

G.P Dhangar
LEARNING MATERIAL
FOR
ENGLISH
(FOR 1ST YEAR)

By
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UNIT 1

BASICS OF COMMUNICATION

1.1 MEANING AND DEFINITION OF COMMUNICATION

The term communication is defined from the Latin word ‘communis’ which means ‘common’ thus, communication stands for sharing ideas in common. Man is a social being. Communication is important to everyone to exist in society. A large share of our time is devoted to communication. We share our thoughts, ideas and feelings with individuals and group of people. Communication plays an important role in the development of mankind, society and in the economic growth of the country. According to Ferry and Franklin “Communication is the art of developing and attaining understanding between people. It is a process of exchanging information and feelings between two or more people and it is essential to effective management.

The Process of Communication

Communication is the process of exchange of ideas, facts, opinions and manners by which the receiver of message shares and understands it with another. It is a process that connects the sender with receiver. It is the whole sequence of transmission and interchange of facts, ideas, feelings etc. process is a course of action. The process of communication is made of several elements or components. These components are inter- related to form the model of communication. The components of the process of communication are following:

1) Message:

Message is a piece of information spoken or written to be passed from one person to another. It is a subject matter of communication. It may involve any fact, idea, opinion, figure & information. It comes in the mind of sender or speaker or communicator.

2) Sender:

Sender is the person who sends or conveys the message is known as the communicator or sender. There is always a communicator or sender in the process of communication. The sender begins the communication. He may be an individual or a group or an organization. The sender must have a clear picture in his mind about what he wants to communicate. For example, A lecturer delivering a lecture in the class room is the sender of the message.

3) Encoding:

When an idea comes in the mind of sender, he puts it in codes and symbols, so that the receiver may get meaning of it. Giving a thought the formation of language is known as encoding.

4) Channel:

Channel is the means or medium of communication by which the message is transmitted to the receiver. It may be oral, written or gestural. After encoding the message, the sender chooses the method to give information to the receiver. He may give his message by speaking or writing or making gestures.

5) Receiver

Receiver is the person who receives the messages. There is always a receiver in the process of communication. He is the destination of message. Without the receiver the process of communication is incomplete. He may be a listener or reader or viewer of message, he not only receives the message but understands it and gives feedback.

6) Decoding

Decoding is the process of translating an encoded message into ordinary understandable language. It is done on the part of receiver. Receiver converts the symbols, words or signs received from the sender in his own easy language to get the complete meaning of the message.

7) Feedback

Feedback is the receiver's response to the sender's message. It is the last element but an important one in the process of communication. It is the reversal of the communication process where receiver becomes the sender and sender becomes the receiver. It helps the sender to know that the message has been received by the receiver. It ensures that the receiver has understood the message in the same sense as the sender meant.

1.2 TYPES OF COMMUNICATION

Language is the most useful methods of communication. It can convey ideas and message easily. It is helpful to understand something about the basic forms of communication. These basic forms are also known as types of communication. These types of communication are further divided into two categories:

i) **Verbal Communication:** The communication by using language or (words) is called verbal communication. It is divided into two parts:

- a) Oral Communication
- b) Written Communication

The term or word oral means anything related to the mouth. Oral communication is that form of communication in which the message is transmitted in spoken form. In oral

communication the sender and the receiver exchange their ideas through speech either in face to face conversation or through some mechanical or electrical device.

The forms or the modes of the oral communication are face to face communication, meeting, conference, seminar, radio, T. V., lectures, interviews etc.

Advantages of Oral Communication

- i) Oral communication is less expensive than written conversation.
- ii) It is faster than the written conversation.
- iii) Oral communication helps in getting quick response from the receiver.
- iv) It is more effective because in this the sender and the receiver share their ideas by using face to face form of communication.
- v) It is more flexible because no record of oral communication is kept in the routine.
- vi) It is more effective because we can make gestures and use body language in the presence of the receiver.
- vii) It is useful when the information has to be kept secret.
- viii) It is useful when the receiver is illiterate.
- ix) It is useful when some messages are to be given to a large no. of people.

Disadvantages of Oral Communication

- i) Oral communication is not possible when the receiver lives at the distant places and no means of communication is available.
- ii) It is not possible in the case of lengthy subject matter because the listener will not be able to understand the whole information.
- iii) It cannot be served as an authentic piece of record unless the conversation is recorded.
- iv) It may be failed in certain situation and create misunderstanding because of the immediate response from the receiver.

Written Communication

The communication in which the information is exchanged in the written or printed form is known as written communication. It is the most formal of all types of communication. Written communication is transmitted by written words in the form of letters, reports, handbooks, memos, circulars, cards, magazines etc. It is helpful to keep a record of communication with the advancement of technology the scope of written communication has been widened. It comes through electronic means like e-mail and fax.

Advantages of Written Communication

- i) Written communication is useful when the messages are of permanent nature.
- ii) It is useful when the message is long and lengthy.
- iii) It is helpful when the receiver happens to be at a distant place.
- iv) It is useful when the message contains figures and disadvantages.
- v) It is helpful when the message is impossible to understand orally.
- vi) It is useful for the receiver because before giving response he gets sufficient time to understand the messages.

vii) Written communication is useful for keeping a record in the future.

Disadvantages of Written Communication

- i) It is more expensive for transmitting the short messages.
- ii) It may create confusion in the mind of the receiver and to clear that confusion we have to spend a lot of time. So, it leads to the wastage of time.
- iii) Once the message has been dispatched, there is little scope left for amendments.
- iv) If the written communication is poorly drafted, it may create misunderstanding and confusion in the mind of the receiver.
- v) As written communication is formal in nature one cannot make use of gestures to express one's feeling along with the written messages.

Communication consists of basically four important skills:

1. Listening skill:

Listening is an interpretative skill. In our daily life we listen to many words and texts ranging from T V, computer with internet, music-system, and mobile phone to human interaction. We spend maximum time listening to others. Listening is usually done to obtain information, share experiences, solve problems etc. In organization listening assumes all the more importance because policies are framed based on the information gathered by listening to subordinates. Good listening is an art that can be cultivated. A good listener knows the art of getting much more than what the speaker is trying to convey. Good listening always demands concentration of mind.

2. Speaking skill:

The ability to speak clearly and effectively is very significant skill. Man is a social animal and he maintains his social relations mainly through spoken language. He feels more comfortable while expressing his views through speech only. It is the most important communication skill. But it is very essential for a speaker to make his message clear, meaningful and easily understandable to the receiver. Effective speech has become an important asset in this busy modern world. Much of our time is spent speaking formally and informally. We speak to express our needs, ideas and thoughts to others. A good speaker matches his ideas with meaningful, relevant and impressive words.

3. Reading skill:

Reading skill is the foundation of good communication skill. Reading skill refers to the ability to understand written text. When a person comprehends or understands written text and combines his understanding with prior knowledge, he may be called a good reader. A good reader reads the matter with a purpose. There are a number of reasons why we read and this will often influence what we read and how we read. We must also bear in mind the purpose of the text from writer's point of view. Text does not exist in a vacuum. Somebody wrote the text and he had a reason for doing so. Comprehensive reading leads to vocabulary enhancement of readers.

4. Writing skill:

Writing skill is one of the significant parts of communication skills. It is purely formal in nature. No organization work without written communication. The work efficiency is judged on the basis of written reports. All the projects are carried out by following written instructions. Good writing ability plays a vital role in every profession. In all the fields professionals are required to write reports, memos, texts, manuals, instructions, and circulars and so on. Good writing skills are valued in the work place. The good writers appear to be more intelligent, confident, capable and responsible. Good writing skills not only ease the communication process in workplace but also leave positive effect on others.

ii) Non Verbal Communication

The word non-verbal means communication without the use of words and language. Non-verbal communication involves neither written nor spoken language but includes all the forms of communication which occurs without the use of words. It is a process of communicating message not by using oral or written methods but through facial expressions and body language. It makes verbal communication complete and effective. Non-verbal communication is made through facial expression, eye control, physical gestures, postures, tone and volume of the voice.

Types of Non-Verbal Communication

- i) **Kinesics (body language):** It is the study of body movements to judge inner state of emotions expressed through different parts of the body. Our body movements express true conditions in an unconscious way. Our facial expressions and eyes, postures and physical appearance come a lot.
- ii) **Paralanguage (Voice Type):** It is the study of quality and volume of voice. It means how a person speaks. It stresses on how a person speaks rather than what he speaks.
- iii) **Proxemics (space distance):** it is the study of how we use a space around to communicate the message. It is the personal space language as kinesics it the body language. Four types of distance of space is maintained for determining the human relationship while communicating to each other.
 - a) **Intimate:** Physical contact to one and half feet.
 - b) **Personal:** From one and half feet to four feet.
 - c) **Social:** From four feet to twelve feet.
 - d) **Public:** From twelve feet to infinity (range of eye sight & hearing).
- iv) **Haptics (Touch Language):** It is a study of how physical contact or touch is used to communicate to the idea and feelings, stroking, patting, shaking hands etc. are the important role in human behaviour.
- v) **Chrosemics (Time Language):** The subject that deals with the way the people use time dimension or time language. This time language is called chrosemics. It involves the meaning given to time dimensions when we are communicating it to someone. For, example, Delay in reply to personal or business letter coming late in the office shows the irresponsibility of the person and completion of the task within a given time shows the sincerity or hard work of the person.
- vi) **Physical contexts:** Physical contexts like room design, furniture, decoration, color etc. convey a lot of meaning to our senses.

Advantages of Non-verbal communication

- (i) It is the natural and effective means of communication between two or more persons.
- (ii) When verbal communication breaks down non-verbal communication serves the purpose.
- (iii) It provides efficiency to the sender as well as receiver. We can transmit a non-verbal message without even thinking about audience whether he will understand the message or not because he can understand the message unconsciously.

Disadvantages of Non-verbal Communication

- (i) The body language can't convey the total message but only part of it.
- (ii) Some of the gestures vary (different) from one region to another region.
- (iii) Non-verbal communication becomes more difficult to understand.
- (iv) In non-verbal sometimes the gestures can be misunderstood.

Formal Communication

Formal communication is the process of exchanging information between two or more persons by following official rules, procedure, system, formalities and chain of command in the form of written communication such as notes, letters, memos, notices, reports and statements. It usually relates to official accepted activities. It travels through the senior most employees to the junior most. In this communication, every member of the organization has a position or status. It is not necessary that it will always be in written form. It can be in the form of verbal or through gestures.

Advantages of Formal Communication

- (i) Formal communication is more efficient as it follows the rules.
- (ii) It is considered to be authentic because it has a proof.
- (iii) It creates proper control and discipline in organization.
- (iv) It is of permanent nature because it is used as reference for the future.
- (v) It is systematic and very much easy to communicate with each other.
- (vi) By the use of this, it is possible to communicate with employees quickly.
- (vii) It is very much coordinated, so activities can be done properly and easily through this communication.
- (viii) As it follows rules and regulations, so there is hardly any chance of mistake in exchanging information within the organization.

Disadvantages of Formal Communication

- (i) It is time consuming.
- (ii) There is lack of direct and personal relation between the top executives and employees.
- (iii) It is inflexible because there is the chain of persons and nobody can change his view easily.

- (iv) Under this communication system everybody has his own duty, so everything becomes mechanical and no one takes initiative.
- (v) It may create misunderstanding because the sender is higher authority and the receiver is lower staff. There is no personal relationship between both parties.
- (vi) It is costly because in this system organization policy and rules are obeyed.

Informal communication

Informal communication is the communication that takes place outside the formal communication structures of the work place. It does not have any formalities. This is based upon informal relations. Formal communication networks will always be supported by informal channels. The formal network is usually stable. But the informal is flexible and it changes in changing situations. Note that informal communication can occur in the same setting as formal communication, such as a manager may tell the employee something about his personal life that is not meant to be recorded formally. Gossip is a form of informal communication. Some people refer to informal communication as the 'grapevine'.

Advantages of Informal Communication

- (i) It brings a sense of unity among employees of an organization when they meet to share and discuss certain issues.
- (ii) It provides feedback to the management.
- (iii) The speed of this is remarkable for transmitting information.

Disadvantages of Informal Communication

- (i) It cannot always be taken seriously because it spreads or transmits information by word of mouth or orally.
- (ii) It does not carry the complete information as it is based on guess.
- (iii) It may distort the information as it is completely unofficial and its origin lies in rumor.
- (iv) In the case of this there are the chances of misinterpretation, as every member can change information according to their own will.
- (v) It doesn't fix responsibility to anyone; in case of any misunderstanding no one can be blamed for the same.
- (vi) There are the chances of leakage of information and it may damage the reputation of organization or upset the plans of the organization

UNIT 2

FUNCTIONAL GRAMMAR

2.1 NOUN AND PRONOUN

Noun is a part of speech that denotes a person, a place, a thing, an idea, a quality or an emotion. The English word noun is derived from the Latin word “nomen” which means "name". Every language has words that are nouns. Examples:-

Person : Krishan, Kumar, Teacher, boy, patriot, soldier.

Place : Hostel, park, kitchen, India, Delhi.

Thing : Copy, book, hat, silver,

Idea : Art, democracy, diplomacy, monarchy

Quality : Truth, falsehood, justice, greed.

Emotion : Love, hatred, fear, joy

Kinds of Nouns:

There are five kinds of Nouns:

1. Proper Noun
2. Common Noun
3. Collective Noun
4. Material Noun
5. Abstract Noun

1. A Proper Noun is the name of a particular person, place or thing; as, Tagore, Chandigarh, India, the Ramayana, Diwali, Christmas.

A Proper Noun always begins with a capital letter. Adjectives formed from Proper nouns also begin with Capital letters; as, English, Indian

2. A Common Noun is the name given to any person, place or thing of the same class or kind; as: Boy, men, hen, hat, chair, lake, toy, tiger, girl, book.

3. A Collective Noun denotes several persons or things regarded as one group; as: Army, team, class, team, committee, family, crowd, jury

4. Material Noun is the name of material or substance of which things are made; as: Milk, silver, gold, wheat, silver, rice

5. An *Abstract Noun* is the name of a quality, state, action, an art or science:

- *Quality*-Truth,beauty,honesty,wisdom
- *State*-Youth,manhood,childhood
- *Action*-Hatred,jealousy,theft
- *Art*-Painting,photography,music
- *Science*-Mathematics,Physics,Botany.

NOTE- Proper, Common, Collective, Material Nouns are Concrete nouns because they denote things having material forms. They can be seen, heard, touched, tasted or smelt. The Abstract Nouns, however, denote things which cannot be seen, heard, tasted, touched or smelt.

Proper, Collective, Material and Abstract Nouns can be used as Common nouns; as:

Socrates was a Greek philosopher.(Proper)

Dr.Radhakrishnan was the *Socrates* of India.(Common)

Parveen is the captain of our hockey *team*.(Collective)

The Principal ordered all the hockey *teams* to reach the Gandhi ground.(Common)

This cinema is built of *stone*.(Material)

He threw *stones* at the police.(Common)

Beauty needs no ornaments.(Abstract)

Meena is a *beauty*.(Common)

✓ An Abstract Noun is used as a Proper Noun when it is personified.

O Death ! where art thou?

✓ An Abstract Noun used as a Proper Noun always begins with a capital letter.

✓ Abstract Nouns are used as Collective Nouns, when they are used in the sense of Collective Nouns.

The youth of the country is going astray.

Exercise

Choose and Classify Nouns in the following sentences:

1. The Taj is built of marble.
2. Kalidas is the Shakespeare of India.
3. The ring is made of gold.
4. Truth conquers i the long run.
5. The committee is of one mind.
6. He has lost his bunch of keys.
7. The lion is a beast of prey.
8. I saw a snake in the wood.
9. The crowd was out of control.
10. Health is wealth.
11. I read The Tribune daily.

12. Life! O sweet Life!
13. Who does not admire beauty?
14. Laughter is the best medicine.
15. Indira Gandhi was a great woman.
16. This woman has three sons.
17. The restaurant is open.
18. The dog barked at the cat.
19. Elephants never forget.
20. Money doesn't grow on trees.
21. Follow the rules.
22. Love is a wonderful emotion.
23. My mother looks a lot like my grandmother.
24. Throw the ball.
25. Please close the door.

The Noun Phrase

A noun with or without a determiner is called a Noun Phrase. It can be in the subject part of a sentence and in the predicate part. The "Noun" is the key or main verb in a noun phrase.

1. These *benches and chairs* are made of wood.
2. *Power of speech* distinguishes man from animals.
3. *Forests of Kerala* are breathtakingly charming.

Numbers

There are two numbers in English

1. The Singular
2. The Plural

A Noun that denotes one person, place or thing is said to be in the singular number as book, man, knife etc.

Noun that denotes more than one person, place or thing is said to be in the Plural Number as books, men, knives.

Gender

Nouns denote either persons or things. The form of noun which shows whether what is spoken of is of male sex, female sex or no sex is called Gender. There are four genders in English:

1. Masculine Gender
2. Feminine Gender
3. Common Gender
4. Neuter Gender

1. Masculine Gender shows that the Noun belongs to the male sex; as Son, father, king, lion.
2. Feminine Gender shows that the noun belongs to the female sex; as, Daughter, mother, queen, aunt etc.
3. Common Gender shows that the noun is common to both the sexes; as, Parent, servant, orphan, child etc.
4. Neuter Gender shows that the noun is the name of a lifeless object; as, Room, chair, tree, table, pen, shop .

PRONOUN

Pro-noun means ‘for a noun’. It is a word used instead of a noun-It is of the same person, gender and number as the noun for which it is used.

1. Anu is an intelligent girl. *She* has won a scholarship.
2. Parents are a blessing. *We* should respect them.
3. There lived a rich man in a town. *He* had four sons .*They* were very obedient.

Kinds of Pronouns

Pronouns are of the following types:-

1. Personal Pronouns; as, I, we, me, us, my, our, you, he, she, it, they, them etc.
2. Reflexive Pronouns; as, Myself, ourselves, herself, himself, themselves.
3. Relative Pronouns; as, Who, which, Whom, what, that.
4. Interrogative Pronouns; as, Who, whose, whom, which, what
5. Indefinite Pronouns; as, Some, any, anyone, none, everyone, all, few, many, other, another
6. Distributive Pronouns; as, Each, either, neither, every.
7. Demonstrative Pronouns; as, This, that, these, those, such, someone, none, same, so.

Personal Pronoun

A personal pronoun is a word that stands for a person. As there are three persons, the Personal Pronouns are also of three persons.

First Person: It stands for the person speaking.

(I, my, me, we, our, us, mine, ours)

Second Person: It stands for the person spoken to.

(You, your, yours, yourself, yourselves, thou, thy, thine)

Third Person: It stands for the person spoken of.

(He, she, it, they, his, her, him, hers, theirs.)

Note: The Possessive Pronouns, (mine, ours, yours, hers, theirs) are used without nouns; as,

1. This camera is yours.
2. A friend of mine went there.

It is wrong to write your's.

A Personal Pronoun must be of the same number, gender, and person as the noun

1. Munna made a noise. He was punished.
2. The boy came late. The professor fined him.

When a collective noun is taken as a whole, the Personal Pronouns should be in singular number; as,

1. The class has gone to its room.
2. The committee is holding its meeting.
3. The jury has given its verdict

The Use of 'it'

It is the third person in singular number and used instead of neuter gender, animals and birds; as-

1. The dog is a faithful animal. It keeps watch at night.
2. I saw a lovely child. It was weeping.

- ❖ It and its are used to refer to lifeless things.
- ❖ It may refer to the whole of a preceding statement.
She has failed again. I expected it.(her failing)
- ❖ It can be an impersonal pronoun, supplying a subject for various verbs. as
It is 8o'clock now. It is my turn now.
- ❖ It is common as an introductory subject, standing for a clause, an infinitive or a general.
 - i. It is not clear why he wants to go.
 - ii. It is better to leave her to herself.
- ❖ It is also used as an impersonal Pronoun to show natural phenomena, weather condition, expressions of time, distance and sometimes the complement of a verb; as,
 - i. It is very hot today.
 - ii. It is Sunday today.
 - iii. It is noon now.
 - iv. It is our duty to serve the country.
 - v. It was I who served him.

NOTE

- When two Singular nouns joined by 'and 'are preceded by each and every ,the Pronoun should be singular and the verb should also be singular; as, Every teacher and every student was in his place. When two or more singular nouns are joined by or, either....or, Neither.....nor, the Pronoun is Singular; as, Sham or Harnam should bring his book.
 - i. Neither Vinod or Prem did his work.
 - ii. Either Sham or Gopal has lost his pen.
- But when a Plural noun and a Singular Noun are joined by either....or, neither....nor, the Pronoun is Plural; as, Either Sohan or his friends failed in their work.

Neither the Principal nor the other members of the staff did their work.
- The case of Pronouns after 'than' and 'but' should be as under.
 - i. He is older than I.(am)
 - ii. I know you more than he (knows you)
 - iii. You know him more than I (know him)

Reflexive Pronouns

Pronoun that reflects the action of the subject on the subject itself is called the Reflexive Pronoun. The Reflexive Pronouns are used

- (a) to reflect or show that the doer does something to himself
- (b) to lay more emphasis on the Pronouns.

Forms of Reflexive Pronouns:

Reflexive Pronouns are formed by adding 'Self' to Pronouns of the singular number and selves to personal Pronouns of the Plural number The 'Self 'form are used to emphasis the nouns they stand for. 'I' myself means I and no one else.' You Yourself means 'you ' and not anyone else. The self forms are called emphatic nouns. Myself, ourselves, yourself, himself, themselves, yourselves, itself, herself.

- a. I enjoyed myself.
- b. He has hurt himself.
- c. Seat yourself at ease.

Note:-A Reflexive Pronoun is never used as subject in place of a Personal Pronoun.

Incorrect : He and myself went there.

Correct : He and I went there.

Relative Pronouns

A Relative Pronoun refers to some noun or pronoun, going before and joining two sentences. The Noun or Pronoun to which it refers or relates is called its Antecedent; as,

- a. I met a boy. He gave me a book.
- b. I met a boy who gave me a book.

Here the word who not only stands for the noun ' ' but also joins two sentences like a conjunction.

- a. I saw a boy who was playing.
- b. He is the man whom we punished.

A Relative pronoun should be placed as near its antecedent as possible.

- a. Incorrect:-The boy was fined who stole my pen.
- b. Correct:- The boy who stole my pen was fined.

A Relative Pronoun must agree with its antecedent in Number, Gender and Person; as,

It is she who stole my book.

Who, whom, whose are used for persons only; as,

- a. The girl who speaks the truth is always loved.
- b. I know the man whose son was lost.

Which is used for lifeless things, animals and infants; as, This is the camera which my father bought for me.

- a. The baby which was ill, has died.
- b. Bring me the letter which the peon brought.

Sometime the antecedent of a Relative Pronoun is omitted; as,

1. Those, whom the gods love, die young.
2. Sincere were the prayers, that we said.

Who can be used in the Nominative and which can be used in both Nominative and Objective cases.; as,

1. The man who abused me was beaten by my friends. (Nominative)
2. I have found the pen which was lost yesterday.(Nominative)
3. She has found the purse which you had lost.

Use of 'That'

(1) It is used in speaking of Persons, animals and lifeless things. It is never used in the possessive case and is never preceded by a preposition; as,

1. This is the camera that my father bought for me.
2. The hat that I bought this morning has been lost.

(2) After Adjectives in the Superlative degree, as,
This is the richest man that I have ever seen.

(3) After the words- all, some, nothing, none, nothing, only, any, the few, the little etc.

- a. All that glitters is not gold.
- b. There was none that didn't love him.

(4) After the interrogative Pronouns-Who, which and what; as,

1. What is that troubles you?
2. Which is the book that you like the best?

The use of Relative Pronoun (what, as, but)

'What' is used for things only both in the nominative and objective case. Its antecedents is always understood; as, What was said is right? (Noun case)

I shall hear what he has to say.(Objective case)

(2)'As' is used as a Relative Pronoun after 'as such' or 'as the same';as,

(1) He is such a boy as I hate.

(2) This is the same house as we occupied last year.

(3)'But' is used as a Relative Pronoun in the sense of 'who not ' 'which not' etc. as,

(1) There was none but wept.(who didn't weep)

(2) There was none but is,useful.(which is not useful.)

Interrogative Pronouns (Who, whose, whom, which, what)

An Interrogative Pronoun is a pronoun that is used in asking a question.

Who, whose, whom, which and what are Interrogative Pronoun.

- Who, whose and whom are used for persons only; as,
 - (1) Who is knocking at the door?
 - (2) Whom do you want to see?
 - (3) Whose pen is this?
- 'Which' refers to things but it can also be used for persons when it implies selection; as,
 - (1) Which is your pen?
 - (2) Which of the boys stole your camera?
 - (3) Which out of many is selected?
- 'What ' is used for things or occupation, ideas or words etc.; as,
 - (1) What do you want?
 - (2) What is your father?
 - (3) What is this?

Indefinite Pronouns

Indefinite Pronouns don't refer particular persons or things. They refer to persons or things in a general way; as, they are—All, none, some, few, others, one, many, enough, any

- (1) All have done their homework.
- (2) Both of them were present there.
- (3) Some of them have gone there.
- (4) He has enough and to spare.

- The Indefinite Pronoun 'one' is always followed by one's and never by his or her; as,

This is a rotten apple; give me that one.

- One is also used in place of a noun, before or after it to avoid repetition; as,
One must serve one's country.
- None is used in Plural or Singular as the sense requires when referring to persons or Common Nouns ;as,
 - a. None of those books was mine.
 - b. None but the brave deserve the fair.
- The Pronouns 'anybody, 'everybody 'everyone ', 'each 'etc .are used for the nouns of masculine or the feminine genders according to an context; as,
Each of those five girls has paid her fee. Did anybody deceive him?
- But when the gender is not expressed, the Pronoun of the masculine gender is used.
 - (1) Everyone must respect his parents.(not theirs)
 - (2) Anyone can pass if he works hard.(not they)

Distributive Pronouns

Distributive Pronouns refer to persons or things, one at a time. They are always followed by verbs in Singular Number. They point to the persons or things taken individually or in separate groups; as, they are, Each, every, either, neither

- (1) Each of the girls has pen in her hand.
 - (2) Everyone of you will get a prize.
 - (3) Either of these roads leads to our college.
 - (4) Neither of them was wrong.
-
- Each means two or more persons or things taken one by one.
 - Either means one of the two or both.
 - Neither is negative of either and means not the one and not the other of the two.
 - Each other 'and 'one another 'are called Reciprocal Pronouns.
 - 'Each other' is used for things when speaking of two persons or things.
 - 'One another' is used when more than two persons or things are spoken of;as,
- (1) The two brothers love each other.
 - (2) All the five brothers quarrelled with one another.

Demonstrative Pronoun

A Demonstrative Pronoun is one which points out to object to which it refers; as,

They are This, that, these, those, such, someone, none, same, so

- a. This is a pen.
- b. That is a college.
- c. Those are books.

- d. These are my scissors; those are yours.
- e. Both study and play are necessary for a student; this makes him smart and that wise.

Exercise

- (1) It is you..... stole my pen.
- (2) Has he received the camera I sent him.
- (3) There was no one..... laughed.
- (4) One shouldn't be loyal to..... country.
- (5) Sham is taller than.....
- (6)..... do you think I punished?
- (7)..... do you think will become the president?
- (8) The boy..... came here this morning is..... cousin.
- (9) To..... were you speaking?
- (10) Listen to..... I say.
- (11)..... gods love die young.
- (12) The two friends loved.....
- (13) Everyone likes to have way.
- (14) Between you and..... he is a robber.
- (15) That book is
- (16) He runs faster than.....
- (17) If I were..... I shouldn't do it.
- (18) This is the same pen you lent me.
- (19) The man..... came here was my uncle.
- (20) The two sisters loved.....
- (21) To..... were you speaking?
- (22) If I were..... I shouldn't do it.

(23) Every one of them did..... work.

(24) You are not so clever as.....

(25) He is known to my father and.....

2.2 PUNCTUATION

The right use of putting in Marks, Points or Stops in writing is called Punctuation. *Punctuation* word is derived from the Latin word '*Punctum*' which means, a point. In the sentence

(1) The cow said the master is a useful animal.

(2) "The cow", said the master, "is a useful animal."

(3) The cow said, "The master is a useful animal."

In the last two sentences the meaning has completely changed due to punctuation.

The main marks of Punctuation are:

1. Full Stop (.)
2. Comma (,)
3. Semi-colon (;)
4. Colon (:)
5. Marks of Exclamation (!)
6. Apostrophe (')
7. Hyphen (-)
8. Dash (—)
9. Parentheses ()
10. Inverted commas (“ ”) or Quotation marks
11. Marks of Interrogation (?)
12. Capital Letters

The use of Full Stop or Period (.)

- It marks the longest pause. The main purpose of the period or the full stop is to show that a sentence has come to an end. It is used at the end of an assertive or imperative sentence.
- (1) He has broken the window.
 - (2) Fetch me a glass of water.
- Full Stop is also used with abbreviations: -M.A., Dr., M.L.A., M.P.

The Use of Comma (,)

The comma is used for the shortest pause. It is the most important pause of a sentence.

(a) The comma is used between three or more words of the same part of speech, while the last two are connected by 'and'.

1. Kavita, Reena and Parul are fast friends.
2. He likes mangoes, apples, pears and bananas.

(b) The comma is sometimes used to separate two clauses.

1. If you go to Delhi, please meet my sister.
2. When she comes here, I shall ask about it.

(c) The comma is sometimes used to separate clauses joined by a co-ordinating conjunction.

1. He is not poor, but is dishonest.
2. Men may come and men may go, but I go on forever.

(d) The comma is sometimes used to mark off a word in a vocative case.

1. Mohan, obey your parents.
2. Here is your watch, brother.

(e) Commas are used to separate words and phrases in apposition. (addition of one word or groups of words to another as an explanation)

1. Mother Teresa, a great social worker, was a kind woman.
2. Lala Lajpat Rai, the Lion of Punjab, was a great patriot.

(f) Before and after a participle phrase provided that the participle might be expanded into a clause, and is not used in a mere qualifying sense.

1. Being ignorant of the facts, I could speak nothing.
2. Convinced of the truth of his statement, I supported him.

(g) The Comma is used to indicate the omission of a word or words in a sentence.

He may take his food, you, yours.

(h) The comma is used when words of the same class or rank go together in pairs.

Inside the class or outside it, at home or in the field, with friends or relatives, he is always making mischief.

(i) A comma is used to separate the reported speech from the reported verb in direct form of narration.

- (1) He said to his mother, "I shall not have my **dinner today**."
- (2) "Honesty" said the teacher, "is the best policy."

(j) A comma is used to mark off words such as 'yes', 'no', 'well', 'thanks', 'however', 'nevertheless', 'after all', 'for instance'; as,

1. Yes, I shall do my best to help you.
2. No, he is not to blame for it.
3. Well, it is for you to judge.
4. Thanks, you have done a lot for me.
5. However, I shall see what I can do for you.
6. After all, he is a friend.
7. For instance, a good listener is a good talker.
8. Nevertheless, he must be saved.

(k) A comma is used in constructions of miscellaneous nature;

In date: May 16, 2018.

In figures: 10,000.

Titles/ degrees: Prof. R.R.Gupta, (M.A., Ph.D.)

At the end of salutation: Dear Sir,

After complementary closes: Yours faithfully,

(m) After adverbial phrases of absolute construction.

1. The weather being fine, we decided to carry on our work.
2. The meeting over, all left the conference hall.

(n) Before and after an adjectival phrase formed with a participle.

1. Ria, having completed her studies, decided to marry Raman.
2. We, knowing all about her pride, praised our aunt and got permission to go on picnic.

Note: A defining phrase or clause should not be separated by a comma.

1. I presented Puja a bangle studded with diamonds.
2. A chain made of silver was given to her.

(o) To separate words, phrases, and clauses inserted into the body of a sentence.

1. She, too, was partly blamed for the delay.
2. His mother, however, didn't recover from her illness.
3. Kareena is, after all, a good girl.

(p) To avoid repetition of a verb.

1. I gave her a flower and him, a watch.
2. Ruby is a teacher and Nanda, a writer.

(q) To separate co-ordinate clause in a compound sentence.

1. The crowd shouted, cheered, waved and laughed at the comedian.
2. The player gasped, panted and collapsed on the ground.

Note: No comma is required before and when words are arranged in pairs connected by 'and', 'or' etc.

1. You can send the letter by ordinary post or by registered post or by air mail.
2. She got angry with you and me, her brother and father.

Use of Semi-colon (;)

Semi-colon is used to indicate a greater pause than indicated by a comma. It is used:

(a) To separate co-ordinate clauses joined by conjunctions-otherwise, therefore, now, nevertheless, so far, while, whereas etc.

1. As Ceaser loved him, I weep for him; as he was fortunate, I rejoice at it; as he was valiant, I honour him; but as he was ambitious, I slew him.
 2. I have fever; therefore I can't attend your lecture.
- (b) Semi-colon is used to separate independent clauses not connected by conjunctions.
The rain fell in torrents; the moon was hidden by the clouds; the road was deep in mud; the weary traveller plodded painfully along.
- (c) To separate an independent clause from following clause beginning with: Accordingly, namely, therefore, finally, consequently, virtually, ultimately etc.
There are three principles of his life; namely, truth, honesty and non- violence.
- (d) To separate the clauses of a compound sentence if they contain a comma.
1. My uncle is a poor, uneducated, honest, simple man; but I love him.
 2. The brilliant, beautiful girl came on the stage; all gave an unending applause.

The Use of Colon(:)

The colon marks a more complete pause than semi-colon. It is used when the pause intended is less than as indicated by the full stop. The colon is used:-

- (1) To introduce a quotation; as,
Shakespeare says: Brevity is the soul of wit.
- (2) Between statements grammatically independent but closely connected in sense.
 1. To err is human: to forgive is divine.
 2. Speech is silver: silence is gold.
- (3) Before a list of names:
Shakespeare's best works are: Hamlet, Othello, Macbeth.

- (4) To introduce a speech or statement that does not directly depend upon the verb:

We hold this truth as self-evident: that all men have the right to live.

- (5) To introduce example of a rule:

The adjective generally precedes the noun: as, He is an intelligent boy.

- (6) To introduce an explanation:

The reason for my delay is this: I didn't get up early today.

- (7) To introduce a list:

The subjects I like: History, Political Science, Poetry and music.

The Use of the Mark of Exclamation (!)

The mark of exclamation is used after interjections and after phrases and sentences expressing sudden emotion or wish; as,

1. How lovely the baby is!

2. What fun!
3. Alas! She has failed again!
4. May you live long! (Optative sentence)
5. Would that I were a millionaire!
6. God! Have mercy upon me.
7. Arm! Arm! The enemy is at the gate.

The Use of Apostrophe(')

The apostrophe is used to indicate

- (a) That some letter or letters in a word have been missed. The Hon'ble Minister, Don't.
 - (b) The Possessive: Monit's toy, Akshath's bat
 - (c) Plurals of numbers and letters: 2a's, 4b's; 7's, 3's
- There are two s's in the word 'ambassador.' His 7's and 9's look alike.

The Use of the Hyphen(-)

The hyphen is used to join the parts of a compound word:

son-in-law, tooth-brush, tug-of-war,

thirty-eight, seventy-two

1. The Use of the Dash (—)

The Dash is used:

- (1) To indicate an abrupt stop or change of thought; as,

Had they not boarded the train—but what is the use of thinking that option now?

- (2) To resume a scattered subject; as,

Friends, companions, relatives—all deserted him.

The Use of Parentheses () or Double dashes

Parentheses is used to separate from the main part of a sentence a phrase or clause which doesn't grammatically belong to it; as,

He gained from Heaven (it was all he wished) a friend.

A remarkable instance of this kind of courage—call it if you please resolute will—is given in the history of Babar.

The Use of Inverted commas (" ")

- (a) Inverted commas indicate direct speech

1. He said to me, "Are you a doctor?"

2. He said, "I don't know anything."
- (b) Inverted commas are used to enclose a quotation or the words actually spoken by a person.
 1. "Beauty is truth, truth beauty," says Keats.
 2. The father asked his son, "Why are you so late?"
- (c) If there is a quotation within a quotation, it is marked by single inverted comma, as,

The child said, "We often hear the teacher say, 'Duty is worship.'"

- (d) Inverted commas are used to enclose titles of books, journals or newspapers in a sentence; as,

'The Tribune' is a well-known paper.

Note: The words of each speaker should be given in separate inverted commas.

1. "What are you?"
2. "I am a teacher."

The Use of the sign of Interrogation (?)

- (a) The question mark is used after a direct and not an indirect question:
Direct Question:

1. What are you doing here?
2. Have you been photographed?
- (b) A question mark is used in parentheses (?) to show doubts about the correctness of a statement.
He went to England in 1960 (?) and came back in 1968.

Note: No interrogation mark is used after indirect question and polite request.

1. Tell me why you didn't go.
2. I wanted to know why she had gone.

The Use of the Capital letters

- (1) At the beginning of a sentence.
 1. Prevention is better than cure.
 2. Something is better than nothing.
- (2) At the beginning of each line of poetry.

Woods are lovely, dark and deep,

But I have promises to keep.

- (3) For names of people, places, mountains and rivers.

Rajiv Gandhi, Mother Teresa, Delhi, The Godavari, The Himalayas.

- (4) For nations and adjectives indicating nationality. India, Indian, America, American etc.
- (5) For names of days, months, festivals and historical eras. Monday, Sunday, December, Diwali, The Republic Day, The Indian Freedom Struggle.
- (6) For names of books, plays, works of art.

The Ramayana, The Mahabharata, The Tempest, The Taj Mahal.

- (7) For titles of people and names of things when we refer to unique examples

The King of England, The President of India, The Eternal City .

- (8) For all adjectives derived from proper nouns.

Hindu, Christian, Himalayan, Herculean, Canadian, Biblical.

- (9) For all nouns and Pronouns standing for God

The Lord, The Trinity, His Will.

- (10) The Pronouns 'I' and the interjections 'Oh' and 'O' are always written with a capital letter.

Exercise

1. asha said Hari where are you going
2. but why are you doing this Miranda asked
3. have you ever been to Mumbai its a beautiful city
4. are you looking for jaya she isn't here
5. good day I said to the woman it's a beautiful day isnt it
6. Meenu said I lets go for a walk
7. ushas brother is tall fair and thin
8. what an easy paper said Gopal was it set by a kind examiner
9. they have love for me John said he I hope not cried John
10. who is stronger than you the lion demanded you replied the tiger
11. I would rather die he exclaimed than join the enemies
12. the lady asked do you have any change
13. but why are you doing this asked Miranda
14. don't punish me sir said he to his masters wife it was I who had broken crockery
15. an american working in London university won the Nobel prize a few years ago
16. alas they cried one of us is certainly drowned
17. Spenser the great Indian poet lived in the time of queen Elizabeth
18. the poet Ghalib said in anger all men are liars
19. what is that Sylvia asked
20. don't retreat until I order you to do so said the officer to the soldiers
21. may I borrow your pen sir will return it after the class
22. let us go for a stroll to the park said he to us
23. the invigilator said to the students don't start writing till I tell you to do so
24. quick quick said he lets run away or he will catch us
25. the traveller said can you tell me the way to the nearest inn

2.3 PREPOSITIONS

Examples:

1. There is a fort on the hill.
2. I would be back in five minutes.
3. The President lives at Rashtrapati Bhawan.

Prepositions are used before nouns or pronouns. They show the relation between noun and the rest of the sentence.

Kinds of Prepositions

As per their structure they can be divided as under:

1. Single Prepositions: They comprise only one word e.g. in, for, to, with, by, from, of etc.
2. Compound Prepositions: They are added with prefix or suffix, e.g. before, behind, inside, outside, ahead, within, without etc.
3. Phrase Prepositions: They comprise a group of words e.g. instead of, because of, due to, in according, in order to, in front of etc.

Uses of some common preposition:

1. In

- a) It is used before names of large cities, states and countries.
 - i. My brother lives in Delhi.
 - ii. My uncle lives in England.
 - iii. Many festivals are celebrated in Punjab.
- b) It is used for things at rest.
 - ii. There is water in the jug.
 - iii. The students are sitting in the class.
- c) It is used before names of months, years and seasons to express period of time.
 - i. I passed my diploma in 2010.
 - ii. It is very cold in January.
 - iii. In winter we wear woolen clothes.
- d) It is used to show the total length of time taken for the completion of an action.

The bus will reach Delhi in 2 hours.
- e) It is used for point of time for “morning and evening”.

I go for a long walk in morning.

2. At

- a) It is used before name of small towns.

She lives at Kaithal.
- b) It is used for certain moment or point of time.

- i. I take my coffee at night.
 - ii. I visited the market at noon yesterday. (at midnight, at night, at noon, at dawn)
- c) It is used to tell the rate of something per unit.

Milk is sold at Rs. 40/ litre.

- d) It is used for indicating time.

I go to college at 9 o'clock.

3. Into

- a) It is used for the things denoting inward motion.

The students rushed into the class.

- b) It is used to express the change in being or shape.

- i. The plant has grown into a large tree.
- ii. Water turns into ice at 0°C.

4. To

- a) It is used to indicate forward motion.

My sister is going to Chandigarh tomorrow.

- b) It is used in comparative degree of Adjectives.

- i. He is senior to me.
- ii. I prefer coffee to milk.

5. On

- a) It is used denoting contact with the surface on which something is lying. It expresses the rest position.

The books are lying on the table.

- b) It is used before name of days and before date.

- i. My uncle is coming on Sunday.
- ii. Our college will start on 25 February.

6. Upon

- It is used for a thing in motion.

The cat jumped upon the table.

7. Over

- Over expresses at higher position as well as contact.

Water flows over the plants.

8. With

- a) It is used to denote accompaniment.

I am going to Ambala with my parents.

- b) It is used to denote the instrument of action.

- i. I cut the vegetables with a knife.
- ii. I write with a pen.

9. By

- a) It is used in passive voice of sentence.

The letter was written by me.

- b) It is used before the name of any vehicle indicating journey.

- i. I go to college by scooter.
- ii. We returned from Delhi by train.

- c) By indicates a time not later than.

I shall return by 5 o'clock in evening.

10. For

- a) It is used showing purpose/ destination.

I have come here for attending a meeting.

- b) It is used for a period of time.

We have been studying for two hours.

11. Since

It is used for a point of time.

We have been studying since morning.

Exercises

Supply the correct preposition in the following sentences. Put the mark(x) where no preposition is needed.

1. When we where..... Delhi, we stayed..... Ranjit Hotel.
2. Would you prefer to work..... a factory or..... a farm?
3. The Maheshwaris stay the sea side for a month each year.
4. We met her..... a party.
5. Shimla is situated..... 2075 meters above sea level.
6. Haridwar is situated..... the bank of the river Ganga.
7. My village is situated..... the foot of the Shivalik Hill, not far from Kalka.

8. In this long-distance trains meals are served to the passengers..... their seats.
9. She lives..... the second floor of this building.
10. Kanyakumari is the south of India while Sri Lanka is situated the south of India.
11. Her train will leave Eight p.m.
12. He has been working this office 1988.
13. The bell has been ringing two minute.
14. The work must be finished Sunday.
15. the rule of the later Mughals there was no real government in the country.
16. She will be seventeen..... next September.
17. one day you will regret what you have done.
18. I shall call..... your office sometimes..... the evening.
19. It rained continuously-----two hours.
20. I poured tea ----- the cup.

2.4 CONJUNCTIONS

Conjunction is a word which joins two words, clauses or sentences.

For example:

- I can read and write English.
- I could not come to school because I was ill yesterday.
- He tried but failed.
- She missed the train because she was late.
- She knows when her father will come.

There are mainly two types of conjunctions

1. Coordinating conjunction
2. Subordinating conjunction

1. Co-ordinating conjunctions

Co-ordinating conjunctions are those which join words, phrases or clauses having equal rank.

Co-ordinating conjunctions are of four types:

❖ Cumulative conjunctions:

These conjunctions add one clause to the other.

- He came in and sat with me.
- Trust in god and do your best.
- You are no less guilty than your friend.
- Rohit as well as Sunil went to the market.

❖ Alternative conjunctions:

They denote a choice or alternate between two statements.

- Neither Rama nor her friend lives here.
- Sit silently or go out.
- Either he or his brother will come.

❖ Adversative conjunctions:

They denote contrast between two statements.

- He is poor but contented.
- You harmed me yet I will help you.
- She ran fast nevertheless she missed the bus.
- Indian team is not so strong still we hope for the best.

❖ Illative conjunction:

These conjunctions show that one statement or fact is inferred from the other.

- I was ill therefore I was absent yesterday.
- She did not work hard so she was failed.
- He will stand first for he works very hard.
- As you sow, so shall you reap.

2. Sub-ordinate conjunctions

These conjunctions join subordinate clause with the main clause.

Classes of sub-ordinate conjunctions

1. Conjunctions of Time

when, while, before, after, until, till, since, etc.

- Wait here till I come back.
- I will help you when you ask me.

2. Conjunctions of Place

where, wherever, everywhere

- The cat moves wherever it likes.
- Keep the keys where you can find it easily.
- My child follows me everywhere I go.

3. Conjunctions of Additions

and, as well as, also, both, besides, not only ...but also

- My parents and my relatives attended the function.
- He is both a poet and a singer.
- He is not only rich but also clever.
- He as well as his brother worked very hard.
- He is good at painting besides being good at studies.

4. Conjunctions of Condition

If, provided, unless, provided that, supposing, etc.

- If you work hard you will pass in the exam.
- I will give you the money provided you tell me why you need it?

- Unless you work hard you cannot achieve your aim.
- Supposing you win a lottery, what could you do?

5. Conjunctions of Purpose

In order to, so that, otherwise, lest, etc.

- The peon shut the door in order to stop us from getting in.
- Robin ran fast so that he could catch the bus.
- You should work hard otherwise you may get poor marks in the exam.
- You should run lest you miss the train.

6. Conjunctions of Contrast

But, still, yet, though, although, despite, however, etc.

- I felt angry but kept quiet.
- My uncle is sixty still he is healthy.
- He worked hard yet failed.
- Although he was tired, he did not take the rest.
- Though the room is small, yet it looks very pretty.

7. Conjunctions of Comparison

as....as ,than ,etc.

- He is as tall as a tree.
- He is taller than his brother is.
- Chandigarh is more beautiful than Delhi.
- Many people are not as nice as they seem.

8. Alternative conjunctions

Either...or, neither...nor

- Either he or his brother broke the window glass.
- He was neither punished nor fined.
- Either he or his friend will do this work.

9. Conjunctions of Manner

as, as if

- He behaves as if he is the lord of this house.
- He did not behave as I expected him to do.
- Do as your father tells you.
- Manmohan is an honest leader as far as I know.

Exercise

- 1) I have not met him since he became the manager.

- 2) When I reached the post office, all the tickets have been sold.
- 3) She will be delighted when she hears this.
- 4) You need not worry when I am here.
- 5) As you sow so shall you reap?
- 6) I will lend you my scooter whenever you want it.
- 7) She is such a kind lady that we all like her.
- 8) The gates will remain closed until the train passes.

Exercise

Fill in the blanks with suitable conjunctions:

1. _____ it stopped raining, the game was resumed.
2. _____ one has money; there is no dearth of friends.
3. The lift will not stop _____ you press that button.
4. _____ we have taken our exams, we'll have holidays.
5. _____ the teacher was teaching, many students were gossiping.
6. _____ we left the house, it began to rain.
7. Do not overwork _____ you should fall ill.
8. The brave die _____ the country may live.
9. He is not _____ wise _____ you think.
10. He is very small in stature _____ his sister is very tall.
11. _____ fast you may walk, you cannot catch the bus.
12. _____ being ill, he attended the function.

2.5 TENSES (VERB –MAIN VERB AND AUXILIARY VERB)

Verbs are action words, expressing things that happen. Many verbs give the idea of action, of doing something. For example words like write, teach, sing, dance and work convey some action. But some verbs don't give the idea of action. They give the idea of existence or a state of being. For example verbs like be, appear, exist, seem, feel and belong convey a state. There can be no sentence without a verb. Even the shortest sentence contains a verb. We can make a one word sentence with a verb. A verb has an explicit or implied subject. For example: -*Professor Bhatia* teaches us English. (Professor Bhatia is explicit subject here.)

Stop! ('You' is implicit subject here)

Example:

Alfred ruled the West Saxon people.

"Ruled" is the verb in the sentence.

Ram reads a book. (reads is verb)

I saw a snake. (saw is verb)

There are several kinds of verbs:

Main verbs (Transitive and Intransitive verb)

These verbs express the main action of a sentence or clause or state of being of a person or a thing. Main verbs are also called *Lexical Verbs*.

Note:-A verb must agree with its subject in number and person;as,

- (1) He is kind to me.
- (2) We are thankful to him.
- (1) Two singular subjects joined by 'and' take a plural verb.
He and his friend are working together.
- (3) If two singular subjects joined by 'and' are preceded by 'each' and 'every', they take a singular verb; as'
 - a. Each girl was given a prize.
 - b. Every minute of the day is useful.
- (4) If two singular nouns refer to the same person or thing and the article is used only once, the verb used is singular; as,
The poet and the dramatist is dead.
- (5) Two or more singular subjects connected by 'either.....or' or 'neither....nor' or 'not' take a singular verb; as,
Neither Ram nor Sham is to blame"
- (6) When the two subjects joined by 'either-or' or 'neither-nor' are of different numbers, the plural subject should be placed near the verb and the verbs should be plural; as, Either Mohan or his friends have stolen my purse. Neither you nor your parents were present in the fair.
- (7) When a plural noun denotes a quantity or a specific amount considered as a whole, the verb is singular. Fifty rupees is not a big sum.
- (8) If the two nouns or Pronouns joined by 'eitheror' or 'neithernor' are of different persons, the verb agrees with the subject nearer to it; as, Either you or Ram is a fool. Neither you nor I am at fault.
- (9) If two subjects express one idea, the verb following them is singular; as,
 - a. Slow and steady wins the race.
 - b. Bread and butter is a wholesome breakfast.
- (10) A collective noun takes a plural or singular verb according to its meaning ;as,
 - a) The crowd was running in all directions.
 - b) The assembly passes all laws.

Auxiliary Verbs (Primary/ Modal)

These verbs (sometimes known as helping verbs) are combined with the main verb. They, however, cannot form a complete sentence on their own and require main verb to denote the action.

Example:

Alfred had ruled the West Saxon people for ten years. "Had" is an auxiliary linked to the main verb, "ruled."

(1) I have a cow.

(2) I have bought a cow.

In sentence (1) Have is the Principal verb as it has its own sense of possession.

In sentence (2) Have has lost its own sense and only helps the Principal verb 'buy' in forming the Present Perfect Tense. It is therefore an auxiliary verb.

Auxiliary means helping. There are six auxiliary verbs:

Be (am, are, is, was, were, being, been)

Have (has, had), Do (does, did), shall (should)

Linking Verbs ("is," "was," "are" and other forms of the verb

"to be" are used to rename or describe a subject. One useful way to analyse them is to think of linking verbs as being the same as an equals sign (=) between two things:

Correct use of some auxiliary verbs:-

(1) Use of 'Be'

- The different forms of 'be' are -is, am, are, was, were, being, been.
'Be' is used in the following ways:
- As a principle verb in the sense of existence:
God is=God exists.
- As an intransitive verb of incomplete predication:
 - a. A dog is a faithful animal.
 - b. Mohan is very kind.
- It helps to form passive voice-
 - a. A letter is written by him.
 - b. The meeting will be attended by him.

(2) Use of 'Have'

(a) As a principle verb, it denotes possession or connections:

(1) I have a book. (Positive)

(2) He hasn't a house.

(b) To show a habit or habitual use of a thing:

1. I have dinner at ten.

2. Do you have tea at five?

(c) When used with the infinitive(to) it denotes necessity or obligation from without:

1. I have to be at school at ten.

2. He had to work hard for the day.

(d) In the sense of getting something done by someone else:

1. I have my shoes polished everyday.
 2. I will have my haircut tomorrow.
- (e) It helps to form sentences of perfect tense; as,

I have finished my work.

Use of Do-Does-Did

- (a) It means to 'perform'
He did his work well.
- (b) It helps to form an interrogative sentence:
 - i. Do you go to school everyday?
 - ii. Does she sing every morning?
- (c) To avoid repetition.
- (d) 'Do' is also used in the sense of 'be enough'
 1. I don't want more money; five rupees will do.
 2. Don't send me more men; three will do.
- (e) It helps to form a negative sentence:
 1. She sings well.(Positive)
 2. She doesn't sing well.(Negative)

Use of Shall

Shall is used:-

- (a) In the sense of simple future when used with the first person.
I shall study this book.
- (b) In the sense of request
Shall I take this pencil?
- (c) With the second and third person , shall denotes:
 - A threat;
You shall be punished for your misdeeds.
 - A command;
You shall not tell a lie.
 - A promise
You shall be given a prize if you stand first in the class.

As a transitive verb 'shall' is used in the sense of duty?

But in such cases, we make use of 'should' and not 'shall'

I should reach the meeting in time.

Use of Will

- (a) It denotes simple future when used with the second and third persons,

1. He will come to grief.
 2. You will get good marks.
- (b) In the sense of request.

Will you open the window, please?

- (c) With the first person 'will' denotes;
- A promise
We will always stand by you.
 - A Determination
We will win the match.
 - Intention
I will not tell a lie. (I don't intend to tell a lie.)

Use of Should

Should is the past of 'Shall'

- (a) It denotes duty or obligation.

You should obey your elders.

- (b) It is used in conditional sentences.

Should you go to Delhi, see my father.

- (c) It is used after the conjunction 'lest'
He ran fast lest he should miss the train.

Use of Would

- (a) To express determination
He would study regularly.
- (b) To express habit
- (c) To help another verb to form its tense
He said he would help me.
- (d) To make conditional sentences
If he had worked hard, he would have passed the examination.
- (e) To express wish

Would you open the door please?

Use of May-Might

- (a) To express possibility;

It may rain.

(b) To denote permission;

May I come in?

(c) To express wish:

May you live long!

(d) To form the subjunctive mood:

We eat that we may live.

(e) 'Might' is used to indicate a future condition.

If he gets money, he might go to England.

(d) 'Might have' is used for past time.

He might have escaped unhurt in the accident yesterday.

(g) Both 'may' and 'might' are used to suggest "there is a good reason."

1. You may well say so.

2. You might just go as well go as not.

(h) 'Might' is used for reported possibility and reported permission:

1. Ding said that he might go to England next year.

2. The teacher said that I may play football.

Use of Must

'Must' neither has change of form for various tenses nor it has indefinite and participle.

(a) To express immediate or future obligation.

Soldier must obey their commander.

(b) To express determination;

I must leave for Delhi today.

(c) To express certainty of belief;

He must be a scholar.

(d) To denote inevitability;

1. Man must die.

2. Things must perish.

Use of 'Can' and 'Could';

(a) To accept ability or capacity.

I can swim very well.

(b) To express permission or possibility;

You can go now.

(c) Could helps some other forms to form the subjunctive mood;

If I could lend you money, I would.

(d) 'Could' is used to make a polite request.

Could you spare sometime for me?

Use of Ought

Ought is used to denote duty or moral obligation. When used with a present infinitive it denotes present time. When used with the perfect infinitive, it indicates past time.

1. We ought to respect our parents.
2. You ought to have run fast.

Use of Dare

- It is used in the sense of 'having courage'. 'Dare and 'not dares' is used with the third person and singular number in the present indefinite tense, provided it is followed by a negative. Same is the case with conditional and interrogative sentences.

(1) He dares to face his enemy alone. (Affirmative)

(2) He dares not to face his enemy alone. (Negative)

(3) Dare he face his enemy alone?

- Sometimes 'dare' is used with 'to' in the interrogative and negative sentences:
 1. Do you dare to go there?
 2. I don't dare to go there.
- Past and future forms of 'dare' are as follows:
 1. I dared not to go there.
 2. I didn't dare to go there.
 3. Would you dare to go there?
 4. I would not dare to go there.

(d) 'Dare' also means to challenge or defy. Then its past is dared.

1. Mohan dared me to fight.
2. He dared me to go there.

Use of Need

- It is used in the sense of 'require' or 'want'.

Its form with the third person, singular number in the present tense is 'needs'.

- (a) Moti needs another shirt.
- (b) Your coat needs washing.

- Sometimes 'need' denotes 'necessity' or 'obligation' in negative and interrogative sentences.

- Then its form with the third person , singular number, present tense is need not 'needs'.
- (a) He need not to work hard.
- (b) Need he go to Mumbai?

Exercise

Choose Main Verbs and Auxiliary verb:

1. The country is torn by factions.
2. Once Sydney Smith was asked his name by a servant and found to his dismay that he had forgotten his own name.
3. You couldn't have chosen a better day for a drive.
4. The old beggar was bitten by a mad dog.
5. He laid the book on the table.
6. Walking through the jungle he saw a snake.
7. He beat a hasty retreat on the arrival of a policeman.
8. You must reap what you have sown.
9. His voice shook as he spoke.
10. His path was not strewn with flowers but he persevered.
11. The explorers were frozen to death.
12. His voice sank to a whisper.
13. Tell me, are you coming to the party?
14. They have finished the job.
15. What do you do every Sunday?
16. I want to watch TV. There is a good film on.
17. She does not want to stay at home. She wants to go out with her friends.
18. He called me twice this morning.
19. What do she does in her free time?
20. Where did they go yesterday?
21. She always wanted to meet him.
22. What were they doing when you came.
23. I will clean these rooms.
24. The child has broken the toy.
25. She has failed in the examination.

TENSES

The tense of a verb shows the time of an action. There are three tenses.

1. Present Tense
2. Past Tense
3. Future Tense

A verb that refers to present time is called present tense.

I sing. He sings. You sing.

A verb that refers to past tense is called past tense.

I sang. He sang. You sang.

A verb that refers to future time is called future tense.

I shall sing. He will sing. You will sing.

TENSE TABLE

Tense	Indefinite	Continuous	Perfect	Perfect continuous
Present Tense	I write a letter. You write a letter. He writes a letter.	I am writing a letter. You are writing a letter. He is writing a letter.	I have written a letter. You have written a letter. He has written a letter.	I have been writing a letter. You have been writing a letter. He has been writing a letter.
Past Tense	I wrote a letter. You wrote a letter. He wrote a letter.	I was writing a letter. You were writing a letter. He was writing a letter.	I had written a letter. You had written a letter. He had written a letter.	I had been writing a letter. You had been writing a letter. He had been writing a letter.
Future Tense	I shall write a letter. You will write a letter. He will write a letter.	I shall be writing a letter. You will be writing a letter. He will be writing a letter.	I shall have written a letter. You will written a letter. He will have written a letter	I shall have been writing a letter. You will have written a letter. He will have written a letter.
Present Tense Negative Sentences	I don't write a letter. You don't write a letter. He doesn't write a letter.	I am not writing a letter. You are not writing a letter. He isn't writing a letter.	I haven't written a letter. You haven't written a letter. He hasn't written a letter.	I haven't been writing a letter. You haven't been writing a letter. He hasn't been writing a letter.

Past Tense	I didn't write a Letter.	I was not writing a letter.	I hadn't written a letter.	I had not been writing a letter.
Negative Sentences	You didn't write a letter. He didn't write a letter.	You were not writing a letter. He was not writing a letter	You hadn't written a letter. He hadn't written a letter.	You had not been writing a letter. He had not been writing a letter.
Future Tense	I shall I not write a letter.	I shall not be writing a letter.	I shall not have written a letter.	I shall not have been writing a letter.
Negative Sentences	You will not write a letter He will not write a letter.	You will not be writing a letter. He will not be writing a letter.	You will not have written a letter. He will not have written a letter.	You will not have been writing a letter.

(1) Simple Present-

- Simple Present Tense is used for current status/ present scenario, as
 - He reads in 1st year Electrical Engineering.
 - She lives at Hansi.
- With words such as daily, everyday, every week, every Sunday etc., as
 - We celebrate Holi every year.
 - She keeps fast every Monday.
- With always, never, rarely, seldom etc, as
 - She always speaks the truth.
 - He never smokes.
- With hobby and habits, as
 - She loves gardening.
 - He like swimming.
- With universal truths and general truths, as
 - Truth wins at last.
 - Two and two make four.
 - Honesty is the best policy.
- With geographical facts and scientific truths, as
 - The Sun rises in the east.
 - Water flows from high to low area.
 - Water freezes at 0⁰C.
 - Magnet attracts iron.
- In imperative sentences, as
 - Open the window.
 - Do not smoke at the public places.
- For rituals and customs, as
 - The Muslims bury their dead.
 - We light candles on Diwali.

(2) Present Continuous– It is used to express an action taking place at the time of speaking.

She is writing a letter.
She is not writing a letter.
Is she writing a letter?
Is she not writing a letter?

(3) Present Perfect– It is used to show an action that started in the past and has just finished.

She has written a letter.
She has not written a letter.
Has she written a letter?
Has she not written a letter?

(4) Present Perfect Continuous– This tense shows the action which started in the past and is still continuing.

She has been writing a letter.
She has not been writing a letter.
Has she been writing a letter?
Has she not been writing a letter?

Past Indefinite Tense (Simple Past tense):

1. For historical past, as
 - a. India got freedom on 15 August 1947.
 - b. I passed my matriculation in 2016.
2. For recent past, as
 - a. He met me yesterday in the market.
 - b. They bought their cricket kit last week.
3. For hobby, habitual action of past, as
 - a. He went for morning walk during his hostel days.
 - b. She kept fast every Friday when she was in Delhi.
 - c. He loved swimming during his boyhood.
4. For unreal past, as
 - a. I hope I knew your roll number.
 - b. I wish I were the CM of this state.

Past Continuous Tense: Used to denote an action going on at some time in the past.

e.g. I was driving a car.
She was writing a letter.
She was not writing a letter.
Was she writing a letter?
Was she not writing a letter?

Past Perfect Tense

Used to describe an action completed before a certain moment in the past, usually a long time ago. If two actions happened in the past, past perfect is used to show the action that took place earlier.

e.g. The patient had died before the doctor came.
She had written a letter.
She had not written a letter.
Had she written a letter?
Had she not written a letter?

Past Perfect Continuous Tense: Used to denote an action that began before a certain point in the past and continued up to some time in the past.

e.g. I had been learning English in this school for 20 days.
She had been writing a letter.
She had not been writing a letter.
Had she been writing a letter?
Had she not been writing a letter?

FUTURE TENSE

Time and tide wait for no man. So, a period of time following the moment of speaking or writing is called as future tense.

They will play football on Sunday.
I shall complete this work in next week.
Monit will sing a song in the Annual Function.
She will write a letter.

Simple Future: This tense tells us about an action which has not occurred yet and will occur after saying or in future.

In Future Tense helping verb 'Shall' is used with 'I' and 'We'. Helping verb 'Will' is used with all others. When you are to make a commitment or warn someone or emphasize something, use of 'will/shall' is reversed. 'Will' is used with 'I' & 'We' and 'shall' is used with others.

In general speaking there is hardly any difference between 'shall & will' and normally 'Will' is used with all.

Now, let us use this rule in various forms of sentences;

She will write a letter.
She will not write a letter.
Will she write a letter?
Will she not write a letter?

Future Continuous Tense: It is used to express an ongoing or continued action in future.

He will be distributing sweets in temple tomorrow at 12 o'clock.

In the example, the action will start in future (tomorrow) and action is thought to be continued till sometime in future.

We use the future continuous to talk about something that will be in progress at or around a time in the future.

Now, let us use this rule in various forms of sentences;

She will be writing a letter.
She will not be writing a letter.
Will she be writing a letter?
Will she not be writing a letter?

Future Perfect Tense

It is used to express an action which will happen/occur in future and will be completed by a certain time in future.

We use the future perfect to say that something will be finished by a particular time in the future.

They will have shifted the house by Sunday morning.

She will have written a letter.
She will not have written a letter.
Will she have written a letter?
Will she not have written a letter?

Future Perfect Continuous Tense

It is used to talk about actions that will commence at a fix time in future and will continue for some time in future.

If there is no time reference, then it is not a Future perfect continuous tense. Without continued time reference, such sentences are Future Continuous Tense. Continued time reference only differentiates between Future Continuous Tense and Future Perfect Continuous Tense.

The future perfect progressive emphasize the duration of an activity that will be in progress before another time or event in the future.

This time tomorrow, I will be enjoying the cricket match in the stadium.

It is also used to talk about planned actions or actions expected to happen.

They will be staying for a week's.

The future perfect progressive emphasize the duration of an activity that will be in progress before another time or event in the future.

She will have been writing a letter.

She will not have been writing a letter.

Will she have been writing a letter?

Will she not have been writing a letter?

Exercise No. 1

Use correct form of the verb.

- 1 He generally -----late. (come)
- 2 I don't like to -----tea. (take)
- 3 He did not ----- the class yesterday. (attend)
- 4 Where are you-----these days ? (live)
- 5 Beauty -----no ornaments (need)
- 6 He -----there to get the money. (go)
- 7 ----You ---- for ---- a walk daily? (go)
- 8 Some students -----present in the class yesterday.
- 9 The house ---- quite big.
- 10 He ----not -----his work.(complete)

Exercise No. 2

Use Simple Present and Simple Past Tense in the following sentences:

1. He -----an intelligent boy.
2. They----not present in the class.
3. Make hay while the sun -----(shine)
4. -----you -----(pass) your B. A. last year?
5. What --- you often-----?(do)
6. This ground ----not good for playing.
7. He --- a good swimmer at the age of five.

Exercise No. 3

Use Present Perfect and Past Perfect Tense in the following sentences:

1. He ----(finish) his work.
2. The new stock ----Just----(arrive)
3. The chief guest ----already ----(arrive) when I reached there.
4. Who has ----(-break) this window pane?

5. They -----(win) the first prize.
6. They ----not-----(prepare) the lunch yet.
7. I----- already -----(apply) for this post.

Exercise No. 4

Supply a suitable verb:

1. Iron as well as coal found in this area.
2. My car running fast.
3. They given their answers.
4. Everyone of the crew dead.
5. Five rupeesno price of it.
6.we sit down here?
7. You.....got good marks.
8. Youobey your elders.
9.you spare some time for me?

Exercise No. 5

Use correct form of the verb.

9. Ithe letter before he arrived. (write)
10. Hewithout any reason. (weep)
11. For a moment, heblank. (go)
12. They did notanything about them. (notice)
13.money grow on trees? (do)
14. Hemy company a few days ago. (leave)
15. The trainjust now. (arrive)
16. He that film last week. (see)
17. The bell.... Just now. (ring)
18. Hesince morning. (read)

Exercise No. 6

Use correct form of the verb in the following sentences:

1. God(make) the world.
2. Bread(be) made of flour.
3. He(work) till late last night.
4. Time(heal) wounds.
5. I(write) a letter to him on Friday.
6. He(get) up early in the morning.
7. Inot.....(tell) a lie.
8. They(go) to Delhi yesterday.
9. The dogs were(fight) fiercely.

Exercise No. 7

Use correct form of the verb in the following sentences:

1. I(write) the letter before he arrived.
2. He(weep) without any reason.
3. For a moment, he(go) blank.
4. They did not(notice) anything special about him.
5.(do) money grow on trees?
6. I(live) here for the last ten years.
7. When I first(meet) him, he(study) religion.
8. We(celebrate) my birthday.
9. My father(cook) a special dish for us.
10. Lata Mangeshkar(sing) very well.

Exercise No. 8

Fill in the following sentences with the future perfect tense:

1. I(move) to Delhi next year.
2. The police(identify) the hooligans very soon.
3. Virat(play) the IPL series by nest year.
4. she.....(post) the letter by Wednesday.
5. All my doubts(clear) with your help.
6. I(learn) my lesson of geography.
7. He always(take) his tea without sugar.
8. I(not post) a single letter yesterday.
9. Next month, my brother(come) to this part of India.

UNIT 3

READING SKILLS

A comprehension exercise consists of a passage upon which questions are set to test the student's ability to understand the content of the given text and to infer information and meanings from it.

The purpose of this section is to develop the reading skills of the students and to encourage them to read extensively.

To comprehend means "to understand and grasp". A comprehension passage is, therefore, meant to test the ability to understand and retain the contents of a given passage.

Generally a passage consisting of certain lines is given, followed by few questions based on it; the question may be based on:

- i. Theme of the passage.
- ii. Choosing the correct or wrong statement on the basis of the given passage.
- iii. View of the authority regarding the main point discussed in the passage.
- iv. Synonyms or antonyms of some selected words in the passage or substitution word to a given word.

Various formats of comprehension (Passage):

1. **Analytical:** The analytical way of writing usually presents the pros and cons of the issue at hand. It discusses both sides of the issue and the author may after analysis, present his final viewpoint in the end. The questions are usually about the main idea and the author's viewpoint.
2. **Discursive:** A discursive style of writing is where the author discusses various aspects of certain issues in brief and superficially. Hence, the questions that follow are simple and basic questions on theme and the facts presented therein.
3. **Argumentative:** The argumentative style of writing is where the author supports his viewpoint on an issue by presenting facts and data which support his viewpoint. Unlike the argumentative style, he does not present both sides of the issue. The questions that follow are mostly about the author's tone and whether he would agree or disagree with certain points on the issue as discussed in the passage.
4. **Descriptive/Narrative:** When the passage describes a certain event or phenomenon chances are it uses the descriptive style of writing. In simple words, descriptive style of writing uses story telling format. It is lucid and easy to understand and usually followed by easy questions on the main theme or the facts stated in the passage.

How to answer the questions: If the student has developed an approach of his own to answer the comprehension questions and the approach is effective, he should stick to it. However, this method of one's own should be thoroughly checked.

But for those of you who feel uneasy with the comprehension passages, here are few tips which are helpful for choosing right answers:

1. It is better to take a cursory glance at the question given. If you take a look at the questions before reading the passage, you know what aspects of the passage to concentrate.
2. Now read the passage carefully. While reading find out the main point and the arguments that have been given in its favour.
3. Examine the attitude of the narrator. This is one of the important questions of the comprehension.
4. Sometimes the question pertains to synonyms or antonyms of a word as used in the passage. The important point here is as used in the passage. You should not go for the meaning blindly.

Use the following techniques:

- i. Main idea of the passage:** Whenever a passage is written, it to propagate an idea. This idea forms the nucleus around which words and sentences are constructed. Get to the root of this idea.
 - ii. Attitude of the writer:** This is very important because the same sentence may carry a different meaning if looked at it in isolation. But when used in a context, it conveys the meaning dependant on the attitude of the writer, which is overall feeling that you get after having read the passage.
 - iii. What the writer says and what he does not:** It is very important to categorically see what the writer says and what he does not. This will be possible if we do not operate with unnecessary assumptions.
 - iv. Title of the passage:** Title is generally based on the central idea of the passage.
 - v. Keeping above points in mind, you may comprehend the passage even in one reading. But in case of doubts after the first reading and time allows, you should not hesitate in going for a second reading.**
- In addition to these, there may be some questions for vocabulary enhancement such as, Word Formation, where the student has to form new words by adding Prefixes and Suffixes to the root word.

Prefixes: Prefixes are added before a word to make a new word.

1. re: replace, remix, recharge, replay, remake, remark
2. ir: irregular, irresponsible, irreplaceable, irreparable, irrational
3. un: unknown, undo, until, unless, unlike, unable
4. in: input, intake, inform, income, indiscipline, independent
5. en: encourage, ensure, enroll, entry, enable, encounter
6. post: post-mortem, post-paid, postgraduate, post-war

7. pre: prepaid, preserve, present, preposition, preoccupation
8. inter: international, interchange, intercity, interstate, internet
9. sub: suburban, subway, sub-inspector, subordinate, subcontinent
10. super: superman, superstar, supernatural, superhero, supermarket
11. fore: foretell, forefather, forecast, forehead, forenoon
12. im: impossible, impress, impulse, immortal, image, improve, import
13. il: illegal, illiterate, illegitimate
14. mis: mistake, mismatch, misunderstand, misbehave, miscalculate
15. dis: displace, dislike, display, disorder, discharge, discover
16. non: non-medical, nonsense, nonstop, non-vegetarian
17. anti: antiviral, antiwar, antisocial, antibiotic, anticlockwise
18. de: depart, deport, decrease, defrost, dehydration, demoralize
19. under: understand, underestimate, underworld, underweight, underground
20. over: overtake, overtime, overreact, overconfidence
21. out: output, outcome, outdated, outlook, outplay, outbox, outstanding
22. counter: counteract, counterattack, counterpart
23. ab: absent, abnormal, about, abroad, abuse
24. to: tonight, today, together, took
25. multi: multiply, multipurpose, multimedia, multinational
26. co: coaxial, coplanar, coward, co-worker, cooperation
27. semi: semi-final, semicircle, semiconductor
28. auto: automobile, autobiography, autograph
29. mono: monoxide, monosyllabic
30. poly: polyethylene

Suffixes: Suffixes are added after a word to make a new word.

1. er: player, marker, charger, painter, bigger, smaller
2. est: highest, biggest, longest, nearest
3. ance: attendance, reliance, vigilance, ignorance
4. ness: happiness, kindness, hardness, weakness
5. less: useless, kindles, fearless, careless, hopeless, helpless
6. ful: useful, helpful, powerful, wonderful, hopeful, beautiful
7. al: national, central, natural, electrical mechanical
8. tion: corruption, attraction, competition, station
9. ly: kindly, happily, hardly, monthly, daily, nicely
10. able: comfortable, movable, removable, eatable
11. ity: intensity, nationality, community, electricity
12. ate: donate, collegiate, nominate
13. ive: relative, elective, selective, active, detective, passive
14. ment: management, engagement, agreement, arrangement, treatment
15. ify: glorify, simplify, classify,
16. en: shorten, lessen, listen, eaten, hidden, heighten
17. age: percentage, coverage, package, damage, shortage
18. or: actor, conductor, director, inspector
19. ery: bravery, robbery, slavery
20. ward: backward, forward, toward, upward, downward
21. ous: famous, continuous, courageous
22. ee: employee, trustee, trainee

- 23. hood: childhood, boyhood, manhood, neighbourhood
- 24. ise / ize: organize, civilize, generalize
- 25. ed: requested, played, learned, prayed
- 26. ing: playing, hearing, speaking, listening
- 27. ist: artist, tourist, terrorist, druggist
- 28. ship: friendship, partnership, scholarship
- 29. dom: freedom, wisdom, kingdom, martyrdom
- 30. y: discovery, delivery
- 31. ish: childish, foolish, selfish, bookish

Exercise-1

Read the following passage carefully and answer the questions that follow.

Abraham Lincoln was born in 1809 in northern Kentucky. At the time of his birth, Kentucky was part of the western frontier of the U.S. his father was a farmer and at one point he was relatively wealthy. However, when young Abraham was only 7 years old, his father lost his land. The family moved to Indiana, where his mother died when he was 9. When he was a young man, Abraham's family moved to Illinois.

Abraham had little formal education growing up. He loved to read, so he educated himself. In Illinois he studied law by reading law books. He became a lawyer in 1837 in Springfield, Illinois.

Lincoln's political career began early and he served in the state legislature and in the U.S. House of Representatives. He was a gifted speaker. He won national attention for his speeches against slavery during several debates. This led to his nomination for the presidency, which he won in 1860.

President Lincoln's election angered the southern states and seven of them announced they would leave the U.S. and form their own government. In 1861, South Carolina troops fired artillery at Fort Sumter, a U.S. military fort. This began the civil war. The war would be the central feature of Lincoln's presidency.

Lincoln's goal through the war was to reunite the North, known as the Union, with the South, known as the confederacy. As commander-in-chief, he selected the Union generals to lead the army. He issued the emancipation proclamation in 1863, which signaled freedom for the slaves.

Lincoln was re-elected in 1864. After four long years, the Union won the Civil war in April 1865. Lincoln's goal to reunite the country had come true, but he would not live to see it. Just six days after the end of the war, on April 15, 1865, President Lincoln was

killed by John Wilkes Booth. He was the first American President to be assassinated. He is remembered today for his wisdom, his compassion and his patriotism.

A. Now answer the following questions:

- i. When was Abraham Lincoln born?
- ii. When did his family moved to Indiana?
- iii. When did he become a lawyer?
- iv. For which quality Lincoln win national attention?
- v. What angered the southern states?
- vi. Where did South Carolina troops fired?
- vii. What was the central feature of Lincoln's presidency?
- viii. What was Lincoln's goal?
- ix. Which signaled freedom for the slaves?
- x. When and by whom was president Lincoln killed?

B. State whether the following statements are true or false:

- i. When young Abraham was 9 years old, his father lost land.
- ii. In Illinois he studies law.
- iii. South Carolina troops fired artillery at fort Sumter, in 1862.
- iv. President Lincoln was assassinated on April 15, 1865.
- v. Lincoln's goal to reunite the country has not come true.

C. Write the antonyms of the following words:

- | | | | | |
|--------|----------|--------------|-----------|----------|
| i. War | ii. Lost | iii. Freedom | iv. Birth | v. Young |
|--------|----------|--------------|-----------|----------|

Exercise-2

Read the following passage carefully and answer the questions that follow.

From the beginning of my education Miss Sullivan made it a practice to speak to me as she would speak to any hearing child; the only difference was that she spelled the sentences into my hand instead of speaking them. If I did not know the words and idioms necessary to express my thoughts, she supplied them, even suggesting conversation when I was unable to keep my end of the dialogue.

The process was continued for several years, for the deaf child does not learn in a month or even in two or three years, the numberless idioms and expression used in the simplest daily intercourse. The little hearing child learn these from constant repetition and imitation. The conversation he hears from his home stimulates his mind and suggests topics and calls forth the spontaneous expression of his own thoughts. This natural exchange of ideas is denied to the deaf child. My teacher realizing this, determined to supply the kinds of stimulus I lacked. This she did by repeating to me as far as possible, variation what she heard, and by showing me how I could take part in the conversation. But it was a long time before I ventured to take the initiative and still longer before I could find something appropriate to say

at the right time. The deaf and the blind find it very difficult to acquire the amenities of conversation. How much more this difficulty must be augmented in the case of those who are both deaf and blind! They cannot distinguish the tone of the voice or, without assistance, go up and down the gamut of tones that give significance to words, nor can they watch the expression of the speaker's face, and a look is often the very soul of what one says.

A. Now answer the questions:

- i. Who made it a practice to speak to the writer?
- ii. What was the only difference?
- iii. What did Miss Sullivan do when the writer was unable to keep up her end of dialogue?
- iv. For how long was this process continued?
- v. How does a little hearing child learn?
- vi. What is denied to the deaf child?
- vii. What did the teacher determine to supply?
- viii. What is difficult for the deaf and the blind?
- ix. What can the deaf and blind child not distinguish?
- x. Who cannot watch the expression of the speaker's face?

B. State whether the following statements are true or false:

- i. She spelled the words into her arm.
- ii. The conversation the hearing child hears in his home stimulates his mind.
- iii. A look is often the very soul of what one says.
- iv. It was not a long time before I ventured to take the initiative.
- v. The deaf and blind can distinguish the tone of the voice.

C. Write the antonyms of the following words:

- i. Natural ii. Possible iii. Significant iv. Appropriate v. Up

Exercise-3

Child labour is a serious problem in developing countries. We often see young boys and girls working in tea stalls, roadside restaurants, meat shops, grocery shops, small industries and private households. Anyone below the age of fourteen is considered to be a child labourer. The wages given to these children are much less compared to the wages of adult labourers. These children are also made to work for longer hours. Employing little boys and girls enables the employer not only to save money, but also to avoid labour unrest and other work related demands. Laws in most countries forbid the practice of employing child labourers. But, as the number of poor people in our country is very large, the exploitation of the children through the practice of the child labour continues. They are made to work at a tender age when it is time for them to go to school and enjoy their childhood. The abolition of child labour will only be possible if the economic conditions of the poor families improve and the employment of adults from these families is ensured.

a) Answer the following questions:

1. What is the serious problem in developing countries?
 2. Who is considered as a child labourer?
 3. Why are little boys and girls employed?
 4. How can child labour be abolished?
 5. Give a suitable title for the above paragraph.
- b) Write whether the following statements are true or false:
1. Child labour is not a serious problem in developing countries.
 2. The wages given to these children are much less compared to the wages of adult labourers.
 3. The children are also made to work for longer hours.
 4. Laws in most countries support the practice of employing child labourers.
 5. The number of poor people in our country is very small.
- c) Select words from the passage that mean the same:
1. A child below the age of fourteen
 2. Treating someone unfairly
 3. A person that employs people
 4. Relating to economics
 5. To put to an end
- d) Give antonyms of the following:
1. Serious
 2. Poor
 3. Possible
 4. Continuous
 5. Small
- e) Make your own sentences from the following words
1. Able
 2. Work
 3. Laws
 4. Improve
 5. Unrest
- f) Make new words by adding prefixes:
1. Able
 2. Rest
 3. Possible
 4. Sure
 5. Developed
- g) Make new words by adding suffixes:
1. Employ
 2. Economic
 3. Exploit
 4. Labour
 5. Work

UNIT 4

WRITING SKILLS

4.1 CORRESPONDENCE—BUSINESS AND OFFICIAL

Letter-writing is the most commonly used for written communication. All of us have to write a lot of letters in the course of our life for a variety of purpose-applying for a job, inviting people, making enquiries, placing orders, making complaints, congratulating etc.

Broadly speaking the letters, we write can be placed in two categories: Personal letters and Business letters. Personal letters are written to friends, relatives and acquaintances and are informal. Business letters, which also include official letters, are addressed to business firms, government or semi government offices, editors of newspaper etc. and are formal. All letters, whether Personal or Business, follow certain conventions and it is important for us to know and follow them. These letters are the most common forms of communication within or out of organization.

Forms

1. THE INTENDED FORM- This perhaps is the oldest form of business letter. In it each line of an item (like the address) starts a little to the right of line above it.
2. THE FULLY-BLOCKED FORMS- In this forms all the lines begin from the left-hand margin. The address, the salutation, the body of the letters, the closing and the signatures are all blocked. Even the paragraphs are not indented. The division between paragraphs is marked by a line of space. Most of the letters in this section are written in these forms.
3. THE SEMI-BLOCKED FORMS- It is a combination of the indented and fully-blocked forms. The body of the letters is indented while the heading, address, salutation, etc. are blocked.

The Various Parts of a Letter

(The fully-blocked)

1. THE HEADING- It consists of the writer's address and the date. The address is written at the left hand corner of the page and the date is put just below it.
2. THE SALUTATION- It is the form of address or the greeting. It is written a little below the date and on the left hand side of the page.

3. THE BODY OF THE LETTER- This is the main part of the letter and should be written in simple and direct language. It should be divided into paragraphs unless it is very short.

4. THE SUBSCRIPTION- This is the leave-taking phrase. It is written below the last line of the body of the letter near the left hand margin of the page.

5. THE SIGNATURE- This is written below the subscription or the leave-taking phrase.

Forms of Salutation and Subscription

Relations	Salutation	Subscription
Blood Relations	My dear Father, Mother, Brother etc OR Dear Brother, Sister	Yours affectionately OR Yours loving son, brother, etc.
Friends	My Dear Vikas OR Dear Anil	Yours sincerely OR Ever Your
Acquaintances	Dear Mr.Gupta, My dear sir	Yours truly OR Yours Sincerely
A Trader	Dear Sir	Yours faithfully OR Yours sincerely
Editors of news	Sir or Dear Sir	Yours truly
To Teachers or Principals	Respected Sir/Madam	Yours faithfully

Different kinds of business letters:

1. Sales letters
2. Business inquiry letter
3. Quotation letter
4. Order letter
5. Complaint letter
6. Recovery letter
7. Bank and Insurance Correspondence

8. Correspondence with media and government offices

FORMAT OF A COMPLETE BLOCK STYLE

Ref. No.

Sender's Address

Date

Inside Address

(name, title, company,

full address

postal code)

Salutation

Subject

.....
.....

Body of the letter

.....
.....

(One-line space between paragraphs)

.....
.....

Complimentary close

Name of sender

Sender's designation

End

CC

SAMPLE OF BUSINESS AND OFFICIAL LETTERS

1. Write a letter inviting quotations.

Modern Store,

Ambala

June 23,2018.

M/S S. Enterprises

Lajpat Nagar(Main market)

New Delhi

Subject : Inviting Quotations for steel furniture

Dear Sir,

We have come to know that yours is a reputed firm dealing in steel-furniture. We wish to buy the following items of steel furniture for our store. Please quote the lowest rates of each of these items giving full particulars and technical details. The quantity of items is mentioned against them. Please quote rates which may remain valid for at least six months.

Sr. NO.	Description	Quantity
1	Steel chairs with arms	100
2	Steel tables	50
3	Steel almirahs	30

We want to buy these items in August. So these items should be delivered to us by the second week of August. Please let us know, you will be able to arrange the supply by this time. Please mention the terms and conditions of the deal and any after- sales facilities offered by you.

Yours sincerely

Namit Gupta

Manager

2. Write a letter placing order for books

Kapoor Brothers

Stationers and Book Sellers

Hisar

January 9, 2018

M/S Sharma Publishers

324 Model Town

Delhi

Subject: Ordering for books

Dear Sir,

We understand that you are on the approved list of book dealers for educational institutions. Please arrange to send the following books at the above address at the earliest please

1. 10th standard Maths 200 copies
2. 12th standard Maths 100 copies
3. 10th standard Science 200 copies
4. 12th standard Physics 100 copies
5. 12th standard Chemistry 100 copies

Make sure that the books reach in a week time and also deduct the due discount. The damaged or torn-out material will be sent back at your cost. Kindly send the R/R and the invoice through the State Bank of India.

Yours sincerely

Rohit Kapoor

3. Reply to the order

M/S Gupta Publishers

379 Lajpat Nagar

Delhi

13 February 2018

M/S Kapoor Brothers

Stationers and Book Sellers

Rohtak

Subject: Acknowledgement of the order of books

Dear Sir

Thanks for your order no. 423 dated 2 February for books. We confirm the supply at the maximum possible discount and are arranging to dispatch books by coming week. You are our valued customer. Please be sure that the books will reach you in perfect condition with big discount within 10 days from now. The bill is dispatched list-wise according to number of books. Always assure you our best services.

Yours truly

Gupta Publications

4. Write a letter to the Municipal Commissioner to improve sanitation condition in your locality.

Alok Singla

New Tagore Nagar

Rohtak

July 12, 2018

To

The Municipal Commissioner

Municipal Corporation

Rohtak

Subject : About insanitary condition of New Tagore Nagar

Sir

I may bring to your kind notice the insanitary condition of our locality. Our locality is very dirty and the streets are full of pits. Dirty water stands in them and it emits a foul smell. It is difficult to move there. The streets always stink foul smell. People throw rubbish into the streets. The streets have become a dumping place of garbage. The sweeper is always very careless. He comes once or twice a month.

We have brought the matter to the notice of the Sanitary Inspector also. But he has not paid any heed to it. So I request you to look into the matter personally.

Hoping for a favourable consideration,

Thanking you

Yours sincerely

Alok Singla

5. Write a letter to the Editor of a newspaper complaining against rash driving.

34, A Block

Vasant Kunj

New Delhi

March 16,2017

The Editor

The Indian Express

New Delhi

Subject: Rash driving –a life taking pill

Sir

I would feel highly obliged if you kindly allow me to draw attention of the authorities and the people through your esteemed paper to the hazards of rash driving.

During the last few years or so the number of motorized vehicles in our city has increased manifold. The motorcars, buses, scooters, motorcycles ply on the roads at a great

speed. Even in narrow streets, people indulge in rash driving. Perhaps it has become a fashion these days. Cars, scooters etc pass by you whizzing speedily even at turning. They don't care if somebody is hit by their vehicles. The truck drivers and the youngsters are the greatest culprits in this respect.

The rash driving is a regular nuisance and is cause of many fatal accidents daily. Many youngsters drive their vehicles without proper training. Even children without license are allowed to drive without any check by police. Many truck drivers ply their vehicles under the influence of wine. They hit others as well as risk their own life.

If we want to improve things, rash drivers must be heavily fined, so that life and safety of people may be sustained. I hope you will give a little space to my views in your newspaper, so that the authorities may wake up from deep sleep.

Thanking you

Yours truly

Hemant

Exercise

1. Write a letter of complaint to the sports dealer about wrong supply of sports material.
2. Write a letter to the Manager, State Electricity Board complaining about power failure.
3. Write a letter to the Commissioner, Municipal Corporation, drawing his attention to lack of civic amenities in your area.
4. Write a letter to the Editor about increasing incidents of crime in your city.

4.2 NOTICE

A notice informs the reader of something that is to happen or has happened. A notice can be issued about a meeting in an office, organisation, or change of address, commencement of a course etc. Most organisations have notice boards at prominent places throughout the offices. Most notices are meant to be pinned up or pasted on these boards. Notices issued by the Govt. departments and other big organisations also appear in various newspapers. Loss of a thing or when a thing is found, opening and closing of public issues are also notified through press. Caution notice is given in violation of trade marks. The notices should be simple, brief and clear.

Various kinds of Notices:-

- (1) Admission Notice
- (2) Notice regarding change of name, address, venue timing etc.
- (3) Legal Notice
- (4) Notice issued by Educational institutions, Organisations etc.
- (5) Public Notice
- (6) Tender Notice
- (7) Caution Notice

Example1.

Draft a notice of a document folder lost in a train.

LOST! LOST! LOST

A brown handbag of pure leather has been lost on 20th June 2018 at 10 o'clock in train running between Mumbai Central and VT Station. The bag contains important official documents, share certificates, and Rs.5000 cash. Finder will be suitably rewarded.

Contact: Mr. Gupta

Phone: 9874561230

Example 2

GOVT. COLLEGE, KARNAL

NOTICE

20 June 2018

Found: A sports kit bag

A sports kit bag was found in the stadium on 19 June 2018 during the final match. Anyone who has misplaced a red sports bag may collect it from the undersigned within two days, that is, by 22 June 2018. Place: Reception Counter

Contact: Pardeep

N.P. College of Engg.

Karnal

Auction Notice

Three shops in student centre complex will be auctioned on monthly licence fee basis for utility service/ eatables and student centre on 20.06.2018 at 10 am. For details, contact the office of President, Student Welfare.

K.S. Sandhu

Director

M.M. College of Engg., Jalandhar

Auction Notice

Date:10/08/2018

One canteen in administrative block and two milk booths in residential area will be auctioned near the basement gate of the Administrative Block on 12.08.2018 at 11 a.m. For details contact Deputy Registrar (Estate) Punjab Technical University Jalandhar

M.S. Sandhu

Director

RECRUITMENT NOTICE

Jamia Hamdard, Hamdard Nagar,
Delhi Advertisement No. 15/2018

Applications on prescribed forms are invited for filling up the following academic/non-academic posts in various departments of the university on UGC's pay bands. Eligible candidates may apply on or before July 15 2018.

S no.	Name of the Post	No. of Posts
1	Advisor(Research)	1
2.	Professor (Pathology)	1
3.	Associate Professor(Microbiology)	1
4.	Associate Professor(Toxicology)	1
5.	Assistant Professor(Toxicology)	1

Details of qualification and experience, application forms etc. can be downloaded from the website of university

Website-www.jamiahamdard.edu/careers.as

H.S.Sandhu

Director

GOVT.POLYTECHNIC, KARNAL

NOTICE

ARTICLES FOR THE COLLEGE MAGAZINE

Students of various branches are invited to contribute articles, stories, poems, cartoons etc. for the College Magazine 2018-19. These should be original and written in neat hand or printed.

These should also carry the name and class of contributing students and be handed over to the undersigned.

The last date is 20.06.2018.

Anil Kumar

Student Editor

1. Being the school captain, write a notice on behalf of the Principal warning the students against bunking classes.
2. On behalf of the Manager write a notice to be put on the notice board of the company informing the employees of the cancellation of the upcoming holidays in the wake of the targets that need to be fulfilled within a month.
3. Write a notice on behalf of the Principal informing the students about the conduct of an 'Annual Athletic Meet.'
4. Write a tender notice for supply of certain goods and for some job work.
5. Write a notice about the general meeting of members of a company.

4.3 MEMORANDUM

Memos are brief written communications which are circulated within the organisation. The word 'Memorandum', the plural of which is memoranda, has Latin origin and means 'a note to assist memory.' Memos are extremely important for the smooth functioning of an organisation because they provide a written record and history of a company's decisions. Memos are exchanged as a matter of routine by employees in their official work. They can be written for a number of purposes .Most often they are used for conveying information. A manager may send a memo to a subordinate to give instructions about a job, to communicate policy changes, to convey decisions, to make announcements etc. Memos are also sent to seek explanation for breach of code of conduct. They can carry a warning too. Memos can be congratulatory for an outstanding work. Memos handle the flow of communication in up, across or down in an organisation.

Example1

Power Cycles Limited,
Sonepat
Inter-office Memorandum

Date: 22 June 2018

To: All Employees

From: Manager (HR)

Subject: Office Hours

Let me remind you that the office timings of the company are from 10:00 a.m.to 6:00 p.m. Exceptions resulting in late arrival and early departure must be reported to the Time Office. Employees not reporting such aberrations and constantly found irregular in keeping with the office hours will be asked for a written explanations.

Parul Bansal

Manager(HR)

Example 1: An office memorandum warning an employee against habit of excessively long lunch hours.

Vishal Engineering Works, Noida

Inter-office Memo

Date: June 20, 2018

To: Sudhakar Srivastva

Clerk, Accounts Division

From: Rohit Dubey

Manager Personnel

Sub: Violation of lunch hour regulation

In the last two months, I have informally warned you against your excessively long lunch hours. Your supervisor has informed me that last week your pattern of lunch break exceeded two hours.

This memo will serve as a written notice to you that according to company policy lunch hours are not to exceed one hour.

I trust that this final reminder will help you recognise and solve this serious problem.

Rohit Dubey

Example 2: A memo to a employee granting permission to pursue further studies

New Light Publishers (P) Ltd., Rohtak

Inter-office Memo

Date: June 20, 2018

To: Rajender Singh Brar,

Manager Sales

From: S.M.Bhasin, M.D.

Sub: Regarding permission to join law classes.

The company doesn't have any objection to your joining the degree course in law through evening classes. However, please note that you will not be entitled to any special leave to prepare for the examinations. Nor should this course interfere with your working.

S.M. Bhasin

Example 3: Memo asking for an explanation for a job not done properly

Asian Paints (Pvt.) Ltd. Jaipur

Inter-office memorandum

Date: June 20, 2018

To: Som Nath

Manager, Quality Control

From: D.S.Narula, G.M.

Sub: Supply of paints beyond expiry date.

Some of our customers have complained that the paint boxes, containing white colours supplied last week, are beyond the expiry date. Let me know today itself why these boxes were not inspected properly and approved before dispatch.

D.S.Narula

Example 4: Memo to an employee forming him a cut in his salary.

The Bank of Punjab Limited

Jalandhar

Date: 20th June 2018

Ref. No. : 754/20

To : Mr Preet Mohan, Clerk

From: R.N. Sawhney, Manager

You remained away from your duties on the date and period mentioned below. Please note that you have not earned salary and allowances for the said period.

Date: 19th June, 2018

Period: 10.00 am to 5pm

No disciplinary action has been taken.

Copies to

1. Staff section (North Zone)
2. Salary section (R.N. Sawhney)

Exercise for Practice

1. Write a memo to an employee warning him against his rude behaviour towards customers
2. Appreciation for a job done well
3. Warning an employee against playing games on computer during working hours.
4. Informing an employee about a cut in his travel allowance.
5. A memo to an employee for misbehaviour with his superior.

4.5 BASICS OF REPORT WRITING

Report writing is one of the most diverse and complex of all writing tasks. Writing a report, whether for academic use or business purpose, is a powerful tool of providing factual information, recorded data, investigations, researches, analysis etc. to a person or organization who wants to use that information. A report is defined as an orderly and systematic presentation of factual information that supports in problem-solving and decision making process.

A good report serves as an investigating and decision making tool as it clearly presents the analysis and statistical information of the factors relevant to a particular matter. This kind of research paper is also used for planning and critical evaluation as it contains useful analytical information about key resources and other important aspects to an issue. Below listed are five essentials of a perfect report.

1. Factual Accuracy

A report writer should be extra careful in quoting facts and statistical data. Since the information given in the report is research-based whose findings and analysis are used for making crucial decisions, a writer must gather info from scholarly and legitimate sources and must proofread the info at least twice in order to avoid presenting incorrect data.

2. Precision and Objectivity

A student before drafting a report, any academic topic should keep in mind that such a research paper should be objective in nature, i.e. free from the writer's personal opinions. A professional essay writer is also definite about the actual purpose of the report and does not drift away from it throughout the paper. A writer can turn a report into a valuable research paper when it is written with precision because it brings credibility and trust in the findings or information provided in the report.

3. Relevance

Another characteristic of a good quality report is relevance. A report writer must always include those empirical evidences, statistics and facts which are relevant to the actual subject or objective of the report. Citing info from irrelevant sources can make the paper weak and its findings unreliable. The key here is to only look for the relevant pieces of information from scholarly sources i.e. journals, published reports, books etc. and to give their proper reference. For an impressive research report, accurate data and relevant facts are inevitable.

4. Clarity

For an academic report, a student must prepare a rough outline of the things that will be included in the document. Using pointers will help in addressing all the main points in the report. Also the language of the report should be simple and clear. Try to avoid long sentences and complicated terms but at the same time, the language should be formal and academic.

5. Perfect Format

Your report should follow a standard format which includes abstract, introduction, research or analysis, results/findings, conclusion and references.

Importance of a Good Report

1. Increases communication skills of the writer,
2. Improves writing skills,
3. Increases the reputation of the writer,
4. Enhances the writer's analytical skill,
5. Increases possibilities of the writer's promotion to the higher position in the organization,
6. Increases the writer's efficiency of working.
- 7.
8. Contribution to the Reader or to whom the report is submitted
9. Helps in decision making,
10. Helps in identification of the problem,
11. Helps in taking required course of action,
12. Helps in research and development.
13. Contribution to the organization or the business
14. Helps in creating plans, objectives, and strategies,
15. Helps to implement and evaluation of strategies,
16. Increases Company's reputation,
17. Helps in management and marketing,
18. Ascertains the situation and the position of the company,
19. Aids in finding the problems and inconsistencies inside the organization,
20. Assists in increasing production, research and development,
21. Helps in employee motivation,
22. Aids in catching the desired group of customers,
23. Helps in international trade

Number: Date:	Make: Model: Type: Serial no.:																
Checked by:																	
<p>Note:</p> <p>Please mark a tick (✓) against the relevant item.</p> <table> <tr> <td>a) Visual inspection:</td> <td>Case: Normal/ Stretched / Broken</td> </tr> <tr> <td></td> <td>Heads: Normal/ worn out/ sticky/ dusty</td> </tr> <tr> <td>b) Mechanical Movement:</td> <td>stopped/ obstructed run/ intermittent/ noisy/ smooth</td> </tr> <tr> <td>c) Amplifier:</td> <td>Playback: dead/ poor/ distorted/ humming/ normal</td> </tr> <tr> <td>d) Display:</td> <td>normal/ distorted/ poor</td> </tr> <tr> <td>e) Frequency response:</td> <td>High-frequency missing/low-frequency missing/speaker-jarring/normal</td> </tr> <tr> <td>f) Suggested repair and replacements:</td> <td></td> </tr> <tr> <td>g) General remarks:</td> <td></td> </tr> </table> <div style="text-align: right;"> Signature </div>		a) Visual inspection:	Case: Normal/ Stretched / Broken		Heads: Normal/ worn out/ sticky/ dusty	b) Mechanical Movement:	stopped/ obstructed run/ intermittent/ noisy/ smooth	c) Amplifier:	Playback: dead/ poor/ distorted/ humming/ normal	d) Display:	normal/ distorted/ poor	e) Frequency response:	High-frequency missing/low-frequency missing/speaker-jarring/normal	f) Suggested repair and replacements:		g) General remarks:	
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4.6 RESUME WRITING

Your resume (sometimes called your "CV") is your most important tool when applying for a job. It doesn't matter how qualified you are, or how much experience you have - if your resume is poorly presented or badly written, you're going to have trouble getting the job you want - or even an interview.

Taking the time to work on your resume is really important. The information on this page offers some tips and advice on how to make your resume the best it can be.

The purpose of a resume

Your resume is a marketing tool. It needs to demonstrate:

- That you are employable
- How you meet the job and the organisation's requirements
- That you have the right qualifications and education
- That you have the right experience and skills
- That you have the right level of professionalism for the job

How long should my resume be?

There is no set length for a resume. A resume varies in length depending on your experience and education. If you haven't worked much before, one or two pages is best, but three pages is okay if you've got a lot of study and work behind you.

Make sure you don't pad out your resume. If your resume is only one page, as long as it's well-presented it might get better results than a two-page resume full of unnecessary information.

How should I order my resume?

Generally it's always good to present the information on your resume in this order:

1. Contact details
2. Opening statement
3. List of key skills
4. List of technical/software skills
5. Personal attributes/career overview
6. Educational qualifications
7. Employment history/volunteering/work placements
8. References/referees

Not everything in this list must appear on your resume every time, and the order can change from application to application. The most important thing is to get the most useful information across first. For example, if your education history is not specifically related to the job, put it toward the end of your resume, behind the information that *is* related to the job.

Do I need to change my resume for each application?

You need to edit your resume to every job application so that it responds to the specific requirements of the job you're applying for.

You might not need to change much, but you do need to make sure your opening statement, your key skills and your personal attributes all respond to the needs of the role, based on the job ad (if there was one) and the research you've done into the job.

You should also tailor your resume to show how your work experience specifically meets the needs of the job you're applying for.

How to prepare your resume

Ways that you can prepare your resume include:

- Using your opening statement to link your experience and education to the organisation and the requirements of the job
- Listing your most relevant key skills first
- Including examples of achievements that meet the advertised requirements of the job
- Including specifically relevant key words and phrases throughout your resume.

What your resume should include

There are a number of things that every resume should have on it.

Contact details

Make sure you include your name, email address and a contact phone number on your resume. You don't have to include your home address, although there might be some situations when doing so would be a good idea.

Don't include your contact details in the header of your resume. Recruitment software sometimes has difficulty reading information in headers or footers, so it's a good idea to avoid headers altogether.

You can put your contact details in the footer of your resume, but if you do, you must make sure they're also in the main body of the document.

Opening statement

An opening statement is a summary of who you are, where you've studied and/ or worked, and what you bring to the job. It should be about six lines long and written in first person without the personal reference (i.e., don't say "I did this" - say "Did this" instead).

Your opening statement should start with one sentence about who you are and what you bring to the job, then describe the skills and attributes you have that suit you to the job.

Key skills & strengths

Your resume should include a list of between 10 and 15 skills that link your experience to the job you're applying for.

If the job you're applying for was advertised, either the ad or the position description may provide a list of skills and experiences that are essential for doing the job. It may also provide a list of "desirable" skills and experience. Your list of key skills & strengths needs to respond to all of the items on the "essential" list and as many items as possible on the "desirable" list.

When putting together this list, think of things you've done or learned to do as part of:

- Jobs you've had
- Your studies
- Any work placements you've done
- Any volunteering you've done

Technical/software skills

This is a short list of the names of software or technology you know how to use. Examples might include:

- Word processing or spreadsheet software
- Programming languages
- Tools (e.g., cash registers, EFTPOS)

Personal attributes

If you haven't got much work experience, a list of personal attributes can be another way to demonstrate that you're the right person for the job.

Things you could include in this section might include ways you can demonstrate that you are reliable, honest, trustworthy or quick to learn new things.

You can include between three to five personal attributes, but make sure you don't include them instead of your key skills.

Educational history

Your Educational History only needs to show your highest level of education. You don't need to include your results, unless showing them proves how well you're suited to the job.

If you can, you should also include a few bullet points listing your academic achievements (e.g., school or class captaincies, awards you've won, or groups you've been part of).

Employment history

When providing your employment history, start with the your most recent job and go backwards from there. Give the position title and the dates you worked there.

If you haven't had a job before, you can use other things to demonstrate your experience, including:

- Work experience you've done through school
- Work placements or internships that you've done through university or TAFE
- Volunteer work you've done

For each job provide a list of the things that you achieved while in that job, and the significant contributions you made to the organisation. Make sure that these achievements and contributions match the key skills and strengths listed earlier on your resume.

References/referees

Your resume should list two people who can positively recommend you as an employee. Ideally your references will be people that you have worked with before. Provide their name, their position title, and a way that they can be contacted.

Testimonials

A testimonial is another good way to prove that your skill and experience is what the employer is looking for.

Getting a testimonial can be as easy as asking a colleague, teacher or previous employer to write a couple of sentences about you. Ideally the people you get testimonials from should also be included in your references.

You can include any testimonials you get as part of your educational history or your employment/volunteering/work placement history.

Usually it's enough to include one or two testimonials in your resume. Any more than two is probably too many.

Keywords

A lot of recruitment agencies use software that scans applications for key words and phrases. Applications that don't use the right keywords tend to be automatically rejected.

Key words and phrases that this software looks for can include the names of:

- Skills
- Jobs
- Activities
- Qualifications
- Software
- Tools

To make sure your resume has the right key words and phrases, check out the job ad and make a list of the words and phrases it uses. If you don't have a written job ad to refer to, you can use a job search engine to find other ads for similar jobs and see what kind of keywords those ads use.

Once you have a list to work from, start adding those words and phrases to your resume. Good places to add keywords include:

- Your opening statement
- Your list of key skills
- Your educational history
- Your employment history

What NOT to put on your resume

Here are a few things not to include on your resume. Note that there may be circumstances when including some of the following information shows that you're a good fit for the job. If that's the case, including that information would be a good idea.

Private information

You don't have to provide any personal or private information on your resume. There's no benefit to be gained from providing information that could be used to generalise about you as a potential employee.

Your resume doesn't have to include:

- Your date of birth
- Your gender
- Your address
- Any ailments or disabilities
- Your health status

A possible exception to this might be when providing this information would give your application an advantage (e.g., if the employer is looking for someone young, or a female applicant). In these situations, consider including such information if you think it would strengthen your application.

Factual errors

Submitting a resume or cover letter with spelling mistakes will guarantee you don't get an interview. You should spell check your resume before you send it, but you should also get someone else to read it as well and check for mistakes you might have missed.

Double-check everything that you include in your resume. If you mention the company's name, make sure you get it right. If you mention the name of places you've worked before, make sure you get that right. Mistakes on resumes are worse than typos.

Images and graphics

Don't include images or photos on your resume. Not only are images disliked by recruiters and HR professionals, they can also create problems with recruitment software.

Content in headers

Many resumes only feature the applicant's name and contact details in the header of the document. Some recruitment software is unable to read information in headers and footers. If you do include information in the header and footer of your resume, make sure you include it in the body of the document too.

Fancy formatting

Stick to easy-to-read fonts and formats. This makes it easier for recruiters to review your resume. It also means any recruitment software that reviews your resume can easily read the information. Good fonts to use include:

- Verdana
- Arial
- Century gothic
- Calibri

Don't use large headers to break up the sections of your resume. Use a 10- or 11-point font for your main content and a 12- or 14-point maximum for headers.

Information in tables

Some resume templates present information in tables to help with layout, but some recruitment software is unable to read tables. Your resume should only be formatted using line breaks and simple formatting (like setting multiple columns across the page).

PDF versions of your resume

Some recruitment software can't read pdfs. Unless a job ad specifically says to provide your resume as a .pdf, you should always only submit your resume in word format (.doc or .docx).

Reviewing your resume

Having someone else review your resume is extremely important. Make sure you use someone who will actually tell you if they think something isn't right. People you could ask include:

- Co-workers
- Former employers
- Teachers
- Career guidance counsellors
- Your parents or guardians

1.7 SENDING E-MAIL

1.8

Email: Email stands for electronic mail. It is the most preferred means of communication because it is cheaper and faster. E-Mail can be categorized into two types:

1. Formal email: The email which is sent to an office for some official purpose.
2. Informal email: The email which is sent to relative or friend for some personal purpose.

E-mail is an instance of written communication that is much faster compared to conventional letter writing. Nowadays, the sending of E-mail, be it personal or official is very common among all. The email sending is quite easy—be the recipient is abroad or the next door to us. The purpose of topic is to enable and aware the students, at the diploma level, with this most current and most widely acceptable form of written communication.

Let us discuss the Format of an E-mail

- I. E-mail address of the recipient of the mail.
- II. Main subject / reason of writing the email.
- III. Salutation

2. Body of the email:

- a) Introduction
- b) Matter in detail
- c) Conclusion
- d) Courteous leave taking and closing
- e) Name, designation and contact details of sender.

The format of an e-mail must be strictly followed in a formal e-mail. Just like a formal letter, we use formal language in a formal e-mail also. Use of abbreviations, short forms, slang language should be avoided in a formal e-mail. On the other hand, in an informal e-mail, we can miss out on salutation, leave taking and designation and contact details of the sender because we are writing the mail to an acquaintance.

Guidelines to write an E-mail:

1. One should have Email ID from where the email is to be sent.
2. The Email address of the receiver must be written correctly, if there is any mistake of even a single alphabet, then, the email will not be received at the receiver's end.
3. The sender, then, write the subject of the Email, it should be compact and to the point.

4. If the copy of the email is to be sent to another person, his/her email ID should be entered in CC/ BCC option available.
 5. Write salutation to the receiver.
 6. Write the content of the email in logical, compact and correct manner. Avoid any type of mistakes.
 7. Write complementary close at the end.
 8. If some other file is to be attached with the email, write it as attachment after the content of the email.
 9. Do read the composed email before sending, if there is some mistake or something is left there.
 10. The writer should have an E-mail ID of his/ her own, so that he/ she is capable enough to have first-hand knowledge of the process.
-

Regarding enquiry for Admission schedule in Diploma courses in Haryana

Add label



Parveen Pannu

to parveenkpannu

7:03 AM [View details](#)



Sir

Kindly inform by return email the detailed schedule of Admission in Diploma courses in Polytechnic in Haryana.

Regards

Parveen Kumar

Lecturer in English

Govt. Polytechnic, Hisar



Reply



Reply all



Forward

Sample Email

4.8 PARAGRAPH WRITING

A paragraph is a group of sentences based on a particular topic.

Features of paragraph writing:

1. Write down the main points and ideas related to the given topic.
2. Arrange the ideas in a logical manner.
3. No need of introduction is required in a paragraph.
4. Start the paragraph directly with the subject.
5. Keep to the given word limit.
6. Avoid repetition of ideas in paragraph.

Child Labour

Child labour is a serious problem in developing countries. We often see young boys and girls working in tea stalls, roadside restaurants, meat shops, grocery shops, small industries and private households. Anyone below the age of fourteen is considered to be a child labourer. The wages given to these children are much less compared to the wages of adult labourers. These children are also made to work for longer hours. Employing little boys and girls enables the employer not only to save money, but also to avoid labour unrest and other work related demands. Laws in most countries forbid the practice of employing child labourers. But, as the number of poor people in our country is very large, the exploitation of the children through the practice of the child labour continues. They are made to work at a tender age when it is time for them to go to school and enjoy their childhood. The abolition of child labour will only be possible if the economic conditions of the poor families improve and the employment of adults from these families is ensured.

Important subjects for paragraph writing at the Diploma Level:

1. Environmental Pollution
2. Importance of Technical Education
3. Value of Games
4. Value of discipline in life
5. Advantages and disadvantages of mobile phones
6. Relevance of Computers
7. Information Technology
8. Science—a boon or curse
9. Annual Function
10. A football match

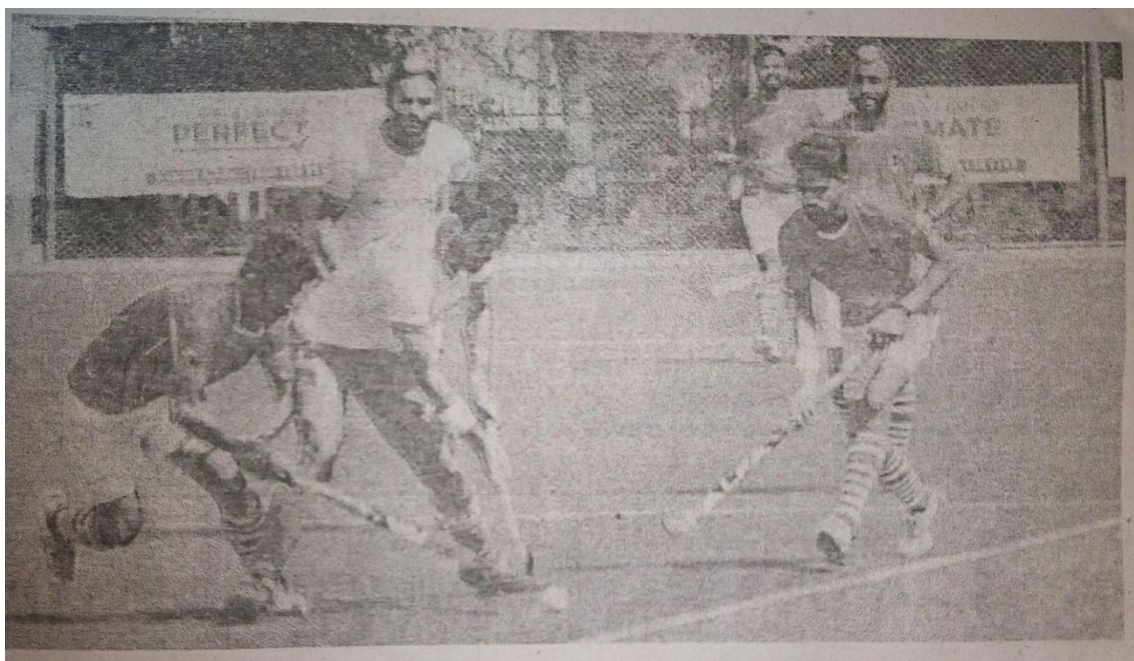
4.9 PICTURE COMPOSITION

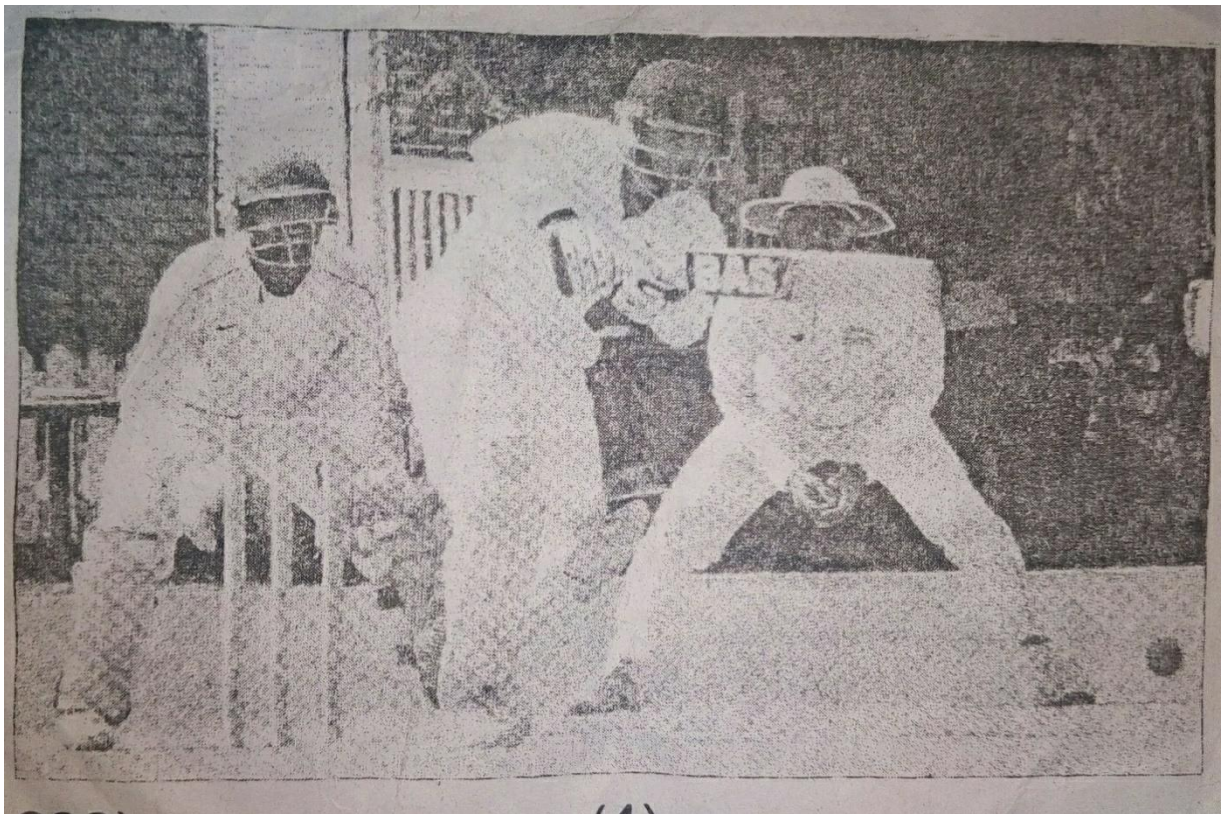
Picture composition is an art of writing by observing the various scenes in the given pictures. This activity inculcates imaginative and creative powers among the students. It improves their writing skills.

Features of picture composition:

1. Write down the main points and ideas related to the given topic.
2. Arrange the ideas in a logical manner.
3. Start the paragraph directly as shown in the picture.
4. Keep to the given word limit.
5. Avoid repetition of ideas in paragraph.

Sample pictures for picture composition:







(a)



(b)



(c)



(d)