (5) A – You are going to travel to Bangalore the next weekend. Telephone a travel agency and reserve the following :
- Round – trip flight
 - Hotel room for two nights
 - Restaurant recommendation
- B – You work in travel agency. Listen to 'A' and offer him/ the following information.
- Round – trip flight: Jet Airways 9000/-.
 - Hotel room for two nights : Pride Hotel in Cantonment area 800/- a night; Hotel Sangam 1500/- a night, near the airport.
 - Restaurant recommendation : Boarding available in the above Hotel. Nearby Restaurant, Mainland China, The Grill.
6. A - You are a salesperson for ozone water purifiers. You telephone a client. Discuss the following information.
- Special features – battery back-up during power failure.
 - Special discount.
 - After sales services.
- B – You are a house wife who receives the above call. You are interested in the product. Talk about the following :
- Price
 - Maintenance contract
 - Special offer etc .
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Barriers in Listening

1. **Wandering Mind** : A listener may have a great deal of time while listening to a speaker's talk. An estimate shows that most speakers can send the message at 125 to 150 words per minute. Whereas, the listening capacity of human organic system for oral communication is nearly 1,000 or more words per minute. Hence, the listening capacity is more than speaker's capacity, nearly by six times. So the listeners have a lot of spare time and hence the mind wanders.

2. **Psychological Ear Muffs** : Earmuffs is a state of split attention, and half-listening where full attention and clear understanding are necessary. People develop psychological ear-muffs to avoid necessary matters or details to be listened to. Psychological ear-muffs protect their listening from enormous amount of talk, manipulative matters, dull, trite, annoying and not interesting matters develop psychological ear-muffs. "But the habit of poor listening, which is unconsciously formed for protection, is carried over into situations where we really wish to listen, but find that we just can't listen attentively and effectively". For example, while witnessing and listening to a serious feature programme on a television, the television advertisement contributes to the temptation to develop psychological ear-muffs.

3. **Distraction of Mind** : Due to distraction of mind, listening to someone is sometimes difficult. The distractions can be external, internal, physical or mental. Due to such causes like personal mood of the speaker, place of sitting, thinking about a domestic problem, pressed time, hurried or worried noise, atmosphere etc., the concentration is not very effective. So, distraction is yet another barrier to effective listening in the mind of the listeners themselves. While listening to a speaker on a particular subject, thinking on some other irrelevant and unwanted matter is a distraction.

4. **Lack of Motivation** : This is another major reason of poor listening. Listening costs time, physical and mental energy etc. Unless people are motivated, they do not expend energy, time etc. One of the serious impediments to effective listening is the lack of interest to listen. The motivational factors on the part of the speaker are, unfamiliar speaker, unrelated subject, ineffective speech, lack of faith and confidence etc. An old proverb says, "*A wise man can learn from a fool; a fool from a wise man--never*".

5. **More Thinking only for Words** : Some people give importance only to listen to words rather than their meanings or ideas. Some people even attempt to memorise the specific sequence of words used by the speaker. The mind of the listener wanders speedily and too far. A good listener does not allow his mind to drift away from the speaker's speech.

6. **Emotional Screen** : When listeners try to listen to someone due to emotional screen, they find it difficult to concentrate. The importance of emotional screen is ignored by many people in effective listening. It works powerfully, and acts as powerful invisible screen that lets in the pleasant, the familiar, the desirable and shuts out the unpleasant. It develops from some natural tendencies like emotional experience, beliefs, prejudice, fear, likes, dislikes, desires, bias, apprehension etc. These emotional screens prevent one from effective listening and act as an impediment to listening.

7. **Taking Notes** : To take down the notes of the speaker's message is a common habit amongst people. Thus, people may reduce their listening capacity by taking notes. A good

listener's approach is to listen carefully and write down the points. A bad listener may rationalise his habits and express some reasons for not listening, but they are often used to soothe the conscience of the lazy listener.

8. Rebuttal Instinct : This is a destructive invisible weapon and invisible steel wall. Many people in meetings fall into this destructive habit. It is an enemy, most common in the case of interpersonal and small group communication. Rebuttal is a statement proving that something that has been said is wrong.

9. Jumbled and Mumbled Words : This makes effective listening difficult. The term jumbled words with reference to oral communication refers to confused mixture of words. It is a mixing or throwing together words without order. Some speakers are habituated to mumble words. It means to speak in such a way as to make no sense.

10. Monologuing Attitude : Monologue is a long speech by one person who always wants to be heard but neglects listeners. They are ego-centric and self-centred persons. Such people give preference for monologuing frequently, instead of sharing conversation with others.

11. Selective Listening : Some people are selective, when they listen to a speaker's talk. They concentrate only on those aspects, which interests them. There are some people who listen to show as if they are listening, but they do not.

12. Listening Only for Words : Some people sometimes give importance to words rather than their meanings or ideas. Some even attempt to memorise the specific sequence of words used by the speaker, to improve their vocabulary.

13. Lack of Interest : Showing disinterest to the speaker's talk, is a barrier to effective listening.

14. Noise : Noise distracts the listener from understanding a message clearly. Distraction prevents concentration in listening.

15. Emotional Block : Emotional block is called "deaf spot" which prevents a person from taking in and retaining certain ideas.

16. Poor Perception : If the message is not perceived as intended by the speaker, it creates a barrier to active listening. Incapacity of listener due to inadequate knowledge of the language used by the speaker is a problem to listening.

17. Wandering Attention : Wandering listener mentally moves from one subject-matter to another. He seems roaming all over without any fixed plan or purpose. A wandering-listener does not grasp anything.

18. Closed Mind : The expression 'closed mind' refers to the tendency of listeners that they know everything about the issue. They do not accept new ideas that are placed before them and do not listen to the talk.

19. Entering into Arguments : When a speaker makes a controversial or sensitive or personal reference or statement, it may create conflict with the listener. A listener may get involved in arguments. Therefore, one must avoid this situation.

Guidelines for Effective Listening

Listening is a fine art, and everyone should develop effective listening skills. The success of effective listening also depends on the talk worth listening. A good oral communication talk will command and hold an audience's attention. Common guides and practice drills are covered for improving communication skills, suggested by *Rayudu C.S.* to overcome poor listening habits and to accomplish an effective listening skill.

1. **A listener must make Eye Contract** : When the audience does not look at the speaker it means, they are not listening. A listener must show interest in the talk. The speaker gets encouragement, thereby.

2. **Avoid distracting Actions or Gestures** : Avoiding actions, movement etc. are some measures of showing, exhibiting interest in listening. Looking at one's own watch, shuffle papers, playing with pencil, reading newspaper or letters etc., and other distracting activities should be avoided.

3. **An Attentive Listener always asks Questions** : An attentive listener always asks questions, clarifies doubts, seeks explanations and ensures clear understanding. This encourages the speaker.

4. **Paraphrase or Restating in One's Own Words** : Restating in one's own words what the speaker has said is called paraphrasing.

5. **Interpreting Speaker** : After the speech, good listeners interpret the speaker.

6. **Do not overtake the Speaker** : An attentive listener will never overtake the speaker. Talking and listening at the same time should be avoided.

7. **Help the Speaker to become Relaxed** : Help the speaker to become relaxed and aware of your attitude. Be not only seem to listen, but use eye contact also.

8. **Avoid Interruption and Premature Arguments** : Talk should not be interrupted with questions or argument. *"That's not so.. " prove it..."* etc. and other such interjections should be avoided.

9. **Stay objective** : Avoid being emotional, try to understand the point of view of the speaker. Evaluation can be done afterwards.

10. **Avoid Mental Rebuttals** : Avoid a rebuttal or counter argument. The speaker should be allowed to finish his talk before you reach a decision.

11. **Indicate Acceptance** : An occasional 'Yes' or 'I see' or even a nod of the head, indicates attention.

12. **Be Honest with Answer** : When faced with a genuine request for your opinion, give it honestly.

13. **Listening Habits** : It is necessary to develop of listening habits. If a speaker says something you like, you hear everything. If the speaker says something to which we are opposed,

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ABOUT THE BOOK

This book **English for Nurses** is written as per the syllabus of B.Sc. Nursing Syllabus of Indian Nursing Council, New Delhi.

It is primarily designed to enable students to acquire good communication skills through proper use of grammar. There are various Exercises at the end of each Lesson for further practice. For proper pronunciation of English words, Phonetics, Vocabulary have been given, besides Comprehension, Letter writing, Precis Writing, Reports, Debates and Discussion are also included.

This book will therefore, be found very useful for students in all aspects of Learning and Communicating effectively in English in their day to day interaction with each other.

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