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FOUR YEAR BACHELOR'S DEGREE COURSE

(CBCS in Accordance with NEP 2020)

SEMESTER - III

ENGLISH FOR PROFESSIONAL STUDIES

Padmanath Gohainbaruah School of Humanities

KRISHNA KANTA HANDIQUI STATE OPEN UNIVERSITY

Subject Experts

1. Professor Bibhash Choudhury, Department of English, Gauhati University
2. Professor Lalan Kishore Singh, Department of English, Gauhati University
3. Dr. Merry Baruah, Department of English, Cotton University

Course Coordinators: Professor Prasenjit Das, KKHSOU; Dr. Pallavi Gogoi, Assistant Professor, KKHSOU & Dr. Chayanika Roy, Assistant Professor, KKHSOU

SLM Preparation Team

UNITS	CONTRIBUTORS
1-6	Sawpon Dowerah, Retd. Academic Officer, SEBA
7-8	Dr. Chayanika Senapati, Assistant Professor, KKHSOU
9	Dr. Smritisikha Choudhury, Assistant Professor, KKHSOU
10	Shreya Borbora, Lecturer, AIM; Pritima Sharma, Former Academic Consultant, KKHSOU; Dr. Ankuran Dutta, Former Academic Consultant, KKHSOU
11	Professor Nripendra Narayan Sarma, KKHSOU

Editorial Team

Content : In-house editing

Structure, Format and Graphics: Dr. Chayanika Roy & Dr. Pallavi Gogoi, KKHSOU

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City Office: Resham Nagar, Khanapara, Guwahati 781022; Web: www.kkhsou.in

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ENGLISH FOR PROFESSIONAL STUDIES

CONTENTS

(Page No.)

UNIT 1 : Some Concepts of Grammar I **7-26**

English Grammar: An Introduction, Nouns—Kinds of Nouns, Forms of Nouns, Functions, The Noun Phrase, Agreement, Determiners—Articles, Demonstratives, Possessives, Quantifiers, Wh-determiner, Pre-determiners, Verb Forms.

UNIT 2 : Some Concepts of Grammar II **27-46**

Adjectives, Adverbs, Prepositions.

UNIT 3 : Vocabulary **47-71**

Different Word Classes, Phrasal Verbs, Distinction between Similar Words Often Confused.

UNIT 4 : Punctuation, Synthesis and Transformation of Sentences **72-86**

Introduction, Punctuation, Synthesis of Sentences, Transformation of Sentences.

UNIT 5 : Common Errors and Phrases and Idioms **87-109**

Introduction, Common Errors, Phrases and Idioms.

UNIT 6 : Note Making **110-124**

Note Making and Note Taking, Skimming and Scanning, Format of Note Making, Samples.

UNIT 7 : Communication **125-141**

Defining Communication, Significance and Process of Communication, Communication Network, Communication Media or Methods, Barriers to Communication, Effective Communication.

UNIT 8 : Introduction to Office Management **142-152**

Meaning of Office, Introduction to Office Management, Functions of Office, Relationship of Office with Other Departments, Office Accommodation, Layout and Environment, Office Furniture and Stationery, Office Correspondence and Filing System.

UNIT 9 : Correspondences **153-168**

Letter Writing, How to Write a Letter, Format of a Business Letter, How to Write a Memo, Examples.

UNIT 10 : Presentation **169-183**

Report Writing, Process of Writing a Report, Determining the Purpose of the Report, Determining the Factors, Gathering the Information Needed, Interpreting the Findings, Organising the Report Information, Writing the Report, Project Report Writing, Criteria of a Good Project, Advantages of a Good Project, Disadvantages of Project Method, Format of a Project Report.

UNIT 11 : Writing Curriculum Vitae/Resume **184-195**

Difference between CV and Resume, Tips for Writing CV/Resume, Essentials for Writing CV/Resume, Facing Interviews based on CV/ Resume, Telephonic Interviews based on CV/Resume.

COURSE INTRODUCTION

This course deals with English as a subject for study for the Professional Courses. English as a global language, with increasing application in an array of professional engagements, has acquired a new importance today. This course aims at equipping the learners with the required knowledge and skill for using English as a medium of communication for diverse professional purposes. Accordingly, the course has been designed to demonstrate the learners the fundamentals of English in terms of grammar, vocabulary and composition, and the division of the units is made to suit that purpose. Relevant emphasis has been given on the general principles of communication as well as the drafting of letters, memos and reports. It goes without saying that the professional executives need adequate linguistic abilities in the transaction of their professional work. The Course introduces the learners to some of the important areas of writing and communication skills that are essential in both our professional and day-to-day lives.

Unit 1 : This unit introduces the essential rules of English Grammar with an emphasis on the different parts of speech of English and identifies the markers that helps in the use of the English language correctly.

Unit 2 : This unit is an extension of the first unit and provides a detailed explanation of parts of speech like Adjectives, Adverbs and Prepositions, etc. with illustrative examples.

Unit 3 : This unit deals with an important grammatical item, that is, vocabulary, which usually constitutes of words within a language. The focus of the unit is on elements like antonyms and synonyms, different word classes, etc.

Unit 4 : This unit deals with some other important grammatical items like punctuation, synthesis and transformation of sentences that are integral to acquire the skills of precision in composition.

Unit 5 : This unit takes us phrases and idioms and their correct use by highlighting various types of common errors through worked out exercises.

Unit 6 : This unit deals with Note Making, an important study skill. It is a form of information transfer skill. This unit highlights some of the ways by which we transfer information contained in a piece of written or printed text to yet another forum or format.

Unit 7 : This unit discusses how communication plays an important role in business organisation and highlights how it is essential to carry out all the important functions of controlling, informing, instructing, directing, integrating, and monitoring.

Unit 8 : In this unit, we shall discuss the concept of office, how it works, the various functions of office, office accommodation, the furniture and stationeries used and the correspondence and filling systems.

Unit 9 : This unit introduces the concept and the method of letter and memo writing which are very essential for communication. The procedures involved in writing a letter and memo are elaborately discussed.

Unit 10: In this unit, we will discuss how to write different types of reports, project report, executive summaries and business presentations.

Unit 11 : This unit discusses the essentials in writing a CV/Resume and some of the tips while facing personal interviews and telephonic interviews.

While going through a unit, you may also notice some text boxes, which have been included to help you know some of the difficult terms and concepts. You will also read about some relevant ideas and concepts in “LET US KNOW” along with the text. We have kept “CHECK YOUR PROGRESS” questions in each unit which have been designed to self-check your progress of study. The hints for the answers to these questions are given at the end of the unit. We strongly advise that you answer the questions immediately after you finish reading the section in which these questions occur. We have also included a few books in the “FURTHER READING” which will be helpful for your further consultation. The books referred during the preparation of the units have been added at the end of each Course. However, this SLM is not an end in itself and the learners are strongly advised to consult the books and other resources recommended for reading.

UNIT 1: SOME CONCEPTS OF GRAMMAR I

UNIT STRUCTURE

1.1 Learning Objectives

1.2 Introduction

1.3 English Grammar : An Introduction

1.4 Nouns

- 1.4.1 Kinds of Nouns
- 1.4.2 Forms of Nouns
- 1.4.3 Functions of Nouns
- 1.4.4 The Noun Phrase
- 1.4.5 Agreement

1.5 Determiners

- 1.5.1 Articles
- 1.5.2 Demonstratives
- 1.5.3 Possessives
- 1.5.4 Quantifiers
- 1.5.5 Wh-determiners
- 1.5.6 Pre-determiners

1.6 Verb Forms

1.7 Let us Sum up

1.8 Further Reading

1.9 Answers to Check Your Progress

1.10 Model Questions

1.1 LEARNING OBJECTIVES

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

- explain the essential rules of English Grammar
- identify the different parts of speech of English
- explain nouns in terms of its different forms
- identify the determiners that helps to use English correctly
- use the language grammatically and appropriate to the context or situation

1.2 INTRODUCTION

This is the first unit of the course entitled “English for Professional Studies”. This unit introduces you to some important aspects of English Grammar. Grammar as you all know is a term that refers to a description of the structure of a language. Its a set of rules and conventions that govern language. When you consider the English language, there are sometimes disagreements about what is correct English and what is incorrect. ‘Incorrect’ grammar is often used in common and informal speech. But, there should be a distinction between common usage and opinions about correctness. The various sections of this unit shall help you to consider the issue of grammar in some detailed manner and shall help you use the English language ‘correctly’.

1.3 ENGLISH GRAMMAR: AN INTRODUCTION

English Grammar includes the different processes by which elements of the language (words, phrases and clauses) combine to form meaningful sentences. Look at the following points.

1. Word class in English :

(a)	Nouns	:	John, book, water, honesty
(b)	Verbs	:	play, eat, am, have
(c)	Adjective	:	beautiful, tall, British, quick
(d)	Adverb	:	slowly, quickly, always, rarely
(e)	Preposition	:	on, at, in, by
(f)	Determiner	:	the, his, much, three
(g)	Pronoun	:	we, you, them, myself
(h)	Conjunction	:	and, but, or
(i)	Interjection	:	Oh! Oh!

2. Phrases :

(a)	Noun phrase	:	a very pretty girl
(b)	Verb phrase	:	was reading
(c)	Adjective phrase	:	very late
(d)	Adverb phrase	:	almost certainly
(e)	Prepositional phrase	:	in the library

3. Clauses :

(a) Noun clause : What he told me was perfectly true.

(b) Adjective clause : I know the person who came here.

(c) Adverbial clause : When the teacher entered the class the boys stood up.

4. Word order :

1. Subject + Verb = Birds fly.
2. Subject + Verb + Adverbial = He is in the room.
3. Subject + Verb + Complement = He is a teacher. He is tall.
4. Subject + Verb + Object = He kicked the ball.
5. Subject + Verb + Object + Adverbial = He put the book on the table.
6. Subject + Verb + Object + Complement = We painted the door green. We made him leader.
7. Subject + Verb + Object + Object = I gave her a present.

5. Elements of a English Sentence :

(a) Subject : Noun/Noun phrase / Pronoun

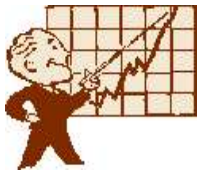
(b) Verb : Verb phrase

(c) Object : Noun phrase / Pronoun

(d) Complement : Adjective/Adjective phrase/Noun phrase

(e) Adverbial : Adverb phrase/Prepositional phrase/Noun phrase

Note : The verb is central to the sentence. The words “There” and “It’ can be the subject.



CHECK YOUR PROGRESS

Q 1. Make sentences of your own using the following patterns:

(a) Subject + Verb + Complement Noun Phrase

(b) Subject + Verb + Complement Adjective Phrase

(c) Subject + Verb + Prepositional Phrase

(d) Subject + Verb + Object + Object

(e) Subject + Verb + Adverb Phrase

Q2. Label the elements of the following sentences:

(a) The train is leaving shortly.

(b) The weather is very good.

(c) The train left the station at three O'clock.

(d) The boy likes chocolates.

(e) Come here.

1.4 NOUNS

A Noun is a word class that typically refers to people, animals, places, or things. Nouns can also refer to abstractions or events. A Noun can also be a name.

Examples :

People	:	man, woman, boy, teacher
Animals	:	dog, cow, horse, rhino
Places	:	village, town, city, island
Things	:	book, pen, rice, telephone
Abstractions	:	time, result, beauty
Events	:	theft, landing
Name	:	Guwahati, Ashoka, Zoo Road.

1.4.1 Kinds of Nouns

Broadly, Nouns can be proper and common.

Proper Noun : A proper noun is the name given to a particular thing or a person. A proper noun always begins with a capital letter.

Anita, Delhi, Mr. Rajiv Dutta, The Gita

Common Noun : Common Nouns can be countable and uncountable.

(i) Countable Noun: Countable Nouns are those Nouns that have a singular and a plural form.

Singular- Plural	Singular- Plural
cat – cats	man – men
dog – dogs	child – children
horse – horses	ox – oxen

We can, for example, make a count of cats, dogs, horses, and say a cat, two cats, ten cats, etc. The singular form is used to refer to one person or thing and the plural to refer to more than one person or thing.

(ii) Uncountable Noun : There are certain Nouns that refer to general things like material, mass, a quality or an abstract idea. Such nouns are called uncountable nouns. Uncountable nouns have only the singular form: water, sugar, food, anger etc. Uncountable nouns are generally expressed with the help of a partitive construction. A partitive construction is a phrase that expresses quantity and is used with an uncountable noun :

(a) Measure partitives : a metre of cloth, an acre of land, a glass of water, a cup of tea.

(b) Typical partitives (collocate with particular nouns) : a slice of bread, a stick of chalk, a lump of coal.

(c) General partitives (not restricted to specific nouns) : a piece of paper, a bit of cloth, etc.

1.4.2 Forms of Nouns

(a) Plural :

Plurals are usually formed by adding – s, es, or – ies to the singular form.

(i) Most nouns are made plural by adding – s to the singular form: cat – cats, cow – cows.

(ii) The plural of nouns ending in s, ss, sh, ch, x is made by adding –es to the singular form: bus – buses, bench – benches, box – boxes, kiss – kisses.

(iii) Nouns ending in consonant + O usually form their plural by adding es: echo – echoes, hero – heroes.

(iv) Nouns ending in vowels + O usually form their plural by adding – s: radio – radios, cuckoo – cuckoos.

(v) Nouns ending in consonant + y usually form their plural by

dropping 'y' and adding – ies: baby – babies, lady – ladies, story – stories.

(vi) Nouns ending in vowel + y usually take S in the plural form: boy – boys, key – keys.

(vii) Some Nouns ending in – f or – fe form their plural by dropping f or fe and adding –ves: calf – calves, knife – knives, leaf – leaves, wife – wives (exceptions include: belief, chief, cliff, scarf, safe, snife, roof, gulf, etc.)

(viii) A few nouns form their plural by vowel change: foot – feet, tooth – teeth, man – men.

(ix) There are three nouns that form their plural by adding –en, ren: child – children, ox – oxen, brother – brethren. (old fashioned plural of Brother.)

(x) Foreign words from Latin and Greek sources have still retained their foreign plural endings: axis – axes, medium – media, basis – bases.

(xi) There are certain nouns with no singular forms: trousers, scissors, drawers, shorts.

(xii) There are a few nouns which have the same form in the singular and plural: sheep, deer, heir, etc.

(b) Possessive :

Nouns take the 's to express possessions :

(i) The girl's bag

(ii) A girls' hostel

(iii) John's book

The 's is used in both singular and plural nouns and in proper nouns.

(c) By addition of class changing suffixes:

Many nouns are formed by adding a suffix to a word belonging to another word class.

(i) – ment : movement, government

(ii) – ion : invitation, intention

(iii) – ence : difference, preference
(iv) – ness : kindness, happiness
(v) – ity : security, scarcity
(vi) – ing : lending, beginning

1.4.3 Functions of Nouns

A noun can function as:

a) The subject of a sentence: John is happy.
b) The object of a sentence: He kicked the ball.
c) The complement of a sentence: He is a teacher.
d) The indirect object of a sentence: I told the boy a story.

1.4.4 The Noun Phase

In a sentence structure, the constructions into which nouns most commonly enter and of which they are the head words are generally called Noun Phrase (NP). A simple NP may have the following forms:

(a) Noun/Pronoun: John
(b) Determiner + Noun : the book
(c) Determiner + Ordinal + Noun : the first book
(d) Determiner + Ordinal + Quantifier + Noun : the first ten boys
(e) Determiner + Adj. Phrase + Noun : the old man
(f) Determiner + Adj Phrase + Adj Phrase + Noun : the tired old man
(g) Determiner + Classifier + Noun : a stone building

1.4.5 Agreement

Agreement refers to the subject – verb agreement.

(a) Singular and plural verbs:
Dipli and Priya have invited us to the party.
Ten lakhs is a lot of money.

(b) One of, a number of, every, there, etc.
A number of problems have arisen.
Every boy has a book.

(c) Nouns with a plural form :

Physics is my favourite subject.

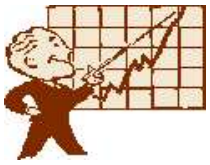
(d) Group nouns :

The company is issuing a tender (rarely are).

(e) Principle of proximity :

One of the boys was not present.

(The verb must agree with the proper subject and not the noun that precedes it)



CHECK YOUR PROGRESS

Q 3. Fill in the blanks with appropriate verbs:

(a) The Headmaster and Secretary ____ present. (is/are)

(b) The committee ____ divided on the issue. (is/are)

(c) Most of the work ____ over. (is/are)

(d) Rice and curry ____ my favourite food. (is/are)

(e) None of us ____ perfect. (is/are)

Q4. Fill in the blanks with the nouns formed from the words given in brackets.

(a) The army has begun ____ of troops. (deploy)

(b) We received an ____ to the party. (invite)

(c) There is a ____ of a thousand rupees in the total. (differ)

(d) There is a ____ of essential food staff in the market. (scarce)

(e) I don't know what his ____ are. (intend)

Q5. Rewrite the italicised phrases using possessives:

(a) He is the father of my friend.

(b) The car of the doctor is stolen.

(c) This is Reena, the younger sister of Dilip.

(d) She has been given salary for two weeks.

(e) The photo was taken in the garden of my brother.

1.5 DETERMINERS

The term 'determiner' is used in grammar to refer to a set of words that are used with a noun in a noun phrase and which limit the meaning of the noun in some way.

Depending upon their use, the following classes of words are considered as 'determiner':

(a) Articles: a / an, the
(b) Demonstratives: this, that, these, those
(c) Possessives: my, your, his, her
(d) Quantifiers : some, any, much, many
(e) Wh - determiners: which, whose, what

1.5.1 Articles

There are two kinds of articles: definite and indefinite.

The definite article:

The definite article 'the' is used –

(a) to refer to something which is known to both speaker and hearer:
She is in the garden.
The book is on the table.
(b) to refer backwards to something already mentioned:
There is a man outside.
Who, the man in the white shirt?
(c) To refer forward to something:
The chair in the living room is broken.
(d) To refer to something as a group:
The lion is a wild animal.

The indefinite article:

The indefinite article 'an' is used before a noun –

- beginning with a vowel sound – an orange, an elephant
- beginning with a mute 'h' – an hour

It is used before an individual letter spoken with a vowel sound – An MA, an RCC house.

The indefinite article a is used –

- o before words beginning with a vowel that has a consonant sound : a one hour journey
- o before a singular countable noun beginning with a consonant sound : a bird, a child
- o to show a kind, class : A tiger is a fierce animal
- o to express certain quantity : a dozen eggs, a group of people

1.5.2 Demonstratives

The demonstratives in English are: this, that, these and those

- o This / these means near the speaker- This house belongs to my father.
- o That / those means further away from the speaker- That tree can be seen from here.

1.5.3 Possessives

The possessives in English are: my, your, his –

- o My book is new.
- o All my books are new.
- o Both my books are new.

1.5.4 Quantifiers

Quantifiers are words used before a noun to show quantity. When they occur before a noun, they are treated as determiners.

- o There are some children outside.
- o Have you got any money?
- o I don't have much time.
- o Many years ago there was a shrine in this place.
- o He has little time to spare.
- o She knows a little French.
- o The little money he has was hardly adequate.
- o Every boy got a prize.
- o On each occasion, I missed him.

1.5.5 Wh- Determiners

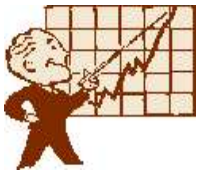
When words like what, which, whatever, whichever and whose occur before a noun in a sentence, these words are referred to as 'wh-' determiners.

- o Which book is yours?
- o What book are you reading?
- o Whatever money he had was exhausted.

1.5.6 Pre-Determiners

Pre-determiners occur before a determiner in a noun phrase.

- o All the boys
- o Both the boys
- o Half of my time, etc.



CHECK YOUR PROGRESS

Q 6. Put a/an, or, the, in the sentences below where necessary.

(a) Could you close door, please?

_____

(b) I've got problem, can you help me?

_____

(c) Have you finished with book I lent you?

_____

(d) We live in small flat near Sentinel building?

_____

(e) There's small market at end of street where I live?

_____

Q7. Write new sentences using the structure shown in the example:

I am writing to one of my friends

I am writing to a friend of mine.

(a) We met one of your cousins.

_____

(b) Dilip borrowed one of my books.

_____

(c) Rina invited some of her friends to the party.

_____

(d) I went to the theatre with two of my friends.

_____

(e) I met one of Hari's friends in the market.

_____

1.6 VERB FORMS

Verb is a word class in English grammar which

- occurs as part of the predicate of a sentence.
- carries markers of grammatical categories such as tense, aspect, person, number, mood and
- refers to an action or state (action)

Examples : He bought a book. (action)
Rina is happy. (state)

There are two basic kinds of verbs - (a) Lexical (b) Auxiliary.

Here we will be concerned with two kinds of lexical verbs : regular and irregular.

(a) Regular Verbs : The regular verbs form their past tense and past participle by adding ed to the base form (the form without any suffixes).

Present	Past	Past Participle
act	acted	acted
bury	buried	buried
climb	climbed	climbed
dive	dived	dived
earn	earned	earned
fill	filled	filled
hang	hanged	hanged
joke	joked	joked
lie	lied	lied
name	named	named

(b) Irregular Verbs : The irregular verbs do not form their past tense and past participle forms like the regular verbs. There are two different types of irregular verbs.

(i) There are some irregular verbs that form their past tense and past participle forms generally by a change of vowels.

Present	Past	Past Participle
begin	began	begun
drink	drank	drunk
ring	rang	rung
shrink	shrank	shrunk
sing	sang	sung
spring	sprang	sprung
stink	stank	stunk
swim	swam	swum

(ii) There are some irregular verbs that do not change their form either in the past tense or in the past participle form.

Present	Past	Past Participle
bet	bet	bet
bid	bid	bid
cast	cast	cast
cost	cost	cost
cut	cut	cut
hit	hit	hit
hurt	hurt	hurt
let	let	let
put	put	put
quit	quit	quit
shut	shut	shut

The following are the different forms of the regular and irregular verbs:

I. Base form :

The base form of the verb refers to the form that has no suffix attached to it (-s, ed etc are suffixes).

- Regular verbs like ask, finish, accept, play open etc are in the base form.
- Irregular verbs like begin, sing, run, swim are in the base form.

Functions of base form :

1. Imperative function :

(i) Come here.

(ii) Begin the work tomorrow.

2. Present tense function :

(i) You play very well.

(ii) You must begin the work early.

3. Infinitive function :

(i) I like to play

(ii) I want to go.

II. - s form :

The -s form refers to the form of the verb that consists of the base form + - s suffix added to it in both regular and irregular verbs.

- Examples of the - s forms of regular verbs: asks, finishes, accepts, plays, etc.
- Examples of the - s form of irregular verbs: steals, finds, begins, etc.

Functions of –s form :

Agrees with the subject in the third person singular:

(i) She sings very well.

(ii) The boy works very hand.

III. Past form :

The past form of regular verbs is invariably the base form and the -ed suffix attached to the base form. However, while attaching the -ed suffix, the following rules have been noted.

i) Verbs ending in ‘e’ add only ‘d’ to form the past tense : dance-danced, love-loved.

ii) In verbs ending in a consonant +y, the y changes to 'i' when 'ed' is attached : carry-carried, hurry - hurried.

iii) Verbs ending in ee, ye and oe drop the final e when ed is attached: agree - agreed, dye - dyed.

iv) final base consonants are doubled before -ed when the preceding vowel takes the stress : bar - barred, bag-bagged.

The past forms of irregular verbs are indeed very irregular. There are some irregulars verbs that form their past tense by a change of vowel : begin - began, drink-drank, ring-rang.

There are some irregular verbs that do not change their form in the past tense : cut-cut hit-hit, let-let, rid-rid.

Functions of Past form :

Expresses past tense.

i) I finished the work.

ii) He gave me the book.

IV) - ing form :

The -ing form is produced by adding -ing to the base form of the verb irrespective of whether it is a regular or an irregular verbs : Play-playing, swim - swimming, etc.

While attaching the -ing suffix to the base certain rules are noted :

i) The final 'e' in the base form of a verb is omitted before -ing : dance-dancing, love-loving.

ii) Base forms that end in 'ie' change to y when -ing is added: die - dying, lie-lying.

iii) Final consonants in the base form are doubled before - -ing when the preceding vowel is stressed : lag-lagging, bet-betting, etc.

Functions of –ing form :

i) Gerundial Function
   a) Reading is my hobby.
   b) Swimming is a good exercise.

ii) Active participle function

a) You are playing very well.

b) He is reading a book.

V) Past participle form :

The past participle form of the regular verbs is similar to its past tense form :

a) I have worked very hard.

b) The boys have played cricket.

The past participle form of the verb is invariably preceded by a form of 'have'.

The past participle form of irregular verbs is also similar to the past tense form.

i) There are some irregular verbs that form the past participle form by a change of vowels.

begin - began - begun

drink - drank - drunk

ii) There are some irregular verbs that do not change their form even in the past participle form

Cut - cut - cut

hit - hit - hit

Function of Past Participle form :

Expresses perfect tense

i) I have read the book.

ii) He has taken lunch.

VI) Passive participle form :

Like the past participle form, the passive participle form is produced by adding -ed to the regular verbs and a change of vowels to some irregular verbs generally ending with -en :

The thief was chased.

The book was given.

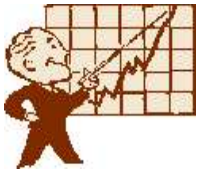
The car was hit.

Function :

Passive voice structure

i) The thief was caught.

ii) The book is lost.



CHECK YOUR PROGRESS

Q8. Write the verbs in brackets in their correct tenses.

1) He _____ since morning. (work)

2) Wait a minute, I _____ the door. (open)

3) French _____ in many countries of the world. (speak)

4) Several passengers _____ in the collision. (hurt)

5) Pradip _____ his hands, so he went to wash. (dirty)

6) I went to bed early and _____ all night. (sleep)

7) The Bible _____ that love of money is the root of all evil. (say)

8) She _____ since morning. (cry)

9) You _____ back, won't you ? (Come)



1.7 LET US SUM UP

From this unit, we have learnt about some important aspects of English Grammar. Grammar usually refers to a description of the structure of a language because grammar is a set of rules and conventions that govern language. 'Incorrect' grammar may be used in common and informal speech. But, there should be a distinction between common usage and opinions about grammatical correctness while using a language. The various sections of this unit must have helped you to consider the idea of grammar in sufficient detail.



1.8 FURTHER READING

1) Dowerah, Sawpon. *A Students' Grammar of English*. Students' Stores, Guwahati.

2) De Sarkar, P. K. *Higher English Grammar and Composition*. Book Syndicate, Kolkata.

3) Wren and Martin. *High School English Grammar and Composition*. S. Chand & Company, New Delhi.



1.9 ANSWERS TO CHECK YOUR PROGRESS

Ans to Q 1: (a) Mr. Baruah is a doctor.
(b) Smita is very intelligent.
(c) The doctor is in the hospital.
(d) The teacher gave me a pen.
(e) I shall leave shortly.

Ans to Q 2: (a) Subject + Verb + Adverbial
(b) Subject + Verb + Complement
(c) Subject + Verb + Object + Adverbial
(d) Subject + Verb + Object
(e) Verb + Adverbial

Ans to Q 3: (a) is (b) is (c) is (d) is (e) is

Ans to Q 4: (a) deployment (b) invitation
(c) difference (d) scarcity
(e) intention

Ans to Q 5: (a) my friend's father
(b) The doctor's car
(c) Dilip's younger sister
(d) two week's salary
(e) my brother's garden

Ans to Q 6: (a) Could you close the door, please ?
(b) I've got a problem. Can you help me ?
(c) Have you finished with the book I lent you ?
(d) We live in a small flat near the Sentinal building.
(e) There is a small market at the end of the street where I live?

Ans to Q 7: (a) We met a cousin of yours.

(b) Dilip borrowed a book of mine.

(c) Rina invited some friends of hers to the party.

(d) I went to the theater with two friends of mine.

(e) I met a friend of Hari in the market.

Ans to Q 8:

(1)	has been working	(2)	am opening
(3)	is spoken	(4)	were hurt
(5)	dirtied	(6)	slept
(7)	has changed	(8)	says
(9)	has been crying	(10)	will come



1.10 MODEL QUESTIONS

Q 1. Rewrite the following passage using appropriate determiners where necessary.

Jagan made a wry face at coarse reference. He had outlook of disembodied soul floating above grime of earth. At fifty-five appearance was slight and elfish, brown skin was translucent, brow receded gently into a walnut shade of boldness and beyond fringe his hair fell in couple of speckled waves on his nape.

Q 2. Rewrite the sentences using the verbs in brackets in their correct tense forms:

(a) The baby …….(cry) because it is hungry.

(b) He …….(kill) in the battle last year.

(c) They just …….(arrive) from Kolkata.

(d) I …….(have) my hair cut when it gets too long.

(e) As he …….(cross) the road, a car knocked him down.

(f) You ever …….(read) 'Gone with the Wind'?

(g) I wish I …….(accept) the job.

(h) It …….(rain) since dawn.

(i) He …….(go) to Delhi recently.

(j) I …….(buy) a bicycle last week.

Q 3. Fill in the blanks to complete the sentences:

(a) She is …….older than Rita.

(b) The lady is …….old to help in the house work.

(c) The tea is not hot …….to drink.

(d) You are …….right in your observation.

(e) I have …….finished my work.

(f) I know him …….well.

(g) …….does your school start?

(h) ……., it is too hot to go out.

(i) He solved the question …….

(j) Her tooth ached …….

UNIT 2: SOME CONCEPTS OF GRAMMAR II

UNIT STRUCTURE

2.1 Learning Objectives

2.2 Introduction

2.3 Adjectives

2.4 Adverbs

2.5 Prepositions

2.6 Let us Sum up

2.7 Further Reading

2.8 Answers to Check Your Progress

2.9 Model Questions

2.1 LEARNING OBJECTIVES

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

- acquaint yourself with the essential rules of English Grammar
- identify the different parts of speech of English
- explain the term adjective and adverb and understand their use
- use the language grammatically and appropriate to the context or situation

2.2 INTRODUCTION

This unit is to be studied in connection with the previous unit. This unit also introduces you to English Grammar through an explanation of parts of speech like Adjectives, Adverbs and Prepositions. By the time you finish reading this unit, you will be in a better position to write the English language correctly.

2.3 ADJECTIVES

An adjective is a word class that says something more about a noun. An adjective can take an adverb of degree (intensifier) like ‘too’ / ‘very’. It has a comparative and superlative form as well.

KINDS OF ADJECTIVES

1. Adjectives of quality or qualitative adjectives

   These adjectives describe the shape, size, colour, manner, etc of a thing or a person.

   Milk is white.

   He is a tall man.

2. Adjectives of quatity or numerals

   These adjectives refer to 'how much' or 'how many' of a thing.

   He has done much.

   Very little has been achieved in these years.

3. Demonstrative adjectives

   These adjectives are used to point to a person or a thing.

   This is my book.

   That is Rohim's house.

4. Interrogative adjective

   These adjectives are used for asking questions.

   Which is your book ?

   What is your name ?

5. Participles as adjectives

   Both present participle (-ing) and past participle (-ed) can be used as adjectives.

   An interesting incident occurred yesterday.

   A written statement was called for.

   The tiger is a dreaded animal.

6. Proper adjectives

   These are formed from proper nouns, particularly from names of geographical places.

   I have a Chinese pen.

   He deals in Indian goods only.

POSITION OF ADJECTIVES

a) Adjectives before nouns in a sentence or a phrase structure are called attributive adjectives.

   She is a pretty girl.

   The old man is Dilip's father.

b) Adjective occupying a predicate position as a complement in a clause structure are called predicative adjectives.
She is tall
I felt happy.

ORDER OF ADJECTIVES

When more than one adjective occurs in a group before a noun, there is a system or arrangement about their order as exemplified in the table below :

		Adjectives		
Quality	Size/ Shape/ Length	Colour	Nationality	Noun
1	2	3	4	5
Obedient	little	black	Chinese	eyes
	big	brown	English	dog
Attractive	fat	white	Indian	cow
	thin	blue	Bhutanese	print
			Jersey	box

Examples :

i) a big black box.
ii) attractive blue English eyes.
iii) a big brown Bhutanese dog.
iv) a fat while Jersey cow.

Comparison :

There are three degrees of comparison. An adjective can have positive, comparative and superlative degree.

1. Most adjectives change from positive to comparative degree by adding -er as suffix and into the superlative degree by adding -est as suffix.

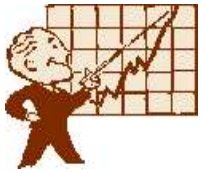
Positive	Comparative	Superlative
old	older	oldest
hot	hotter	hottest
clear	clearer	clearest
dear	dearer	dearest
soft	softer	softest

2. Some adjectives are changed into their comparative degree by adding 'more' to their positive form and by adding 'most' to make their superlative form.

Positive	Comparative	Superlative
beautiful	more beautiful	most beautiful
careful	more careful	most careful
interesting	more interesting	most interesting
hopeful	more hopeful	most hopeful
fertile	more fertile	most fertile

3. Some adjectives are changed into their comparative degree and superlative degree in an irregular way. This irregularity is known as suppletion.

Positive	Comparative	Superlative
good	better	best
bad	worse	worst
little	less	least
many	more	most
far	farther	farthest



CHECK YOUR PROGRESS

Q 1. Fill in the blanks to complete these sentences.

1) The 22nd December is the _____ day of the year. (short/ shorter/ shortest)

2) Nagaon is _____ to Guwahati than Dergaon. (near/ nearer/ nearest)

3) The _____ difficulty would make him lose hope. (little/ less/ least)

4) Who is the _____ of the two boys ? (tall / taller / tallest)

5) Rama was _____ son of Dasaratha. (the oldest/ the eldest / eldest)

6) Shillong is _____ than Guwahati. (cold/ more cold / colder)

Q 2. Rewrite the sentences as directed.

1) Mt. Everest is the highest peak in the world. (Turn into positive degree)

_____

2) Iron is the most useful metal.
(Turn into comparative degree)

_____

3) New York is richer than any other city in the world. (Turn into positive degree)

_____

4) Silver is not as valuable as gold. (Turn into comparative degree)

_____

2.4 ADVERBS

An adverb is a word that adds something more to the meaning of a verb. An adverb can modify a verb, an adjective, another adverb or a pronoun. It can even modify a complete sentence.

KINDS OF ADVERBS :

1. Adverbs of time

   These adverbs refer to the time of an action and answers the question 'when'. Examples include : Yesterday, today, tomorrow, now, then, already, soon, till, early, late, etc.

   She arrived yesterday.

   I have already completed the work.

2. Adverbs of place :

   These adverbs indicate where an action took place or takes place and answer the question 'where'. Examples include here, there, everywhere, nowhere, near, far, in, out, up, down, beside, below etc.

   I shall stand here.

   I have looked everywhere for him.

3. Adverbs of manner

These adverbs tell us how an action took place or the manner in which the action took place. Examples include : boldly, calmly, carefully, distinctly, easily, equally, fast, late, promptly, quickly, simply, sincerely, etc.

The bird sang sweetly.

He promptly replied to my letter.

4. Adverbs of frequency

These adverbs tell as 'how often' something is done or will be done. Examples include : always, often, frequently.

I always go for a morning walk.

It has been raining continuously for an hour.

5. Adverbs of degree

These adverbs also called intensifies express 'to what extent' or 'how much'. Examples include very, too, so, almost, enough, entirely, hardly, homely, extremely, really, etc.

The coffee is very delicious.

I was quite sure of her success.

6. Interrogative adverbs

These adverbs are used to ask questions about time, manner and place. Examples include when, where, why, how, how many, how long, how big, how much, etc.

How did you come here ?

Why are your late ?

7. Sentence adverbs

These adverbs modify the whole sentence. Examples include : evidently, fortunately, luckily, certainly, perhaps, clearly, etc.

Fortunately, the rain has stopped.

Evidently, he was very angry

8. Relative adverbs

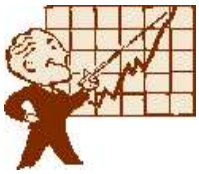
There advers like ralative pronouns refer back to their antecedents. Examples include when, where, why etc.

This is the place where Skakespeare was born.

I remember the day when I first went to school.

Formation of adverbs :

1. Adverbs of manner are frequently formed by -ly to an adjective.
   (a) She is a quick worker. (adj).
   She works quickly. (Adv).
   (b) He is a careful driver. (adj)
   He drives carefully. (adv)
2. We cannot add -ly to an adjective which already ends in -ly. Instead, we can either use a prepositional phrase with manner/ way/fashion
   I received a friendly greeting. (adj.).
   I was greeted in a friendly manner (adv).
3. Some adverbs have the same form as the adjectives.
   (a) I caught the fast train. (adj)
   The train was going quite fast (adv)
   (b) I had an early night (adj)
   I went to bed early (adv)
4. Sometimes adverbs can be with or without -ly.
   (a) You can buy fish cheap/cheaply in the market.
   (b) Don't talk loud / loudly .
5. There are some such as hard / hardly which have different meanings.
   He works hard.
   He hardly works.
6. Hourly / daily etc. are formed from hour, day, week, month, etc. They are both adjectives and adverbs.
   It is a monthly magazine (adj)
   It comes out monthly (adv)



CHECK YOUR PROGRESS

Q 3. Fill in each blank with one of the two adverbs given in brackets.

(a) They arrived _____ for the meeting (late/ lately).

(b) Ramen did well in the examination because he worked _____ (hard / hardly).

(c) Mohan is so lazy; he _____ works. (hard/hardly)

(d) The teacher thinks _____ of him. (high/highly)

(e) Always play _____ (fair/fairly)

(f) They will be here _____ (short/shortly)

Q 4. Rewrite the sentences by placing the adverb in the most appropriate place.

a) She goes to school by bus. (always)

_____

_____

b) Do these boys play in the field? (usually)

_____

_____

c) Everybody came out of the hall. (nearly)

_____

_____

d) They decided to leave the town. (secretly)

_____

_____

2.5 PREPOSITIONS

Preposition is a word class in English referring to a fixed set of words which normally precedes a noun or a noun phrase to form a sentence structure. Functionally, a preposition shows relationship. It shows in what relation the person or thing denoted by the noun stands to something else.

He arrived on Monday.

He came from his native place.

The same preposition may express different relationships.

Characterstics of Prepositions :

1. Most of the common English prepositions such as in, on, under, with, at, for, by, from, etc. consist of one word. Such preposition are called simple prepositions.
2. Other prepositions consist of more than one word eg. as for, as to, due to, in comparison with, etc. such preposition are known as complex prepositions.
3. As a general rule, prepositions show no inflexional contrasts. (Something that is added to a word to change its form, eg, -ly in slowly is an inflexion). However, there are a few words which behave like prepositions and they take inflexional suffixes (-ing), eg, except-excepting, bar-barring, etc.
4. Prepositions have distinctive functions in the clause structure.
5. Prepositions generally take an NP complement.

Uses of prepositions :

1. Prepositions of time and date : in, on, at, by
   (a) in 2009
   in May
   in time
   in winter
   (b) on that day
   on Monday
   on 26th July
   on time
   (c) at 6 o'clock
   at that very moment
   at noon
   at night
   (d) by November
   by next summer
   by morning
   by 6 o'clock
2. Prepositions of time : from, since, for, to, during, till, until.
   (a) from morning to night.
   (b) for a long time
   (c) since Monday
   (d) during the summer holidays
   (e) till 10 o'clock
   (f) until it grew dark
3. Prepositions of travel and movement : From, to, at, in, by, on, into, off, out of.
   (a) from Guwahati to Shillong
   (b) in Shillong

(c) at the Assam House
(d) by train
(e) on foot

4. Prepositions denoting relative positions : above, over, under, below, beneath, beside, between, behind, in front of, opposite.
   (a) (The sky is) above us.
   (b) (We looked down from the plane; the clouds were) below us.
   (c) under the table.
   (d) Mohan is sitting beside Rina.
   (e) She is sitting between her parents.
   (f) Meena is behind Reena.
   (g) There is a tree in front of our house.

A few correct uses of prepositions :

1. since and for : 'Since' is used to show when an action began whereas 'for' is used to show how long an action has continued.
   (i) We have been at the library since 4 o'clock.
   (ii) We have been waiting for an hour.
2. between and among : 'Between' is usually used with reference to two people or things. 'Among' is usually used with reference to more than two people or things.
   (i) Divide the sweets between the two girls.
   (ii) Divide the sweets among the students in the class.
3. of and off : 'of' expresses origin of cause, things, belonging, connection or quality. 'Off' has the meaning of from, away, etc.
   (i) This table is made of teak wood.
   (ii) Keep off the grass.
4. in and into, on and onto : In and on show position of things at rest; on the other hand 'into' shows movement from outside to inside and 'onto' from lower to higher level.
   (i) He is in the room.
   (ii) The book is on the table.
   (iii) I went into the classroom.
   (iv) Put the book onto the shelf.

Appropriate prepositions :

(a) Verbs followed by prepositions :

1. abide by : (follow) You must abide by the order.
2. abound in : (exist) Fish abound in the river.
3. abound with : (in great number) The house abounded with rats and cockroaches.
4. abstain from : (hold oneself back) The doctor advised him to abstain from smoking.
5. accede to : (agree) The principal has acceded to my request.
6. account for : (explain) He was asked to account for his absence from office.
7. adapt oneself to : (to adjust) He could easily adapt himself to the new country.
8. adhere to : (follow) Gandhi adhered to a strict time table.
9. agree to : (give consent to a plan) I quite agree to the proposal.
10. agree with : (give consent with a person) I agree with him on this point.
11. aim at : (to have as an object) Dilip aims at becoming a doctor.
12. arrive at : (reach) The plane arrived at Guwahati on time.
13. attend to : (give care to) You must attend to your work regularly.
14. attend on/upon : (serve) Which doctor is attending on you?
15. avail onself of : (take advantage of) You must avail your self on every opportunity to learn spoken English.
16. believe in : (trust in) He doesn't believe in ghosts.
17. belong to : (to be owned by) This car belongs to Mr. Baruah.
18. beware of : (be alert against) The witch told Macbeth to beware of Macduff.

19. boast of about : (words used in self-praise) He boasts of about his skill in playing tennis.
20. call on : (Pay a short visit) I called on my uncle at Jorhat.
21. call for : (demand) The situation calls for prompt action.
22. call upon : (appeal) The Chief Minister called upon the youths to work hard.
23. call off : (stop) The strike by the workers was called off last Monday.
24. call in : (bring, fetch) The nurse rushed out to call in the doctor.
25. compare to : (match with a thing) The pen is often compared to a sword.
26. compare with : (match with a person) The historian Surya Kr. Bhuyan has compared Lachit with Nelson.
27. complain to : (make a complain) She complined to me of his rudenes.
28. complain of : (complain of a trouble) He has been complaining of fever for two days.
29. congratualte on : (pay complements) He has congratulated me on my success in the examination.
30. crave for : (wish) I crave for your speedy recovery.
31. contribute to : (pay into) The employees contributed one day's pay to the Flood Relief Fund.
32. deal in : (to trade) My uncle deals in groceries.
33. deal with : (have relations with) The man is very difficult to deal with.
34. depend on/ upon : (rely on) Children depend on their parents for food and clothing.
35. deprive of : (take away from) The emergency had deprived people of their fundamental rights.
36. die of : (to die) The old man died of cholera.

37. differ from : (be different) He differs from his brother in his looks.
38. differ with : (disagree with) I differ with you on this point.
39. dream of : (to look forward to) He often dreams of owning a house in Delhi.
40. escape from : (run away) The prisoner escaped from jail at midnight.
41. fall on : (attack) The soldiers fell on the enemy under the cover of darkness.
42. feed on : (live on) Cows feed on grass.
43. fight for : (struggle) India fought for her freedom.
44. fight off : (drive away) He took aspirin to fight off the cold.
45. hanker after : (run after) A greedy man hankers after money.
46. hunt for : (search for) He spent the whole morning hunting for the book.
47. hunt out : (find by searching) He hunted out his old diary.
48. hush up : (prevent something from becoming public) They tried to hush up the scandal.
49. indulge in : (get into) We must never indulge in loose talk.
50. inform of : (to let one know) The police was informed of the matter immediately.
51. inquire into : (to make an inquiry) The police is inquiring into the matter.
52. insist on/upon : (to take a stand) He insisted on meeting the Principal.
53. interfere with : (meddle with) The principal always interfered with the vice principal in his work.

54. involve in : (to get into) Students must not get involved in activities that could affect their normal work.
55. knock down : (to strike a person violently) The passer-by was knocked down by a black car.
56. knock out : (render incapable of fighting any further) The previous year's boxing champion was knocked out in the eighth round.
57. keep away : (avoid) He kept away from the sight of his friends when he failed in the examination.
58. keep off : (to remain at a distance) You must keep off drugs.
59. keep out : (to remain outside) We must always keep out of danger.
60. keep up with : (tolerate) He couldn't keep up with the insult and left the room.
61. live on : (feed on) Cows live on grass.
62. live by : (earn living) Anil lived by writing for the news papers.
63. long for : (wish) Everybody longs for peace and happiness in life.
64. make for : (move in the destination) The ship made for the open sea.
65. make off : (to go awa) The thief make off in a hurry when he heard a noise in the bed room.
66. part with : (to be separated from) I hate to part with my books.
67. part from : (to be separated from a person) It is hard to part from those we love.
68. run after : (hanker after) People always run after the pleasures of life.
69. run over : (to crash) The boy was run over by a speeding car.
70. run into : (to get into) With his heavy expenses, my brother is sure to run into debts.

71. run against : (to dash) The car ran against a lamp post and got overturned.
72. search for : (to look for) The old man was searching for his lost purse.
73. stand by : (to help) A true friend will always stand by you in your difficult days.
74. stand against : (to oppose) People stood against the cruelties of the ruler.
75. struggle for : (to fight for) India struggled for her freedom by following the principle of non-violence.
76. struggle against : (to fight against) Every one must struggle against injustice and violence.
77. talk of : (talk about) When we have nothing to say we talk of the weather.
78. talk over : (discuss) Let us talk over the matter.
79. think of : (remember) I often think of my days in school.
80. think over : (consider) He thought over the problem very seriously.
81. wait for : (to wait) Wait for me till I come back.
82. wait on : (attend to) The maid waited on the old lady for five years.
83. wonder at : (to be surprised) I wonder at the marvels of science.
84. wish for : (desire for) I wish for a life of peace and happiness.
85. yield to : (submit to) We must not yield to corruption.

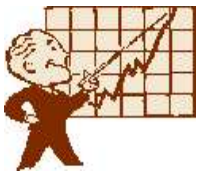
(b) Nouns followed by Prepositions :

1. ability for : (capacity for) The man has no ability for such a responsible job.
2. affection for : (love for) I have great affection for my parents.

3. acquaintance with : (familiarity with) I have no acquaintance with the secretary of your club.
4. control over : (check against) He has no control over the employees of his office.
5. fondness for : (love for) He has a great fondness for children.
6. Precaution against : (careful measures) We must take precaution against the cold.
7. regard for : (respect for) He has great regards for his teacher.
8. trust in : (have faith in) We must always have trust in God.
9. want of : (scarcity) There is no want of funds if you are willing to work.
10. zest for : (zeal for) A sick person has no zest for pleasure.

(c) Adjectives followed by prepositions :

1. angry at : (displeased at something) The teacher was angry at his rude behaviour in the class.
2. angry with : (displeased with a reason) The teacher was angry with Rajen for his unruly behaviour in the class.
3. deaf to : (indifferent to) The secretary was deaf to his request for leave.
4. famous for : (known for) Guwahati is famous for the Kamakshya Temple.
5. jealous of : (envious of) Rajen's friends were jealous of his success.
6. proud of : (happy about) I am proud of my country.
7. responsible for : (to have responsibility) He is responsible for completing the project.
8. short of : (in scarcity) We are short of food stuff for this year.
9. sorry for : (to feel sad about) We are sorry for her exclusion from the Indian Olympic team.
10. worthy of : (deserving) The conduct of the boy was really worthy of praise.



CHECK YOUR PROGRESS

Q 5. Fill in the blanks with prepositions :

1. The police ran _____ the thief.
2. He came here _____ Thursday last.
3. Cows live _____ grass.
4. He will come _____ an hour.
5. He has been absent _____ yesterday.
6. Milk is good _____ children.
7. The Taj Mahal stands _____ the Jumna.
8. The train left _____ noon.
9. Divide the mango _____ the three boys.
10. What are shoes made _____ ?

Q 6. Fill in the blanks with prepositions :

1. I was born (a) _____ the year 1632, (b) _____ the city (c) _____ York, (d) _____ a good family. My father has become very wealthy (e) _____ a merchant and married my mother whose family name was Robinson.
2. About one year later I was (a) _____ the seaport (b) _____ Hull. One of my friend was going (c) _____ London (d) _____ One (e) _____ his father's ships.



2.6 LET US SUM UP

This unit has introduced us to English Grammar through an explanation of parts of speech like Adjectives, Adverbs and Prepositions. By this time, you must have gained sufficient ideas regarding the use of grammar while speaking and writing English correctly.



2.7 FURTHER READING

1) Dowerah, Sawpon. *A Students' Grammar of English*. Students' Stores, Guwahati.

2) De Sarkar, P. K. *Higher English Grammar and Composition*. Book Syndicate, Kolkata.

3) Wren and Martin. *High School English Grammar and Composition*. S. Chand & Company, New Delhi.



2.8 ANSWERS TO CHECK YOUR PROGRESS

Ans to Q 1: (i) shortest (ii) nearer
(iii) least (iv) taller
(v) the eldest (vi) colder

Ans to Q 2: (i) No other peak in the world is as high as Mt Everest.
(ii) Iron is more useful then any other metal.
(iii) No other city is as rich as New York.
(iv) Gold is more valuable than silver.

Ans to Q 3: (a) late (b) hand
(c) hardly (d) highly
(e) fair (f) shortly

Ans to Q 4: (a) She always goes to school by bus.
(b) Do these boys usually play in the field ?
(c) Nearly everybody came out of the hall.
(d) They decided to leave the town secretly.

Ans to Q 5: (i) after (ii) on
(iii) on (iv) in
(v) since (vi) for
(vii) by (viii) at
(ix) among (x) of

Ans to Q 6: 1. (a) in (b) in (c) of (d) of (e) as

2. (a) in (b) of (c) to (d) in (e) of



2.9 MODEL QUESTIONS

Q 1. Fill in the blanks with prepositions :

(a) He is devoted ……his work.

(b) I refrain ……saying more.

(c) Don't boast ……your success.

(d) I do not hanker ……riches.

(e) Please call ……a doctor.

(f) The train is running ……time.

(g) He died ……his country.

(h) He is true ……his words.

(i) I congratulate you ……your success.

(j) Butter is made ……milk.

Q 2. Correct the use of adjectives in the following sentences:

(a) This book is more better than that one.

(b) My hair is shorter than my sister.

(c) Fish is more preferable to meat.

(d) He is more wiser than all the people in the hall.

(e) A bicycle is much more cheaper than a scooter.

(f) Which is the hottest month? June or July?

(g) Which is best college in the city?

(h) This route is the most shorter than all.

(i) Death is preferable than dishonour.

(j) The Brahmaputra is the longer river in the state.

Q 3. Fill in the blanks to complete the sentences:

(a) She is ……older than Rita.

(b) The lady is ……old to help in the house work.

(c) The tea is not hot ……to drink.

(d) You are ……right in your observation.

(e) I have ……finished my work.

(f) I know him ……well.

(g) ……does your school start?

(h) ……, it is too hot to go out.

(i) He solved the question …….

(j) Her tooth ached …….

UNIT 3: VOCABULARY

UNIT STRUCTURE

3.1 Learning Objectives

3.2 Introduction

3.3 Vocabulary

- 3.3.1 Synonyms and Antonyms
- 3.3.2 One Word Expressions
- 3.3.3 Words used as Different Word Classes
- 3.3.4 Phrasal Verbs
- 3.3.5 Distinction between Similar Words Often Confused

3.4 Let us Sum up

3.5 Further Reading

3.6 Answers to Check Your Progress

3.7 Model Questions

3.1 LEARNING OBJECTIVES

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

- develop your vocabulary
- find out the synonyms and antonyms of words
- find out the one word expressions and phrasal verbs
- identify the words used as different word classes
- make a distinction between similar words often confused

3.2 INTRODUCTION

This unit deals with an important grammatical item known as vocabulary. A person's vocabulary is usually constituted by a set of words within a language that are familiar to that person. A person's vocabulary usually develops with age, and serves as a useful and fundamental tool for communication and knowledge acquisition. But, acquiring an extensive vocabulary is one of the largest challenges in and synonyms, different word classes, etc. which can enable you to use correct English words according to need and contexts.

3.3 VOCABULARY

In this section we shall look at the following Vocabulary items :

1. Synonyms and Antonyms
2. One word expressions
3. Words used as different word-classes
4. Phrasal verbs.

The examples taken are from the common day to day use.

3.3.1 Synonyms and Antonyms

The term synonym refers to similarity or sameness of meaning of a word. Though it is difficult to get examples of total synonymy, the illustrations are examples of near synonymy. On the other hand, antonyms refer to oppositeness of meaning. In the list given below, you will get the synonym and antonym of the same word.

Word	**Synonyms**	**Antonyms**
abandon	leave, give up	stay, retain
abate	lessen	increase
abhor	dislike	approve
abnormal	unusual, unnatural	natural, normal
abjure	disclaim	accept
aboriginal	native	immigrant
abortive	futile, unsuccessful	successful
abridge	condense, shorten	expand, enlarge
abrupt	sudden	gentle
abscond	decamp	remain
abundant	plentiful	meagre
abuse	injure	praise
accede	assent	refuse
accomplish	finish	fail

accord	agreement	discord
acute	sharp	blunt
addicted	devoted	unaddicted
adjourn	postpone	advance
alliance	union	separation
altercation	quarrel	agreement
amiable	lovable	unlovable
analogy	likeness	difference
annihilate	destroy	restore
annul	cancel	ratify
antagonistic	opposed	friendly
anticipate	forecast	miss
antique	ancient	modern
apparent	clear	implicit/invisible
applaud	cheer	cry down
apprise	inform	keep secret
arbitrary	dictatorial	reasonable
arduous	difficult	easy, simple
ardent	fiery	calm, cool
arrogant	haughty	humble
ascendancy	superiority	inferiority
assail	attack	defend
assuage	calm	excite
audacious	bold, daring	timid, humble
augment	increase, enlarge	decrease, lessen
authentic	genuine, true	unauthentic
auspicious	lucky, favourable	unlucky, unfavourable
avenge	retaliate, punish	forgive, pardon
aversion	dislike	willingness, like
awkward	clumsy, rude	graceful, refined
baffle	puzzle	inform,
barbarous	uncivilised	civilised
bare	naked	clothed, dressed
barricade	barrier	open

benevolent	charitable	malevolent
betray	deceive	loyal
bewilder	puzzle	enlighten
bleak	cheerless	warm
bliss	happiness	unhappiness
brevity	shortness	lengthy
brutal	cruel	humane
captivity	bondage	freedom
cease	stop	begin
cede	surrender	refuse
celebrated	famous	unknown
censure	blame, condemn	praise
cheer	gladden	depress
clamour	outcry	silence
coarse	rough	smooth, fine
colossal	gigantic	small
combat	fight	peace
comprehend	understand	exclude
comprehensive	inclusive	exclusive
conceal	hide	reveal
concise	short	large
concord	accord	discord
condemn	blame	praise
confer	give	refuse
conspiracy	plot	counter plot
contradict	oppose	agree
corroborate	strengthen	weaken
counterfeit	spurious	authentic
cruel	harsh	gentle
cursory	careless	careful
danger	hazard	safety
debar	prevent	allow
debase	degrade	exalt
declare	announce	conceal

decrease	decline	increase
defame	malign	praise
defray	settle	be in debt
descend	drop	climb, ascend
desist	stop	continue
destitute	needy	well-provided
devoid	empty	full
devout	pious	profane
dexterity	skill	clumsiness
diligence	industrious	laziness
discern	perceive	misunderstand
disgrace	debase	praise
dogmatic	authoritative	liberal
dreadful	awful	harmless
dwell	reside	move on
dwindle	decrease	increase
eager	keen	uninterested
ecstasy	rapture	calmness
edible	eatable	inedible
elegant	graceful	ungraceful
embarrass	confuse	enable
embezzle	steal	be honest
encroach	intrude	keep away
endorse	approve	disapprove
endow	furnish	deprive
enormous	gigantic	small
ensue	follow	precede
envy	jealousy	good-will
escape	flee	submit
exalt	raise	lower
excel	surpass	fail
explicit	express	implicit
exquisite	delicate	clumsy
extenuate	lessen	heighten

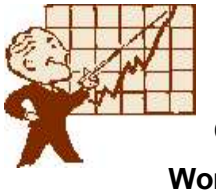
fabulous	false	real
fallacy	deception	truth
fantastic	fanciful	real
feeble	weak	strong
felicity	joy	sorrow
finite	limited	infinite
flimsy	slight	substantial
fluctuate	waver	constant
forgo	give up	preserve, keep
fortify	strengthen	weaken
fragile	brittle	strong, tough
fraudulent	dishonest	honest
frivolous	silly	serious
furtive	stealthy	open
futility	useless	profitable
ghastly	horrible	pleasing
genuine	real	artificial
gloomy	dark	cheerful
grudge	envy	good-will
harmony	concord	discord
heed	pay attention	neglect
hobby	pursuit	profession
humane	gentle	cruel
hostile	unfriendly	cordial
humorous	comical	gloomy
immerse	plunge	draw out
impatient	restless	patient
impeach	accuse	pardon
impediment	hindrance	facility
impertinent	irrelevant	pertinent
implicate	entangle	exclude
impel	drive	prevent
implicit	implied	explicit
imposter	cheat	honest

imitate	copy	deviate
inaccessible	unapproachable	approachable
incite	arouse	hinder
inevitable	unavoidable	avoidable
infirm	sickly	strong
infinite	boundless	limited
infringe	break	submit
insanity	lunacy	sanity
insipid	tasteless	tasty
intricate	complicated	straightforward
jeopardize	endanger	secure
jolly	jovial	miserable
juvenile	youthful	old
kindle	ignite	extinguish
laborious	tiresome	easy
lack	dearth	abundance
lament	wail	rejoice
lofty	high	low
lucrative	profitable	unprofitable
luminous	bright	dark
lunacy	insanity	sanity
malice	spite	love
malign	defame	praise
massive	enormous	minute
meagre	scanty	plentiful
melancholy	sad	joyous
melodious	musical	tuneless
mingle	mix	dissolve
migrate	emigrate	remain
misery	sorrow	joy
moderate	limited	excessive
monotonous	dull	exciting
monstrous	horrible	normal
mortal	perishable	immortal

mutable	changeable	unchanging
mutiny	revolt	loyalty
mystify	puzzle	illuminate
native	aboriginal	alien
nervous	restless	steady
obedient	dutiful	disobedient
oblivion	forgetfulness	remembrance
obscene	indecent	decent
obscure	darken	clear
oppress	harass	relieve
outstanding	distinguished	mediocre
pacify	peaceful	violent
paltry	little	great
paramount	supreme	inferior
paucity	scarcity	abundance
pensive	thoughtful	active
prejudiced	biased	unbiased
prey	victim	captor
profuse	lavish	meagre
prohibit	ban	permit
prone	inclined	averse
propel	press	discourage
proscribe	outlaw	forgive
prosecute	indict	defend
provident	foreseeing	extravagant
prudent	judicious	imprudent
quash	cancel	restore
quell	calm	subdue
queues	random	casual, formal
rancid	sour	fresh
reciprocal	mutual	selfish
reckless	rash	cautions
rectify	repair	destroy
redeem	recover	return

relinquish	abandon	retain
repulsive	abhorrent	admirable
reveal	disclose	conceal
revive	renew	depress
robust	strong	weak
rustic	rural	urbane
sacred	holy	temporal
sad	dejected	happy
saucy	rude	polite
scandal	shame	praise
scanty	meagre	abundant
scatter	sprinkle	gather
seductive	alluring	repelling
sensual	carnal	spiritual
smite	strike	spare
sober	calm	excited
solace	peace	pain
solitary	lone	sociable
sordid	dirty	clean
splendid	gorgeous	shabby
squander	waste	save
stout	strong	thin
stray	wander	stay
sublime	exalted	depressed
subdue	check	incite
sumptuous	costly	cheap, simple
superfluous	redundant	useful
superlative	highest	lowest
synonymous	equivalent	dissimilar
tacit	implied	explicit
tedious	wearisome	agreeable
terse	brief	lengthy
trivial	petty	important
turbulent	stormy	calm

unanimous	agreed	discordant
valiant	brave	cowardly
vanish	disappear	appear
venerable	revered	trifling
verbose	wordy	terse
vivid	clear	hazy, dark
whimsical	fanciful	serious
wretched	misfortunate	fortunate
wrinkle	crease	smooth
yearn	long, hanker	contended
yoke	link	likely
zenith	apex, top	base, bottom



CHECK YOUR PROGRESS

Q 1. Fill in the blanks with appropriate words.

Word	Synonyms	Antonyms
1. abrupt	_____	gentle
2. abuse	_____	_____
3. bloom	flush	_____
4. canvass	_____	leave alone
5. cripple	_____	_____
6. decrease	_____	_____
7. grim	sullen	_____
8. hostile	_____	_____
9. malice	_____	love
10. unique	unmatched	_____

3.3.2 One Word Expressions

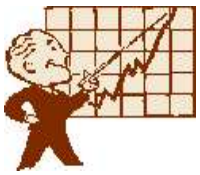
One word expressions help to reduce the length of a piece of text without affecting meaning, and thereby giving a compactness to your style. Here, we shall look at some one word expressions:

alien-	a person living in a country of which he is not a citizen

amphibian-	an animal that lives both in land and water
animate-	having life
antidote-	a medicine that destroys the effect of poison
atheist-	a person who does not believe in God.
audience-	an assembly of hearers
annual-	coming once a year
autobiography-	life story of a person written by himself/herself
audible-	that can be heard
bankrupt-	a person who cannot pay off his debts
biennial-	coming off after every two years
biography-	life-story of a person
brittle-	that can be broken
carnivore-	an animal that lives on flesh
changeable-	that can be changed
corrigible-	that can be corrected
curable-	that can be cured
describable-	that can be described
edible-	that can be eaten
fatalist-	a person who believes in fate
herbivore-	an animal that lives on gross
ignorant-	one who lacks knowledge
illegal-	that which is against law.
illiterate-	one who can neither read nor write
invisible-	that which cannot be seen
irreparable-	that which cannot be repaired
monotheism-	a person who worships one god
movable-	that which can be moved
non-vegetarian-	a person who takes animal food
omnipotent-	all powerful
opaque-	through which light cannot pass
orphan-	a child whose parents have died.
pessimist-	one who looks at the dark side of life.
polytheist-	a person who worships many gods
theist-	a person who believes in god

widow- a woman whose husband has died.

zenith- point in heaven directly above the observer.



CHECK YOUR PROGRESS

Q 2. Give the meanings of the following expressions in one word :

1. A person who cannot pay off his debts.

_____

2. One who is all- powerful.

_____

3. Life story of a person written by himself/ herself.

_____

4. Place for keeping birds.

_____

5. An unmarried woman.

_____

3.3.3 Words Used as Different Word Classes

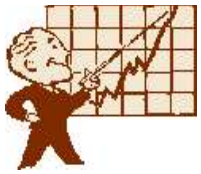
Nouns	Adjectives	Verbs
ability	able	enable
activity	active	activate
advice	advisable	advise
allusion	allusive	to allude
argument (ation)	arguable,	argue
authority	authoritarian,	authorize
barbarism	barbaric	barbarize
bliss	blissful/blessed	bless
blood	bloody	bleed
capital	capitalist	capitalize
censor	censorial	censor
choice	choice	choose

clearness	clear	clarify
collection	collective	collect
compulsion	compulsory,	compel
confidence	confident	confide
courage	courageous	encourage
custom	customary	accustom
danger	dangerous	endanger
decision	decisive	decide
depth	deep	deepen
destruction	destructive	destroy
device	devisable	device
devil	devilish (diabolical)	bedevil
dew	dewy	bedew
dog	doggish (canine)	dog
economy	economic (al)	economize
emphasis	emphatic (al)	emphasize
energy	energetic	energize
enthusiasm	enthusiastic	enthuse
equality	equal	equalize
error	erroneous	err
evasion	evasive	evade
eye	(ocular)	eye
face	facial	face, to deface
falsehood	false	falsify
fame	famous	defame
fear	fearful	fear
feebleness	feeble	enfeeble
finery	fine	refine
fool (ishness)	foolish	befool
force	forceful	enforce
friend	friendly	befriend
fullness	full	fill
fury	furious	infuriate
gladness	glad	gladden

glory	glorious	glorify
gold	golden	gild
grass	grassy	graze
grief	grievous	grieve
guile	guileless	beguile
habit	habitual	habituate
hardship	hardy	harden
haste	hasty	hasten
heart	hearty	hearten
heir	hereditary	inherit
ignorance	ignorant	ignore
impulse	impulsive	impel
industry	industrial,	industrialize,
injury	injurious	injure
ink	inky	ink
joy	joyous	enjoy
judge	judicial	adjudicate
justice	just	jump
knowledge	knowledgeable	know
law	lawful/legal	legalize
length	lengthy	lengthen, elongate
life	lively	live
liquid	liquid	liquidate
machine	mechanical	mechanize
man (hood)	manly	to man
mass	massive	amass
medicine	medical, medicinal	medicate
mobility	mobile	mobilize
moisture	moist	moisten
mother	motherly	to mother
mystic (ism)	mystic (cal)	mystify
nation	national	nationalize
navy	naval	navigate
necessity	necessary	necessitate

nerve	nervous	enervate
night	nightly	benight
nullity	null	to nullify
obedience	obedient	obey
offence	offensive	offend
option	optional	opt
penalty	penal	penalize
peace	peaceful	pacify
people	popular	people
peril	perilous	imperil
pest	pestiferous	pester
port	portable	deport
poverty	poor	impoverish
propriety	proper	appropriate
quarrel	quarrelsome	quarrel
quickness	quick	quicken
reality	real (isable)	realize
rebellion	rebellious	rebel
red (ness)	red, reddish	redden
reliance	reliant	rely
repulsion	repulsive	repel
revolution (ary)	revolutionary	revolt
ruin	ruinous	ruin
sadness	sad	sadden
saint	saintly	sanctify
selection	selective	select
series	serial	serialize
sharpness	sharp	sharpen
sickness	sick	sicken
simplicity	simple	simplify
slavery	slavish	slave, to enslave
strange	strange	estrange
stupidity	stupid	stupefy
table	tabular	tabulate

terror	terrible	terrify
theory	theoretical	theorize
thought	thoughtful	think
thrift	thrifty	thrive
timidity	timid	intimidate
title	titular	entitle
tribute	tributary	attribute
union	unitary	unite
universe	universal	universalize
urgency	urgent	urge
utility	utilitarian	utilize
vacancy	vacant	vacate
validity	valid	validate
vice	vicious	to vitiate
vigour	vigorous	to invigorate
warmth	warm	warm
wax	waxen	wax
whiteness	white	whiten



CHECK YOUR PROGRESS

Q 3. Interchange the following words as directed. Write a sentence each to illustrate its use:

1. air (into adjective)

   _____

2. bliss (into verb)

   _____

3. capital (into verb)

   _____

4. confident (into noun)

   _____

5. deep (into noun)

   _____

3.3.4 Phrasal Verbs

A verb can combine with an adverb or a preposition. When it combines with an adverb, it is called phrasal verb. Eg.

Break out- War broke out between the two countries.

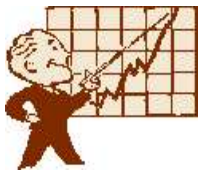
Below a list of phrasal verbs is given with illustrative examples.

bring up-	Oliver was brought up in a poor house.
break out-	War broke out between the two countries.
call on-	I called on the Minister in the Circuit House.
call in-	Please call in a doctor immediately.
fall out-	The brothers have fallen out after their father's death.
give up-	Gandhi gave up his attempt to become an English gentleman.
go out-	The light has gone out.
get along-	She couldn't get along with her mother-in-law.
look into-	The officer looked into the matter.
look for-	He looked for the pen in the cupboard.
make out-	I couldn't make out what the teacher had said.
run over-	The man was run over by a car.
run into-	I ran into an old friend yesterday.
turn out-	The boy will turn out to be famous one day.
ask for-	The labourers are asking for more money.
back out-	Hari promised to help me but now he has backed out.
blow out-	The wind blew out the lamp.
break down-	The robbers broke down the door
break in-	The thief broke in to the room.
carry on-	He carried on the business with much difficulty.
carry out-	He carried out the order of his Principal.

catch up-	He was absent for long and tried to catch up with other students of the class.
close down-	The factory was closed down.
come across-	I came across the man after a long time.
come off-	The game came off suddenly.
come about-	I could not think that such an incident would come about.
come of-	Gandhiji came of a good family.
fall back-	The enemy fell back.
fall on-	The Assamese army fell on the Mughals in Saraighat Battle.
fall through-	My advice fell through.
Fix up-	The club has fixed up a cultural show.
get away-	The man got away quickly after the incident.
get on-	He is geting on with his business.
give in-	He is giving in after his first attempt.
give out-	The Board has given out the names of the candidates.
go down-	Prices of essential commodities are not going down.
go for-	The two boys went for each other.
go into-	The police have gone into the murder case.
hand over-	He handed over the charge of the committee to Hari.
hold on-	He holds on the telephone to hear his brother.
hold up-	Their payments of salary has been held up. The robbers hold up the train.
keep off-	Please keep off the fire.
keep on-	He keeps on drinking liquor.
keep up-	He could not keep up his reputation.
lay out-	The architect laid out the structure.
live on-	We live on rice.
look after-	He had no time to look after his children.

make up-	He made up his mind to go there./He made up a story on the issue.
pass away-	His father passed away in June.
pass for-	He spoke English so well that he could pass for an Englishman.
pass off-	The festival passed off peacefully.
pick out-	He picked out a pen from the box.
point out-	He pointed out the bird on the tree.
put down-	The army jawans are trying to put down the ULFA militant.
put off-	We have put off our journey to Delhi.
put in-	He has put in an application for the post.
put out-	Put out the fire before it spreads.
put up with-	I can not put up with such insult.
run after-	The dog ran after the fox.
run up (against)-	The decision of the Government has to run up against a lot of opposition.
see through-	I can see though your idea.
see off-	I have gone to the aerodrome to see off my friend.
sit for-	He will sit for the HSLC examination this year.
sit out-	He sits out the theatrical performance.
set apart-	I set apart some money to buy books.
set aside-	The appeal was set aside.
set in-	The spring has set in.
set off-	My father set off to Bristol.
set up-	He has set up a factory there.
stand by-	My friend stood by me in time of need.
stand for-	He stood for his party.
sit up-	My mother had to sit up the whole night for my illness.
stand on-	Try to stand on your own foot.
stand off-	He stood off the quarrel among his friends.
stand on-	Guwahati stands on the Brahmaputra.

stand to-	This does not stand to reason.
take after-	The boy is taking after his father.
take down-	The students took down what the teacher said.
take for-	I took him for Rahim.
take off-	He took off his shirt.
turn down-	The boy turned down the job of the company.
turn into-	Water may be turned into ice.
take to-	Don't take to drinking wine.
turn over-	He turned over a page of the book.



CHECK YOUR PROGRESS

Q 4. Fill in the gaps in the following sentences by using the appropriate phrasal verbs:

1. He ……the Minister in the Circuit House. (called on, called at, called for)
2. I ……an old friend yesterday. (ran to, ran into, ran about)
3. You must not ……to his unreasonable demands. (give up, give in, give out)
4. The employee refused to ……the Principal's order. (carry through, carry out, carry on)
5. The function …….. well. (passed off, passed on, passed out)

3.3.5 Distinction Between Similar Words Often Confused

A verb can combine with an adverb or a preposition. When it combines with an adverb, it is called phrasal verb. Eg.

1. accept, except:
   (a) He has agreed to accept the offer.
   (b) Everyone except Rina has come.
2. access, excess:
   (a) He has access to the Minister.
   (b) Excess of everything is bad.
3. adopt, adapt:
   (a) The government has adopted steps to remove poverty.
   (b) We must adapt ourselves to changes.

4. affect, effect:
   (a) Sunlight affects life.
   (b) Water boils under the effect of heat.
5. altar, alter:
   (a) Offerings were placed on the altar of Goddess Saraswati.
   (b) We must alter the plan.
6. aught, ought:
   (a) For aught I know, he is honest.
   (b) We ought to love our country.
7. bare, bear:
   (a) We entered the temple with bare feet.
   (b) He has to bear the burden of the family.
8. berth, birth:
   (a) I reserved an upper berth.
   (b) She gave birth to a boy.
9. check, cheque:
   (a) He is checking the accounts.
   (b) He gave me a cheque for Rs. 2,000.
10. cite, site
   (a) He cited an example to support his view.
   (b) The school is located in a pleasant site.
11. defer, differ:
   (a) The meeting has been deferred.
   (b) I differ with you on this point.
12. desert, dessert:
   (a) The Sahara desert is in North Africa.
   (b) We had fruit for dessert.
13. dose, doze:
   (a) I take a dose of this medicine after food.
   (b) Rina was caught dozing in class.
14. fair, fare:
   (a) She is tall, slim and fair.
   (b) The bus fare from Guwahati to Sivsagar is Rs. 160/-.

15. gait, gate:
    (a) She walks with a graceful gait.
    (b) Please close the gate.
16. heard, herd:
    (a) I have heard that you are married.
    (b) A herd of cows trampled on my garden.
17. idle, idol:
    (a) We should not remain idle.
    (b) The idol was placed on the altar.
18. loose, lose:
    (a) The shirt is too loose for me.
    (b) Don't lose the pen I gave you.
19. mail, male:
    (a) The letter was mailed yesterday.
    (b) She gave birth to a male child.
20. oar, ore:
    (a) The boatman uses oars to paddle his boat.
    (b) Goa produces Iron ore.
21. piece, peace:
    (a) A crow stole a piece of meat.
    (b) After murdering the king, Macbeth lost his peace of mind.
22. prescribe, proscribe:
    (a) The book is prescribed by the Board for classes IX-X.
    (b) Satanic Verses by Salman Rushdie has been proscribed in several countries.
23. principal, principle:
    (a) The principal is the head of an educational institution.
    (b) He is a man of principles.
24. quiet, quite:
    (a) He kept quiet.
    (b) It is quite cold outside.
25. reins, reign:
    (a) He pulled the reins to control the horse.
    (b) The Ahoms reigned in Assam for six hundred years.

26. sail, sale:
    (a) The ship sailed to the island.
    (b) The car is for sale.
27. soar, sore:
    (a) The skylark soars in the sky.
    (b) We were sore at his behaviour.
28. suit, suite:
    (a) He wore a dark suit to attend the party.
    (b) A new suite of rooms has been added to the hotel.
29. stationary, stationery:
    (a) The sun is stationary
    (b) The shop deals in stationery.
30. team, teem:
    (a) Our team won the match.
    (b) The teeming millions of India paid their homage to Nehru.
31. waist, waste:
    (a) Her waist is 26 inches only.
    (b) we must not waste food.
32. wait, weight:
    (a) I waited for her at the bus stop.
    (b) The weight of the box is 20 kgs.



3.4 LET US SUM UP

In this unit we have learnt what vocabulary is, and how to increase our vocabulary. You have learnt that vocabulary is an important grammatical item. A person's vocabulary is usually constituted by a set of words within a language that are familiar to that person. Vocabulary usually develops as a person attains age. In this unit, you have learnt about antonyms and synonyms, different word classes, etc. which can enable you to use correct English words according to need and contexts. Vocabulary serves as a useful and fundamental tool for communication and knowledge acquisition.



3.5 FURTHER READING

1) Dowerah, Sawpon. *A Students' Grammar of English*. Students' Stores, Guwahati.
2) De Sarkar, P. K. *Higher English Grammar and Composition*. Book Syndicate, Kolkata.
3) Wren and Martin. *High School English Grammar and Composition*. S. Chand & Company, New Delhi.



3.6 ANSWERS TO CHECK YOUR PROGRESS

Ans to Q 1:

1. sudden
2. ill-treat, praise
3. decay
4. solicit
5. disable, healthy
6. reduce, increase
7. jolly
8. unfriendly, friendly
9. hate
10. common

Ans to Q 2:

1. bankrupt
2. omnipotent
3. autobiography
4. aviary
5. spinster

Ans to Q 3:

1. called on
2. ran into
3. give in
4. carry out
5. passed off

Ans to Q 4:

1. airy- The room is very airy.
2. bless- May God bless you.
3. capitalize- The Indian cricket team failed to capitalize on the early lead.
4. confidence- I have confidence in your ability.

5. depth- Water was found at a depth of twenty feet.



3.7 MODEL QUESTIONS

Q 1. Write sentences to illustrate the difference in meaning between the following pairs of words/ phrases:

(i) corrigible; curable (ii) eligible; illegible

(iii) site; cite (iv) sale; sell

(v) access; excess

Q 2. Frame sentences using the following phrases:

(i) make up (ii) break out

(iii) back out (iv) run into

(v) keep off (vi) look into

Q 3. Give the synonyms and antonyms of the following:

Calm, tacit, zenith, verbose, solace

Q 4. Use the following words in grammatically correct sentences as directed:

Arrive (use the noun form) Harm (use the adjective form)

Battle (use as a verb) Fast (use as an adverb)

Heart (use the verb from)

UNIT 4: PUNCTUATION, SYNTHESIS AND TRANSFORMATION OF SENTENCES

UNIT STRUCTURE

4.1 Learning Objectives
4.2 Introduction
4.3 Punctuation
4.4 Synthesis of Sentences
4.5 Transformation of Sentences
4.6 Let us Sum up
4.7 Further Reading
4.8 Answers to Check Your Progress
4.9 Model Questions

4.1 LEARNING OBJECTIVES

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

- identify different punctuation marks and their use
- transform one kind of sentence form to another
- synthesise different sentences into one.

4.2 INTRODUCTION

This unit deals with some other important grammatical items like punctuation, synthesis and transformation of sentences. The objective of this unit is to enable you to use correct punctuation marks in compositions. Synthesis and transformation of sentences, about which you will also read in this unit, are also important for you to learn so that you acquire the skills of precision in composition.

4.3 PUNCTUATION

Punctuation marks are indicators that are used in written texts to–

- mark the end of sentences
- express joy, praise, wonder, etc.
- separate words, pairs of words, phrases and clauses
- indicate pause, a break in a sentence etc.

1. Full stop (.)

The full stop, also called period, is the most common mark of terminal punctuation. It is used –

(a) At the end of a statement
  (i) This is my book.
  (ii) I live in Guwahati.
  (iii) Yes.
  (iv) Indeed.

(b) At the end of a command
  (i) Please close the door.
  (ii) Don't go there.

(c) At the end of an indirect question
  (i) She asked me where I lived.
  (ii) She asked me what I was reading.

(d) With abbreviations
  (i) Dr. P.K. Dutta, M.B.B.S., M.D.
  (ii) Prof. M.M. Choudhury.

(e) To separate hour from minute
  (i) 9.30 am
  (ii) 5.15 pm

(f) To separate date from the month/year
  (i) 7.7.2008
  (ii) 31.3.2009

2. Comma (,) :

The comma is probably one of the most misused marks of punctuation. It is used

(a) To separate more than two words in a series
  (i) I bought a pen, a book, a packet of pins and a ruler.
  (ii) John, David and Mauria are brothers.

(b) To separate phrases and clauses
  (i) The village, where he lives, is five miles away.
  (ii) If you work hard, you will do well in the examination.

(c) To separate adverbials in a clause structure
  (i) However, you may try.

(ii) Therefore, the statement is true.

(d) To separate question tags

(i) You play tennis, don't you?

(ii) He doesn't sing, does he?

3. Semi-colon (;)

The semi colon is used when a greater pause is required than is indicated by a comma.

(a) To separate the clause of compound sentences when they contain a comma

(i) He was a decent, kind hearted man; and we all respected him.

(b) To separate a series of loosely related clauses

(i) The miller's heart was pure; his life serene.

4. Colon (:)

The colon is used

(a) To introduce quotation

(i) Shakespeare said : "All that glitters is not gold"

(b) To introduce a list of items

(i) The list of things we need is as follows : two cups of flour, 100gms of butter, 250gms of sugar, 4 eggs and baking powder.

5. Question Mark (?)

The question mark is used

(a) At the end of a direct question

(i) Is she pretty?

(ii) What is your name?

(b) At the end of a question tag

(i) It's a lovely morning, isn't it?

(ii) You didn't come yesterday, did you?

6. Exclamation mark (!)

The exclamation mark is used

(a) At the end of an exclamation

(i) How lovely!

(ii) How silly of you to do it !

7. Quotation marks ('…….')

They are also called inverted commas. They can be of two types :

(i) Single inverted commas ('…….')

(ii) Double inverted commas ("…….")

Quotation marks are used :

(a) <u>To enclose direct speech</u>

(i) He said, "It's a lovely morning"

(ii) The teacher said, "Don't make a noise"

(b) <u>To enclose a quotation</u>

(i) Orwell said, "The only good human being is a dead one".

(ii) Kennedy said : "The greater our knowledge increases, the more our knowledge unfolds".

(c) <u>To enclose titles of articles, stories, poems etc.</u>

(i) Wordsworth wrote the poem "Tintern Abbey"

(ii) "The last leaf" is a story by O. Henry.

(d) <u>Single inverted commas are used to enclose quotations within quotations</u>

(i) Dr. Radhakrishnan states : "It is wrong to think as Blake said, 'the tree of life is sustained by art, the tree of death by science'".

(ii) Gardiner wrote the essay "On Saying 'Please'"

8. Apostrophe (')

It is used

(a) to indicate possession

i. Dipali's water bottle

ii. Her husband's scooter

(b) To indicate contraction in the form of a word.

i. Do not - don't

ii. Cannot - can't

iii. It is - it's

iv. I will - I'll

9. Hyphen (-)

It is used

(a) In writing out compound numbers
  i. Twenty – five (not twentyfive)
  ii. Fifty – nine (not fiftynine)

(b) Between cardinal and ordinal numbers
  i. One – third
  ii. Three – fourths

(c) Between two numbers to indicate inclusion
  i. Deluxe rooms 603 – 615 (read as 603 to 615)
  ii. William Shakespeare (1564-1616)

(d) Between compound words
  i. sister – in – law
  ii. man – of – war

(e) between certain prefixes
  i. Co-operative
  ii. Non-technical

10. Ellipses (……)

It is used

(a) To indicate a break or interruption
  i. He said, “you may not . . . “
  ii. So Hardy felt . . . bored

(b) To indicate an omission of a word or phrase from a quotation

Grow old along with me . . .

(here the three dots indicate the omission of “the best is yet to be”.)

11. Capital letters

A capital letter is used

(a) At the beginning of every sentence

(b) At the beginning of sentence within quotes
  i. He said, “ May you be happy“
  ii. I said, ‘ Come here, Please”.

(c) At the beginning of every line in a poem

Behold her single in the field

Yon solitary Highland lass.

(d) To write a proper noun, the personal pronoun' & Proper Adjective

i. John

ii. Guwahati

iii. The Assamese Language

(e) At the beginning of a day / month / religion / festival / special day

Monday, July

Hinduism

Holi, Republic day

(f) For the names of books, journals, etc.

The Bible

The Times of India

(g) For the names of organisations, schools, colleges, etc.

UNO

The Congress Party

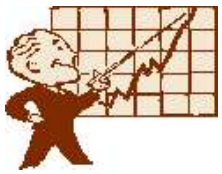
Cotton Collegiate Higher Secondary School

(h) For the names of roads, rivers, mountains, etc.

The Grand Trunk Road

The Dikhaw

The Himalayas



CHECK YOUR PROGRESS

Q 1. Punctuate the following adding capital letters where necessary

1. . aparna said hello is it international hospital

.....

2. utpal said to naseem let us visit the zoo next Sunday

.....

3. did you watch oliver twist in the history channel last night I asked dipali

.....

4. no i didn't she said

.....

5. you enjoyed the film didn't you

.....

6. mr. dutta the director said i have an important meeting today.

.....

4.4 SYNTHESIS OF SENTENCES

Synthesis means combination. In grammar it refers to the process of combining two or more simple sentences into one sentence. The resultant sentence can be simple, complex or compound.

1. SYNTHESIS OF SIMPLE SENTENCES INTO SIMPLE SENTENCES :

Simple sentences can be combined into a simple sentence by using the following methods.

1. By using participles :

(a) He completed the work. He went home.
Completing the work, he went home.

(b) I saw it was raining. I boarded a bus.
Seeing it was raining, I boarded a bus.

2. By using participle phrases :

(a) The seminar was over. The participants went out. They boarded the bus

The seminar having been over, the participants went out and boarded the bus.

(b) I locked the door, I went out.
Having locked the door, I went out.

3. By using infinitive :

(a) He was very poor. He could not own fine furniture.
He was too poor to own fine furniture.

(b) He was very tired. He could not proceed further.
He sank on the ground.
He was too tired to proceed further and sank on the ground.

4. By using prepositions with nouns :

(a) I completed my college education. Then I took up a teacher's job.

After completing my college education, I took up a teacher's job.

(b) I bought a ticket. Then I entered the theatre.

After buying a ticket, I entered the theatre.

5. By using noun phrases in opposition :

(a) Bassanio was a friend of Antonio. He married Portia.

Bassanio, a friend of Antonio, married Portia.

(b) Delhi is the capital of India. It is a beautiful city.

Delhi, the capital of India, is a beautiful city.

6. By using adverbs or phrases :

(a) We were annoyed by his behaviour. It is understandable.

Understandably, we were annoyed by his behaviour.

(b) I would not like to take the job. I tell you seriously.

Seriously, I would not like to take the job.

2. SYNTHESIS OF SIMPLE SENTENCES INTO COMPLEX SENTENCES :

1. By using a noun clause :

(a) The earth is round. Everyone knows it.

Everyone knows that the earth is round.

(b) She is still alive. It is a consolation.

That she is still alive is a consolation.

2. By using an adjective clause :

(a) I know the person. He came here.

I know the person who came here.

(b) I brought the magazines.

They were lying on the table.

I brought the magazines which were lying on the table.

3. By using an adverb clause :

(a) I lent him the money. He needed it.

I lent him the money for he needed it.

(b) I left early. I had to catch a train.

I left early so that I could catch a train.

3. SYNTHESIS OF SIMPLE SENTENCES INTO COMPOUND SENTENCES :

1. By using cumulative conjunctions :

(a) He worked hard. He passed the examination.
He worked hard and passed the examination.

(b) The day dawned. The birds began to sing.
The day dawned and the birds began to sing.

2. By using alternative conjuctions :

(a) Hurry up. You will miss the train.
Hurry up or you will miss the train.

(b) Take the umbrella. You will be wet in the rain.
Take the umbrella or you will be wet in the rain.

3. By using adversative conjunctions :

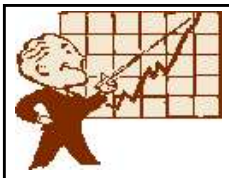
(a) Rina dances. Her sister sings.
Rina dances but her sister sings.

(b) He is poor. He is happy.
He is poor yet he is happy.

4. By using illative conjunctions :

(a) It is time for studies. Let us go home.
It is time for studies so let us go home.

(b) You must take rest. You are ill.
You must take rest for you are ill.



CHECK YOUR PROGRESS

Q 2. Combine each set of sentences into a simple sentence.

(1) We reached home very late at night. We went to bed at once.

.....

(2) The sun had set. We returned home.

.....

(3) I have heard of your achievement. I am very happy.

.....

(4) I can do the job. I don't need your help.

.....

(5) Newton was a great scientist. He made many discoveries.

.....

Q 3. Combine each set of sentences into a complex sentence.

(1) I put my purse somewhere. I don't remember it.

.....

(2) I know the person. He came here.

.....

(3) It rained heavily. The town was flooded.

.....

(4) No goals were scored. It was an excellent match.

.....

(5) Work hard. You will pass the examination.

.....

Q 4. Combine each set of sentences into a compound sentence.

(1) He is clever. He is intelligent. He is shy.

.....

(2) He was punished. He was also fined.

.....

(3) Pay me the money. I shall report against you.

.....

(4) He is rich. He is unhappy.

.....

(5) He plays football. He plays tennis.

.....

4.5 TRANSFORMATION OF SENTENCES

English sentences can be changed from one form to another without changing their meanings. It is called transformation of sentences. Here are some examples:

(a) Affirmative to Negative: Look at the following sentences. They are changed from affirmative to negative without changing their meanings.

Aff: Man is mortal.

Neg: Man is not immortal.

Aff: He was absent yesterday.

Neg: He was not present yesterday.
Aff: I missed the bus.
Neg: I could not catch the bus.

(b) Assertive to Interrogative:

Ass: Everybody has heard of Nehru.
Int: Who hasn't heard of Nehru?
Ass: I will always remember you.
Int: How can I ever forget you?
Ass: Nobody has seen God.
Int: Has anybody seen God?

(c) Assertive to Imperative:

Ass: I request you to bring the book.
Imp: Please bring the book.
Ass: I order you to close the gate.
Imp: Close the gate.
Ass: If you do not work hard, you will fail.
Imp: Work hard or else you will fail.

(d) Assertive to Exclamatory:

Ass: He is a fine gentleman.
Excl: What a fine gentleman he is!
Ass: A little learning is a dangerous thing.
Excl: What a dangerous thing a little learning is!
Ass: The scenery is very lovely.
Excl: How lovely the scenery is!

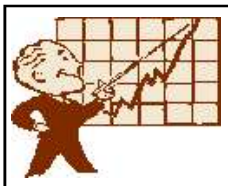
(e) Simple to Complex and Compound:

1. Simple: Being idle, he could not attend the meeting.
   Complex: As he was ill, he could not attend the meeting.
   Compound: He was ill and he could not attend the meeting.
2. Simple: In spite of being old, he has maintained good health.
   Complex: Though he is old, he has maintained good health.
   Compound: He is old and yet he has maintained good health.
3. Simple: The patient is too weak to walk.
   Complex: The patient is so weak that he cannot walk.

Compound: The patient is too weak and he cannot walk.

(f) Positive to Comparative and Superlative:

1. Positive: No other girl in the class is as pretty as Mary.
   Comparative: Mary is prettier than any other girl in the class.
   Superlative: Mary is the prettiest girl in the class.
2. Pos: Few countries are as hot as India.
   Comp: India is hotter than most of the countries.
   Super: India is the hottest among many of the countries.
3. Pos: No other food is as nourishing as milk.
   Comp: Milk is more nourishing than any other food.
   Super: Milk is the most nourishing food.
4. Pos: No other virtue is as great as truthfulness.
   Comp: Truthfulness is greater than any other virtue.
   Super: Truthfulness is the greatest virtue.



CHECK YOUR PROGRESS

Q 5. Transform the following sentences as directed:

1. Nobody has seen her smile. (Change into interrogative)

   .....

2. I lost a book yesterday but I have found it. (Make it a complex sentence)

   .....

3. He is very stupid to do this. (Change it into an exclamatory sentence)

   .....

4. He is the best boy in the class. (Change the degree of comparison from superlative to positive)

   .....

5. My teacher said to me, “Go home immediately”. (Change into indirect speech)

   .....

6. We know that the earth is round. (Change into passive voice)

   .....



4.6 LET US SUM UP

In this unit, we have learnt about some other important grammatical items like punctuation, synthesis and transformation of sentences. The contents of the unit must have enabled you to use correct punctuation marks in compositions. Your knowledge about synthesis and transformation of sentences, that you have acquired from this unit, should have helped you to acquire the skill of precision in English composition.



4.7 FURTHER READING

1) Dowerah, Sawpon. *A Students' Grammar of English*. Students' Stores, Guwahati.

2) De Sarkar, P. K. *Higher English Grammar and Composition*. Book Syndicate, Kolkata.

3) Wren and Martin. *High School English Grammar and Composition*. S. Chand & Company, New Delhi.



4.8 ANSWERS TO CHECK YOUR PROGRESS

Ans to Q 1: (1) Aparna said, "Hello', Is it International Hospital?"
(2) Utpal said to Neseem, "Let us visit the Zoo next Sunday".
(3) "Did you watch Oliver Twist in the History Channel last night?, I asked Dipali.
(4) "No, I did not", she replied.
(5) You enjoyed the film, didn't you?
(6) "Mr Dutta", the Director said," I have an important meeting today".

Ans to Q 2: (1) Reaching home very late at night, we went to bed at once.
(2) The sun having set, we returned home.

(3)I am very happy to have heard of you.
(4)I can do the job without your help.
(5)Newton, a great scientist, made many discoveries.

Ans to Q 3: (1)I don't remember where I put my purse.
(2)I know the person who came here.
(3)It rained so heavily that the town was flooded.
(4)No goals were scored though it was an excellent match.
(5)If you work hard you will pass the examination.

Ans to Q 4: (1)He is clever and intelligent but shy.
(2)He was not only punished but also fined.
(3)Pay me the money otherwise I shall report against you.
(4)He is rich yet he is unhappy.
(5)He plays football as well as tennis.

Ans to Q 5: 1. Has anybody seen her smile?
2. I have found the book which I lost yesterday.
3. How stupid he is to do this!
4. No other boy in the class is as good as he.
5. The teacher asked me to go home immediately.
6. It is known that the earth is round.



4.9 MODEL QUESTIONS

Q 1. Punctuate the following:

(a) do not misunderstand me della he said lovingly such a simple thing as a haircut need not disturb me there is nothing in the world that can make me get vexed with you but only open the packet and you shall know why i was upset for a while

(b) (i) may i come in sir she said
(ii) tell me he said why did you do it
(iii) why are you shouting ramen said to me
(iv) god said see the light and follow the path of honesty and truth you will find a heaven on the earth

(v) you said it is your duty now

Q 2. Rewrite the following as directed:

(i) The enemy attacked while it was right. (Make it a simple sentence)

(ii) He knows me. (Change into passive voice)

(iii) He is a fine gentleman. (Change into exclamatory)

(iv) He achieved success in his attempt. (Use the verb form of 'success')

(v) The boy is too weak to move about. (remove 'too')

Q 3. Synthesize the following sentences as directed:

(i) Gold is the most precious metal. It shines very brightly. (Make it a simple sentence)

(ii) She lives in a village; she lives there. (Make it a complex sentence)

(iii) She is beautiful. She is intelligent. (Use 'not only')

(iv) I may go to class. I may play football. (Combine as compound sentence)

(v) I was walking past a building. The building was under construction. (Combine into a simple sentence).

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UNIT 5 : COMMON ERRORS AND PHRASES & IDIOMS

UNIT STRUCTURE

5.1 Learning Objectives

5.2 Introduction

5.3 Common Errors

5.4 Phrases and Idioms

5.5 Let us Sum up

5.6 Further Reading

5.7 Answers to Check Your Progress

5.8 Model Questions

5.1 LEARNING OBJECTIVES

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

- learn how to write correct sentences and detect errors
- make use of phrases and idioms in sentences

5.2 INTRODUCTION

The ability to detect common errors in sentences is sought to be developed in the learners by giving different types of errors usually committed by students in writing English. Therefore, various types of common errors have been highlighted through worked out exercises. Phrases and idioms are a part of vocabulary and their correct use by the students is an important objective of English language teaching. Therefore, this unit deals with phrases and idioms as important grammatical items.

5.3 COMMON ERRORS

In this section we shall look at some of the common errors in the use of English and present their acceptable forms. The errors have been listed under the following heads:

- Errors of Concord
- Errors of Construction

- Errors of Order
- Errors in Prepositions
- Errors in Conjunctions

1. Errors in Concord

1. Two singular subjects followed by a singular verb

(i)* The principal and secretary are absent.

- The principal and secretary is absent.

When two singular nouns refer to the same person or thing and have only one article, the verb is singular.

But when the two singular nouns refer to two different persons, the verb is plural.

The principal and the secretary are absent.

(ii)* His power and influence are immense.

- His power and influence is immense.

When two singular nouns are practically synonymous one being added to the other for emphasis, the verb is singular.

(iii)* Bread and butter are what they have for breakfast.

- Bread and butter is what they have for breakfast.

When two singular nouns are not synonymous but are intended to express jointly a single idea, the verb is singular.

2. Singular subject followed by a plural verb :

(i)* The cattle is grazing in the field.

- The cattle are grazing in the field.

(ii)* The whole group does not agree on the point.

- The whole group do not agree on the point.

When the singular noun is a mass/collective noun, the verb is always in the plural.

3. Plural subject followed by a singular verb:

* “The Human Seasons” are prescribed in class IX.

- “The Human Seasons” is prescribed in class IX.

When the plural noun is a proper name for some collective unit or a single object, the verb is singular.

4. Subject followed by "as well as":

* Rimlee as well as Momee have arrived.

● Rimlee as well as Momee has arrived.

5. Subjects connected by "either....or"/ "neither.... nor"

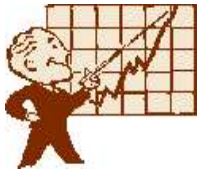
(i)* Either you or I are in the wrong.

● Either you or I am in the wrong.

(ii)* Neither he nor you was in the wrong.

● Neither he nor you were in the wrong.

When two singular pronoun of different persons are connected by "either...or"/"neither...nor", the verb according to the rule must agree with the one nearest to it.



CHECK YOUR PROGRESS

Q 1. Correct the following sentences:

1. Many a man come and go.
2. None but brave deserve the fair.
3. The house with all its furniture and valuable antiques were sold for thirty lakhs.
4. In the Gulf War the United States have no friend expect Britain.

Ans :

1. _____
2. _____
3. _____
4. _____

2. Errors of Construction

1. Article

* I am studying for a MA in History

● I am studying for an MA in History

Note : We use 'an' before a vowel sound. MA begins with a vowel sound.

Otherwise, we use a. In most cases, the letters 'e' 'o' and 'u' are vowels; but sometimes they are pronounced as consonants e.g. a European, a one – hour journey, a University.

2. Adjective

(i)* I was too frightened to move.

- I was too frightened to move.

Note : Many adjectives are past participles i.e. frightened, scared, pleased, proposed

(ii)* The medicine made me feel more better.

- The medicine made me feel much better.

We do not use-er/est form and more/much together. Thus. 'more' and 'better' do not correlate.

(iii)* My most favourite subject is English.

- My favourite subject is English.

Some adjectives are not normally used with- er/-est or with more/most because they already have a comparative/superlative meaning.

3. Adverb

(i)* I want to go to France for learning French.

- I want to go to France to learn French.

We use for + ing when we mention the purpose of an object. For example: 'This knife is for cutting bread'. But when we mention the purpose of an action, we normally use a to-clause.

(ii)* He behaved rather silly.

- He behaved in a rather silly way.

Some words ending in-ly are adjectives not adverbs. Commonly-ly adjectives include:

brotherly, cowardly, elderly, fatherly, friendly, likely, lively, lonely, lovely, manly, motherly, silly, sisterly, ugly, womanly.

Since these-ly adjectives do not have a corresponding adverb, we have to use either a different structure or an adverb with a similar meaning.

(iii)* I pulled the string tightly

- I pulled the string tight.

If the word that follows an object describes the object, we use an adjective.

The structure is S+V+O+ A as in 'I painted the door green'.

(iv)* If you will turn on the radio, it makes a strange noise.

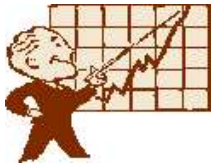
- If you turn on the radio, it makes a strange noise.

When 'if' means every time or whenever, we normally use the simple present tense in both parts of the sentence i.e. the 'if' clause and the main clause.

However, when we are talking about something in the future, we normally use the simple present in the if clause.

(v)* If you will go to Delhi, you can stay in Assam House.

- If you go to Delhi, you can stay in Assam House.



CHECK YOUR PROGRESS

Q 2. Correct the following :

1. Cheap products are often more inferior.
2. Some ill people refuse to take medicine.
3. I'll be ready for leaving by 5 O' clock.
4. I'll telephone you when I will reach the airport
5. She always looks beautiful

Ans :

1._____

2._____

3._____

4._____

5._____

3. Errors of Order

(i)* When you are going home?

- When are you going home?

In interrogative sentences, the 'be' verb precedes the subject.

(ii)* Last week happened to me something very strange.

- Last week something very strange happened to me.

In a statement, we put the subject before the verb. The normal word order does not change when the verb is 'happen'.

(iii)* He was too busy unfortunately to see me yesterday.

- Unfortunately, he was too busy to see me yesterday.

Some adverbs express our attitude to what we are about to say e.g. sadly, unfortunately, surprisingly, luckily, undoubtedly, frankly, apparently, in short, of course etc.

They are normally placed at the beginning of a sentence.

Many of these can also be used in the middle position also

- We would naturally be delighted to see you
- You are undoubtedly in the wrong.

(iv)* He told us to read carefully the questions

- He told us to read the questions carefully.

Note that an adverb does not normally come between a verb and its object.

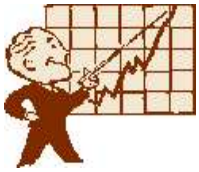
Take note of the structure sub+verb+ object+ Adverb.

(v)* I shall be every afternoon available

- I shall be available every afternoon.

An adverb does not normally come between a verb and a complement.

Note the order: Sub + Verb + Comp + Adv



CHECK YOUR PROGRESS

Q 3. Correct the following :

1. She has to stay for one more week in hospital.
2. Why you are late?
3. She tore the paper into two halves neatly
4. It is cheaper to go by train to Dibrugarh.
5. I waited for two whole hours in the queue.

Ans. :

1._____

2._____

3._____

4._____

5._____

4. Errors in Prepositions

(i)* On last Sunday I visited the zoo.

- Last Sunday I visited the zoo.

We do not use on before a time expression beginning with last, next, this, that, every, etc.

(ii)* On this photograph you can see me in my naval uniform.

- In this photograph you can see me in my naval uniform.

Note that before things which have three dimensions such as a room or a photograph, we use 'in'. Before things which have two dimensions such as a map, we use 'on'.

(iii) * My teachers congratulated me for my success.

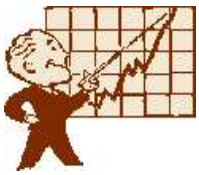
- My teachers congratulated me on my success.

Note that we congratulated someone on (doing) something, not for doing something.

(iv)* Don't meddle with my affairs.

- Don't meddle in my affairs.

'Meddle' takes the preposition 'in' when we talk about meddle in one's affairs. e.g. Meddle in politics. But we can say: Don't meddle with the files.



CHECK YOUR PROGRESS

Q 4. Correct the following :

1. We are proud for our country.
2. He is eligible to the post.
3. It is bad to hanker for wealth.
4. Steel is made of iron.
5. He died for cancer.

Ans. :

1._____

2._____

3._____

4._____

5._____

5. Errors in Conjunctions

(i)* The table was filled with books, pictures, posters.

- The table was filled with books, pictures, and posters.

When a sentence or part of a sentence consists of two equal units, we link the two units with 'and', 'or', or 'but'. When there are three or more co-ordinates, we link the last two.

(ii)* I am interested in poetry, drama and in music.

- I am interested in poetry, drama and music.

There should be a consistency in our expression. There is nothing wrong with 'in music' but in that case there should have been an 'in' before drama.

- I am interested in (poetry, drama and music)
- I am interested (in poetry, in drama and in music)

(iii)* She both lost her money and her passport.

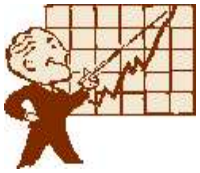
- She lost both her money and her passport.

Note that when we use coordinating conjunctions like either...or, neither...nor, both... and, not only... but also, etc., we must ensure that they co-ordinate the two alternatives only and not the verb.

(iv)* And on the whole, the editors have scored a success.

- On the whole, the editors have scored a success.

We must avoid the common mistake of beginning a fresh sentence with 'and'. The function of 'and' is to join one word or one clause with another.



CHECK YOUR PROGRESS

Q 5. Correct the following sentences :

1. Scarcely had we reached the station than the train left.

2. He is not only hard working even intelligent.

3. No sooner had he seen us when he ran away.

Ans. :

1._____

2._____

3._____

5.4 PHRASES AND IDIOMS

We often talk about the "idiomatic usage" of English. Let us begin by asking ourselves what an idiom is. Two central features identify an idiom :

(a) The meaning of the idiomatic expression cannot be deduced by examining the meanings of the constituent items.

(b) The expression is fixed, both grammatically and lexically.

Words which already exist can take on an idiomatic meaning in a special context. The expression 'on the house' is made up of words which already exist in the language. But these words individually do not help us to get the meaning of the expression. 'On the house' means 'free for the customer, at the expense of the hotel or firm'. Moreover, it is not possible to replace any of the words and retain the idiomatic meaning. We cannot, for example, say 'on the flat', 'on the building', 'on the bungalow' etc. to express the idiomatic meaning deduced from the phrase 'on the house'. We cannot replace with 'bugle' in the expression 'to blow one's own trumpet'. We cannot say 'bag and suitcase', in place of 'bag and baggage' for the idiomatic meaning.

In this unit we shall look at some common idiomatic expressions in English. The meaning of the idiom is given along with an illustrative sentence as a model of use. You must learn to make sentences of your own to illustrate the meaning of the phrases and idioms. The phrases and idioms have been arranged in the following groups –

a. Idioms with nouns and adjectives
b. Phrasal verbs
c. Verbal idioms etc.

A. Idioms with nouns and adjectives.

1. a fine kettle of fish (an afterward state of affairs) : Your behaviour has put the office in a fine kettle offish. (also : a pretty kettle of fish)
2. another cup of tea (something or someone very different from that which has been discussed) : The new Director's way of enforcing discipline in the company is quite another cup of tea.

3. a big fish in a little/ small pond (someone who is important only in a small group or community) : I would prefer to be a big fish in a small pond, so I work here and haven't thought of changing my job.
4. a big hit (something very popular) :The film was a big hit among the rural people.
5. a big mouth (someone who boasts or exaggerates) : Don't believe that he has a flat in the city; he is such a big mouth.
6. a big shot (an important person) : He left the village nearly thirty years ago; he is now a big shot in Guwahati.
7. In a big way (on a large scale) : Mrs. Ahmed has invited about a hundred people for her daughter's birthday; she likes to do things in a big way.
8. (give someone) a big hand (applaud) : After her song was over, the entire assembly gave her a big hand.
9. a blessing in disguise (an unlucky event that turns out to be advantageous) : Missing the train turned out to be a blessing in disguise for me when I learnt that the train met with an accident fifteen minutes later.
10. the calm before the storm (a period of calm or inactivity before an unexpected period of trouble) : The boarders are unusually quiet these days; all one hopes is that it is not just the calm before the storm.
11. castles in the air (make impossible plans) : The egg seller lying in the shade of the tree is building castles in the air by thinking about exporting eggs abroad.
12. Child's play (a very easy task) : Solving the flood problem in the state is not a child's play.
13. a drop in the ocean (a very small amount) : The central grant for solving the flood problem in our state is just a drop in the ocean; we need much more than that.
14. the gift of the gab (natural ability of being a fluent speakers) : It was understandable that with his gift of the gab, he would do well in politics.
15. the man in the street (the average person) : Today the man

in the street has access to all the information through the RTI Act.

16. the run of the mill (everyday routine thing) : There was nothing special that I did today; just the run of the mill, as far as I could see.
17. a stone's through (a short distance) : The railway station is just a stone's throw from our house.
18. the tip of the iceberg (only the beginning or the small part of a problem) : This incident is just the tip of the iceberg; I am sure there's much more to come.
19. a tower of strength (a person who can be relied upon) : The boy was a tower of strength for his mother after his father's death.
20. the writing on the wall (an event which points to impending danger) : With the Singur incident involving Tata, Corporate Houses have seen the writing on the wall on matters of huge investments.

Adjective and Noun : In the following examples we see the phrase being formed with an adjective and a noun.

1. the acid test (the toughest test) : Rina thinks she is a good dancer. But the acid test will come when she has to face national level contestants.
2. a burning question (an important issue) : The problem of illegal migrants is a burning question for the state.
3. a closed book (subject that a person knows little about) : I am afraid Greek tragedy is more or less a closed book to me.
4. double Dutch (unintelligible language) : I am afraid Dr. Johnson's writing is double Dutch for me.
5. a fair weather friend (a person who stops being a friend when in trouble) : You should avoid your far weather friends because they will not be with you when you are in trouble.
6. a foregone conclusion (an inevitable result) : As the train is running late by 5 hours, it is a foregone conclusion that I shall miss the connecting train.

7. foul play (violent offence) : At first we thought that his wife committed suicide; but the neighours suspected foul play and rushed to the police station.
8. a gentleman's agreement (an agreement based on trust) : I borrowed the money from him on a gentleman's agreement.
9. an ivory tower (a way of life or state that is out of touch with the reality) : you must be living in an ivory tower if you ignore the reality of poverty.
10. a left handed complement (of doubtful sincerity) : By suggesting that he looked smart in the wig, he was paying a left handed complement to this.
11. a low profile (quit behaviour) : In spite of his scholarship, Professor Baruah likes to keep a low profile.
12. a meal ticket (reliable provider of money and comfort) : A husband is much more than a meal ticket in the family.
13. a necessary evil (something which is undesirable or unpleasant but still necessary) : Most teachers consider public examinations a necessary evil.
14. an olive branch (a desire for peace) : The extremists offered an olive branch to the Government.
15. an open book (someone straight forward and honest) : His life is an open book; he is one of the simplest persons that I know.

B. Phrasal Verbs

1. add up (make sense, be logical) : A lot of evidence was found and they all added up to strengthen the case.
2. agree with someone (suit somebody) : The hostel food did not agree with my health.
3. allow for something (take something into consideration) : We set off an hour later to allow for morning the traffic jam at Chandmari to be over.
4. Answer back (reply in a rude way) : It is impolite to answer back to your elders.

5. ask someone in (invite someone) : I asked her in at my birthday.
6. ask someone out (invite someone to go out) : We asked them out for dinner at the Ashoka.
7. attend to someone/ something (look after) : Please attend to the work urgently.
8. back out (withdraw) : He promised his support but backed out at the last moment.
9. back someone/ something up (support) : I shall back him up in the college election.
10. bank on someone/ something (rely) : The leader is banking on the tea garden votes for his victory.
11. bear something out (support, confirm) : I hope you will bear me out when I make the statement.
12. blow over (be forgotten) : The storm had blown over and the incident is forgotten now.
13. blow something up (exaggerate) : The incident has been blow up by the press for publicity.
14. boil down to something (to be reduced to something) : The whole problem boils down to the availability of funds for the project.
15. break down (collapse) : She broke down in sorrow.
16. break into (enter illegally) : Last night robbers broke into the bank.
17. break out (appear and spread rapidly) : Cholera broke out in the village soon after the floods.
18. break through (make a major discovery or advancement) : Science claims to have broken through in several new aspects of the cure for diabetes.
19. break up (come to an end) : Their marriage broke up after the incident.
20. bring something down (reduce something) : The incident of car theft in the city has of late been brought down.
21. build up (develop) : Suspense builds up towards the end of the film.
22. burst in (enter suddenly) : She burst in with the news that she had got the job.

23. call for (demand) : His conduct calls for a thorough inquiry.
24. call in (stop somewhere on the way to somewhere else) : I will call in at the shop on my way to office.
25. call off (cancel) : If it rains, the cricket match will be called off.
26. call on (visit) : The company phoned to say that a representative will call on the next Monday.
27. carry on (continue) : Please carry on your work I without anybody disturbing you.
28. come round (recover) : He came round after a long illness.
29. crop up (happen) : Something unexpected had cropped up and I had to postpone my visit.
30. deal in (do business) : The grocer also deals in a variety of cosmetic items.
31. deal with (treat a topic/ subject) : We have been dealing with this firm for a long time.
32. drop in/ by/ over/ round (pay someone a casual visit) : Please drop in when you have the time.
33. dwell on something (discuss) : The speaker has dwelt on the issue of terrorism at great length.
34. end up (finish) : If you don't drive carefully, you will end up meeting with an accident.
35. fall out (quarrel) : The two neighbours have fallen out again.
36. fall through (fail to develop or take place) : Our holiday plans fell through at the last minute owing to her illness.
37. follow something up (pursue) : The story is interesting and deserves to be followed up.
38. get off (escape punishment) : He was lucky; he got off with a minor punishment.
39. get off something (alight from a vehicle) : The conductor will tell you where you will have to get off.
40. get on (make progress) : How are you getting on with your dance classes.
41. give in (surrender) : The mob was at last forced to give in to the police.
42. give up (stop doing something) : He gave up smoking at the doctor's advice.

43. go down with something (fall ill) : Most of my classmates have gone down with flu.
44. go on (continue talking) : I was tired of listening to him, but he just went on and on.
45. hang on (wait) : Hang on, I will get you some help.
46. hold back (restrain oneself) : The pupils of Socrates tried to hold back their tears when he lifted the cup of poison to his lips.
47. join in (participate) : We are planning a picnic for next Sunday, why don't you join it?
48. keep in (stay indoors) : It's best to keep in when it is very cold.
49. look in (make a short visit) : I shall look in on Rina when I visit Jorhat.
50. look out (be careful) : Please look out when you are crossing the road.
51. look over (examine) : I looked over the house before buying it.
52. look up (improve) : The weather is looking up at last.
53. look someone up (visit someone) : I shall look you up when I happen to visit Delhi.
54. make off (escape) : The thief made off with the valuables.
55. move in (take possession of) : The new neighbour had just moved in.
56. pack up (stop work) : The workers in the building packed up at about five o'clock.
57. push off (leave) : I'll have to push off now.
58. put across (express) : I tried to put my ideas across; but they didn't understand.
59. put off (postpone) : The cricket match had to be put off because of the rain.
60. put by (save) : I put by some money for the trip.
61. put up with (tolerate) : I cannot put up with bad manners.
62. run out (expire) : The contract runs out in March next year.
63. set off (begin a journey) : We set off early in the morning.
64. settle down (establish oneself) : I have settled down in Guwahati.

65. show off (display one's capabilities) : Don't show off your scholarship; others are not interested.
66. stand by (support) : He stood by her in her difficulties.
67. stop over (break a journey) : I shall stop over at Kolkata on my way to Pune.
68. turn down (reject) : He turned down the offer.
69. walk out (strike) : The workers staged a walk out.
70. warm up (become lively) : The party warmed up with the arrival of the film star.
71. wear off (to stop or disappear gradually) : The effects of the medicine will soon wear off.
72. write off (regard as no good) : He was written off by his family as a failure.

C. Verbal Idioms

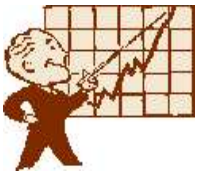
1. bark up the wrong tree (get wrong ideas) : By putting the blame on Mr. Baruah for the lapse, you are barking up the wrong tree.
2. be a cut above something/ someone (be better) : The new typist seems to be a cut above his predecessor.
3. be no picnic (not easy) : The question paper in English was no picnic.
4. beat about the bush (talk indirectly) : Instead of coming to the point, he wasted a lot of time in beating about the bush.
5. blow one's own trumpet (praise oneself) : He is otherwise efficient, but he too often blows his own trumpet.
6. bring to book (punish) : He was brought to book for his offence.
7. burn the midnight oil (work hard) : He burnt the midnight oil to do well in the examination.
8. bring the hatchet (decide to end hostilities) : Let us bring the hatchet and be friends again.
9. clip someone's wings (limit power) : The Government had decided to clip the wings of the new Director.
10. cross swords (argue) : I didn't like to cross swords with him in this matter.

11. drop names (mention influential names) : He has the habit of dropping names to impress people.
12. feel the pinch (feel an unpleasant change) : Because of the steep rise in prices, everybody is feeling the pinch.
13. fight a losing battle (try hard without much chance of success): Assam seem to be fighting a losing battle against floods.
14. fight shy of (avoid) : She always fights shy of taking a difficult decision.
15. follow suit (do the same as someone else has done) : When the SBI lowered the interest rates, all the other nationalised banks followed suit.
16. get down to brass tacks (moving on to essential details) : It was only when we got down to brass tacks did we realise the difficulty of the project.
17. give vent to (express) : He was so annoyed with his behaviour that he could not stop himself from giving vent to his anger.
18. go the whole hog (do something thoroughly) : Instead of painting a window here and a door there, I suggest you go the whole hog and paint the house.
19. hang fire (get delayed) : Our plans for the excursion are hanging fire because of the examination.
20. have something up one's sleeve (have some secret information) : She looks fairly happy; surely she must have got something up her sleeve.
21. hit the headlines (become a main subject in the media) : The floods in Majuli have hit the headlines.
22. hold water (withstand an investigation) : Your lame excuse for being absent will not hold water with the management.
23. keep in touch (continue contacts) : We keep in touch with each other.
24. keep pace with (make progress as fast as others) : India is keeping pace with America in her nuclear programme.
25. keep in appearances (continue to make a good impression in order to hide one's poverty etc.) : He had a hard time in keeping up appearance with his meagre income.

26. keep open house : (welcome visitors at any time) : I keep open house here; I donot mind anyone staying.
27. know something inside out (know something very well) : I have been reading 'Hamlet' so thoroughly that I know the play inside out.
28. make a mountain of a molehill (treat something as being make difficult or serious that it is) : It was a small matter; but the press made a mountain of a molehill.
29. make amends (compensate) : Hari Singh was sorry to rob Anil that night and was willing to make amends.
30. miss the boat (miss an opportunity) : The last date of application expired yesterday; I am afraid you have missed the boat.
31. nip in the bud (destroy something at early stage) : We saw the little boy smoking, so we decided to nip it in the bud then and there. His tropes to go abroad were nipped in the bud when his father died.
32. put on airs (behave in a self important manner) : She certainly put on airs in her speech.
33. rest on one's laurels (enjoy a period of inactivity) : After winning the big national award he can afford to rest on his laurels.
34. ring a bell (reminds one vaguely of something) : His name rings a bell; I've probably read one of her articles in the newspaper.
35. rise to the occasion (cope with a situation) : Let us rise to the occasion and tackle the problem of terrorism.
36. rock the boat (upset or disturb something) : We were happy with preparation of the conference until the General Secretary of the Steering Committee rocked the boat by proposing last minute changes.
37. roll up ones sleeves (prepare oneself to start working) : The programme for the examinations has been announced today; it's time you rolled up your sleeves.
38. run in the family (a physical feature, talent or character seen in different generations of a family) : Music runs in his family.
39. set the ball rolling (start something) : With the Minister's inauguration programme of the company set in the ball rolling for the project.

40. show one's true colours (reveals one's character) : The man showed his true colours when he revealed his unfriendliness to the club.
41. sit tight (wait patiently and see what happens) : When the call for Assam Bandh was given, we had no option but to sit tight.
42. speak for itself/ themselves (something that is clear) : The examination reform programme of SEBA is a great success. The results speak for themselves.
43. spill the beans (let out information) : He told the story in strict confidence and asked me not to spill the beanjs.
44. stand on ceremony (pay too much attention to correct behaviour) : When you talk to the Governor, it is important to stand on ceremony.
45. steal the show (receive more appreciation then anyone else) : The cultural programme was excellent, but Zubeen stole the show with his performance.
46. steer clear of (avoid) : The doctor has warned me to steer clear of fats and spicy food.
47. stick to one's guns (be firm) : Many people will try to influence you, but you must stick to your guns.
48. sugar/ sweeten the pill (make something unpleasant appear pleasant) : The new management is very strict and has already suspended five workers; but to sugar the pill it has announced an ex-gratia allowance.
49. sweep something under the carpet (hide) : The Government is trying to sweep the scandal under the carpet.
50. swim with the tide (conform to general view) : His success in politics is largely due to the fact that he swims with the tide.
51. take a leaf out of one's book (follow someone's good example) : Abhishek is not quite up to the mark as an actor; he should take a leaf out of his father's book for tailor made roles.

52. take something as read (regard something as being known) : The Chairman took the proceedings of the last meeting as being read, and moved on to the recommendation part.
53. take someone/ something by storm (make a great impression) : The arrival of Katreena took Bollywood by storm.
54. take one's hat off to someone (admire someone's achievements) : I take my hat off to Khuswant Singh, who at ninety plus could write such wonderful columns.
55. take something in one's stride (deal with a problem or difficulty calmly) : There's always a power failure in our part of the city, you must learn to take this in your stride.
56. throw a party (celebrate) : You must throw us a party for your daughter's success.
57. throw one's weight around (showing arrogance) : No one in the office likes him because he likes to throw his weight around all the time.
58. tighten one's belt (spend less money) : After retirement from service, he didn't have to tighten his belt because of the steady income from his books.
59. turn over a new leaf (change one's behaviour) : After his return from England and meeting Gandhi, the young barrister Jawaharlal Nehru turned over a new leaf and joined politics.
60. upset the applecart (spoil a plan) : When all the preparations were complete, we didn't expect him to upset the applecart by rescheduling the date of the programme.
61. wash one's dirty linen in public (reveal private scandals) : Let us not wash dirty linen in public and instead concentrate on our own work.
62. wipe the floor with someone (triumph over someone) : It was a terrible match; Mohan Bagan wiped the floor with the Railway team.
63. work wonders (have a beneficial effect) : Yoga can work wonders on back pain.



CHECK YOUR PROGRESS

Q 6. Make sentences with the following phrases :

1. Through thick and thin
2. Give way
3. A burning question

Ans. :

1._____

2._____

3._____



5.5 LET US SUM UP

In this unit, we have learnt about the common errors in English. Various types of common errors have been highlighted in this unit through worked out exercises. Phrases and idioms too are a part of vocabulary and their correct use by the students is an important objective of English language teaching. Thus, this unit has helped you to become aware of the common errors in English besides providing sufficient information regarding the use of phrases and idioms as important grammatical items.



5.6 FURTHER READING

1) Dowerah, Sawpon. *A Students' Grammar of English*. Students' Stores, Guwahati.
2) De Sarkar, P. K. *Higher English Grammar and Composition*. Book Syndicate, Kolkata.
3) Wren and Martin. *High School English Grammar and Composition*. S. Chand & Company, New Delhi.



5.7 ANSWERS TO CHECK YOUR PROGRESS

Ans to Q 1: 1. Comes, 2. deserves, 3. was, 4. has

Ans to Q 2:
1. Cheap products are often inferior.
2. Some sick people refuse to take medicine.
3. I'll be ready to leave by 5 O'clock.
4. I'll telephone you when I reach the airport.
5. She always looks beautiful.

Ans to Q 3:
1. She has to stay in hospital for one more week.
2. Why are you late?
3. She neatly tore the paper— into two halves.
4. It is cheaper to go to Dibrugarh by train.
5. I waited in the queue for two whole hours.

Ans to Q 4: 1. proud of 2. eligible for 3. hanker after
4. from 5. of

Ans to Q 5:
1. scarcely... when
2. not only... but also
3. not sooner... than

Ans to Q 6:
1. Both of us went through thick and thin together in all crises.
2. After the heavy rain, the weak bridge gave way.
3. The flood problem is a burning question in the state of Assam.



5.8 MODEL QUESTIONS

Q 1. Rewrite the following sentences correctly :

1. The flowers smell sweetly.
2. The population of London is greater than any town in India.
3. I was very surprised to learn about his success.
4. Hari as well as Ram were present in the meeting.
5. Don't meddle with my affairs.

Q 2. Construct sentences with the following phrases and idioms :

1. a low profile
2. black sheep
3. boil down to something
4. fits and starts
5. write off

Q 3. Frame sentences to illustrate the meaning of the following :

1. at arm's length
2. with open arms
3. behind someone's back
4. to the backbone
5. in cold blood
6. new blood
7. a bone of contention
8. black sheep
9. turn a deaf ear
10. see eye to eye
11. turn a blind eye
12. face to face
13. in the face of
14. have a finger in the pie
15. get one's fingers burnt
16. foot the bill
17. let your hair down
18. at hand
19. to be hand in glove
20. give someone a big hand
21. make head or tail
22. put your heads together
23. break someone's heart
24. a slip of the tongue
25. fight tooth and nail
26. call it a day
27. at the eleventh hour
28. at the last minute
29. on the spur of the moment
30. in no time

———————

UNIT 6: NOTE MAKING

UNIT STRUCTURE

6.1 Learning Objectives
6.2 Introduction
6.3 Note Making and Note Taking
6.4 Skimming a Piece of Text
6.5 Scanning a Piece of Text
6.6 Format of Note Making
6.7 Samples of Note Making
6.8 Let us Sum up
6.9 Further Reading
6.10 Answers to Check Your Progress
6.11 Model Questions

6.1 LEARNING OBJECTIVES

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

- learn the difference between note making and note taking
- discuss the role of skimming and scanning in efficient reading
- analyse the importance of efficient reading in note making
- grasp the techniques of note making as a part of study skills.

6.2 INTRODUCTION

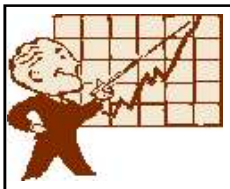
Note making is an important study skill like summarising, substance writing and precise writing. It is a form of information transfer skill. The information contained in a piece of text is given in one form; note making requires you to transfer the information to another form. In this unit, we shall look at some of the ways by which we transfer information contained in a piece of written or printed text to yet another forum or format.

6.3 NOTE TAKING AND NOTE MAKING

You must have noticed in public meetings or conferences, people sitting quietly in press galleries noting down the main points, facts, ideas and arguments made by the speakers in the meeting or conference. These persons in the press galleries are actually taking

down notes. They will use these notes to write their reports on the meeting for the paper or agency that they represent. Thus, note taking means noting down the most important facts, ideas and arguments given by a speaker.

Note making, on the other hand, means listing out, in brief, the most important facts and ideas and arguments contained in a piece of written text. Note making is a means of recording information from the written or printed material that we are reading. The material may be a book, an essay or an article, a piece or fiction or even a poem.



CHECK YOUR PROGRESS

Q1. Select the appropriate answer:

(a) Note taking requires the use of the skill of _____ (listening/ speaking/ reading)

(b) Note making requires the use of the skill of _____ (listening/ speaking/ reading)

(c) Note taking means taking down notes that we _____ (listen/ speak/ read)

(d) Note taking means taking down notes that we _____ (listen/ speak/ read)

6.4 SKIMMING A PIECE OF TEXT

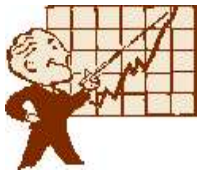
The term 'skimming' refers to a reading activity that involves reading a text quickly by running one's eyes over the text to get a gist of the text. By skimming, we get information regarding:

- What does the passage deal with?
- How does the writer develop the theme?

You might be wondering why this activity has been given the first priority. Until recently materials have concentrated on the units smaller than the sentence. It was assumed that a text was a succession of separate sentences thematically related and that it would be necessary

to proceed from words to phrases, from phrases to clauses, from clauses to sentences, from sentences to paragraphs to understand a paragraph. But if reading is to be efficient, the structure of longer units such as the paragraph on the whole text must be understood. Efficient reading involves starting with global understanding and moving towards detailed understanding rather than working the other way round. Reading is a constant process of guessing, and what one brings to the text is often more important than what one finds in it.

When you read a paragraph, or let us say, when you skim through a paragraph, what will be your immediate task? You are certain to find difficult words and sentences in the passage. But we shall take care of that at a later stage. First, your task will be to identify the topic sentences of the text. Every paragraph has a topic sentence which usually contains one central idea and enough particulars to put the idea across.



CHECK YOUR PROGRESS

Q2. Read the text given below -

There are three kinds of book owner. The first has all the standard sets and best sellers -unread, untouched. (This deluded individual owns wood pulp and ink, not books.) The second has a great many books - a few of them read through, most of them dipped into, but all of them as clean and shiny as the day they were bought. (This person would probably like to make books his own, but is restrained by a false respect for their physical appearance.) The third has a few books or many - every one of them dog-eared and dilapidated, shaken and loosened by continual use, marked and scribbled in from front to back. (This man owns books.)

- Mortimer J. Adler, “How to Mark a Book”

6.5 SCANNING A PIECE OF TEXT

While reading the passage globally, the first thing that you did was to identify the central controlling idea of the passage. The next

step for you would be to move on to explore the way by which the central controlling idea is developed. The cohesive devices used in the passage will help you to explore this.

Cohesive devices are linkers that find a piece of text together. Just as one word in a sentence leads to another, one sentence in the text ought naturally to lead to another. The cohesive devices as linkers help in the process of linking up the sentences to bind them together to form a unified piece of text. These cohesive devices can be covert or overt.

(a) Covert cohesive devices are usually reference features. For example, a pronoun in a subsequent sentence may refer back to the concerned noun in the proceeding sentence and thereby establish connectivity between the sentences.

(b) Overt cohesive devices are usually the following -

(i) Additives: and, or, further more, similarly, firstly, secondly, etc.

(ii) Adversatives: but, however, on the other hand, etc.

(iii) Causal: so, consequently, for this reason, etc.

(iv) Temperal: then, after that, an hour later, finally, at last, etc.

Look at the paragraph in check your progress 2 once again and try to find out the main points that are contained in the central controlling ideas. When you scan the passage for specific details, you will perhaps be able to form a mental image on the paragraph which would appear as follows -

Whole Part

Kinds of book owner non-readers

partly-reader reader

With this visual image, it will be possible for you to make the following notes on the passage -

I. Three kinds of book owners -

1. Has all the standard sets and best sellers

2. Has great many books - a few of them read

3. Has a few books or many - each one of them bears signs of being thoroughly read.

Note how the numbering is done:

- The major point or division is given in large Roman numbers I, II, III, etc.
- The main points are given as 1, 2, 3 etc.
- Sub-points are given as a, b, c etc.
- To break up sub points still further, we use (i), (ii), (iii) etc.
- If major themes are to be identified in a passage - between I and 1, we can use capital letter indicators A, B, C etc.

6.6 FORMAT OF NOTE MAKING

Here we shall look at some of the major points that require attention in the task of note making.

(a) If you are reading a long text, an essay for example, your first task will be to chunk into meaningful parts. It is possible that the text may begin with an introduction and end with a conclusion. In between, there may be two or three points in which the thematic concerns are taken care of. For each major division supply suitable headings and give large Roman numbers I, II, III, etc.

(b) For each heading and sub-heading, it is not necessary to use complete sentences. First you identify the topic sentence of each chunk or section and condense the information into brief, clear and crisp words and phrases. Thus the topic sentence : 'There are three kinds of book owners' can be condensed to the words 'book owners' as shown in the Check your Progress examples.

(c) Omit illustrations and examples if you think that they are not important. In the passage cited at (b) above, it is possible to draw out illustrations and examples. For example, the information about the non-reader includes the following illustration: "This deluded individual owns wood pulp and ink, not books." But we omit this information in our notes.

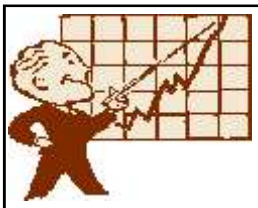
(d) Organise the condensed information in a suitable format. Depending on the concepts of the passage/ article/ essay, choose a suitable format. A neat format is the one used for the Mortimer Adler passage.

Let us take another passage and carry out the exercise of note making. Read the passage given below -

Women in our society complain of the lack of stimulation, of the loneliness, of the dullness of staying at home. Little babies are poor conversationalists, husbands come home tired and sit reading the paper, and women who used to pride themselves on their ability to talk find on the rare evening they can go out that their words clot on their tongues. As the children go to school, the mother is left to the companionship of the fridge and the washing machine. Yet she can't go out because the delivery man might come, or a child might be sent home sick from school. The boredom of long hours of solitary one sided communication with things, no matter how shining and streamlined and new, descends upon her. Moreover, the conditions of modern life, apartment living, and especially the enormous amount of moving about, all serve to rob women of neighbourhood ties. The better her electric equipment, the better she organizes her ordering, the less reason she has to run out for a bit of gossipy shopping at the corner store. The department stores and the moving picture houses cater to women alone on their few hours out. Meanwhile, efficient mending services and cheap ready made clothes have taken most sensible busy work out of women's hands and left women -still at home- listening to the radio, watching television.

-Margaret Mead, "What Women Want"

You will find that the passage has a very clear structure. We will come to that later. First let us check our progress.



CHECK YOUR PROGRESS

Q 3. Read Margaret Mead's passage and identify the topic sentence. It is obvious that the first sentence is the topic sentence.

"Women in our society complain of the lack of stimulation, of loneliness, of the dullness of staying at home." Now, in order to make a heading of the passage, you have to condense that sentence into a phrase. Which of the phrase appears more appropriate for the passage?

1. Women in our society.
2. Lack of stimulation.
3. The dullness of staying at home

Ans.

_____

_____

_____

Why did you choose the phrase "the dullness of staying at home?" The passage begins with the generalisation that women experience the dullness of staying at home. Before you read the passage beyond the first sentence, you mentally prepare yourself for the possible reasons for this experience of dullness. The passage gives five adequate reasons, with details, to support the view that the home is dull.



CHECK YOUR PROGRESS

Q4. From Margaret Mead's passage, the following five reasons are given to support the view that the home is dull. Read each reason and condense the information to a sub-point to support the main point.

1. Little babies are poor conversationalists, the husbands are too tired to talk.

_____

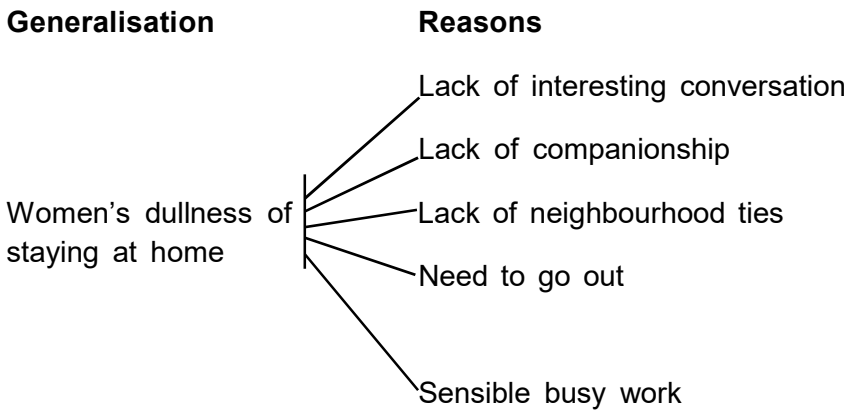
2. As the children go to school, the mother is left to the companionship of the fridge and the washing machine.

3. Living in apartment, and the enormous amount of moving about robs her of neighbourhood ties.

4. Surrounded by the modern appliances, she has less reason to go out for gossips.

5. Efficient mending services have eliminated sensible busy work out of women's hands.

Let us now represent the information of the passage in a flow diagram as follows -



With this visual we are now in a position to work out the note making of the passage from Margaret Mead.

Note : Women's boredom

I. Women's boredom of staying at home

1) Lack of interesting conversation
   (a) Babies are poor conversationalists
   (b) Husbands too tired to talk
2) Lack of companionship
   (a) Only company - the fridge and the washing machine
   (b) Tied to home - delivery man, child sent home early
3) Lack of neighourhood ties
   (a) Too much work at home
4) Need to go out
5) Sensible busy work
   (a) Listening to radio
   (b) TV

However, it is possible to use symbols and abbreviations wherever possible. You can use abbreviations in common use; you can make your own abbreviations.

(i) Standard abbreviations include KKHSOU, GU, DU, AHSEC, SEBA, ASEB, ASTC, Rly, AIR, DD

(ii) Create your abbreviations - ME for Minister of Edn. AS for Assam Secretariat, etc.

(iii) Clipping longer words - govt., dept., engr., res., sub. (subject), exam., fig. (figure) etc.

The following are some of the common standard symbols generally used

≈ approximately
w with
... because
∴ therefore
/ or
+ positive
- negative

=	equal to
≠	not equal to
‖	parallel
‖‖	similar
c	it follows that
esp	especially
>	more than
<	less than
ff	following
cf	compare
*	most important
→	resulting in
←	as a result of
Δ	change

6.7 SAMPLES OF NOTE MAKING

In this section we shall look at two samples of note making by using texts which are not linear as we have found in Martimer Alder's and Margaret Mead's passages.

Sample-1: The Passage

The human brain is spherical like a ball. It is divided into two halves called the two hemispheres. The right hemisphere controls the working of the left side of the body, while the left hemisphere controls the right side. Furthermore, each hemisphere controls certain kinds of mental activity. In most people, reasoning or logical thinking and the learning of mathematics and languages are controlled by the left hemisphere while the abilities in the arts and crafts and in music, dance and sports are controlled by the right hemisphere.

Notes : Human Brain-2 Hemispheres

I. Left Hemisphere controls.
    1. right side
    2. reasoning

3. log. thinking

4. training of
   (a) maths
   (b) log.

II. Right Hemisphere controls
   1. Left side
   2. Abilities in
      (a) fine arts
      (b) crafts
      (c) sports

Sample-2: The Passage

With the HSLC/ AHM examination being over, now in the time for students to make plans for their future course of studies and to take positive decisions on the aims that they would like to pursue in life. At this stage of their lives it is obvious that they would be receiving abundance of advice from guardians and neighbours, teachers and well-wishers on what to study and where to study. It is all very good to be provided with such inputs on one's career. However, what is of greater importance is that more than anyone else, it is the student who must have a clear understanding of himself/ herself, his/ her aptitudes and abilities, interests and limitations, resources and facilities. The student should understand that a particular course of studies may be suitable for him/ her or may not be within his/ her easy grasp. Wrong choice of a course due to parental pressure and wrong role-models, often lands many a student in a mess.

Secondly, the student should have clear knowledge of the requirements and opportunities and prospects in different courses of studies. Unemployment is a serious problem of our country. But more serious is the fact that millions of unemployable people are coming out of various institutions every year, people who could have made themselves more useful had they chosen a field of study more suited to their competence. There are enormous numbers of young men and women who lack the attitudes, skills or personal goals that constitute employability.

India is a vibrant country with enormous developmental strides being taken at all fronts. This fact implies that India is constantly in need for a vibrant work force in order to meet her emerging needs. As the future leaders in these diverse fields of work, the students should be able to equip themselves with the skills and techniques that would make them employable in one field or the other. Today's students have much more educational and career avenues open to them than their counter-parts a decade or so ago. They can see a growing linkage between education and work with lots of institutions opening the doors for what is known as campus interviews. What is necessary on the part of each student in whatever institution he or she studies is the willingness to seriously pursue a field of study and put some extra dedication to one's work at hand and not leave everything to luck and chance.

Notes : Choosing a career

I. HSLC/ AHM exams over
   1. make plans - aims in life
   2. advice from guardians etc. on career
   3. student's clear understanding necessary of
      (a) abilities
      (b) aptitudes

II. Prospects available
   1. Unemployment
   2. Unemployability
      (a) lack attitudes
      (b) lack skills needed

III. India, a vibrant country
   1. need for vibrant work force
   2. future leaders - need to equip themselves
   3. willingness to pursue goal



6.8 LET US SUM UP

After having gone through the unit, you must have gained a better idea on the importance of note making while also being able to distinguish it from note taking. The role of skimming and scanning is necessary for efficient reading. Besides, this must enable you to trace the importance of efficient reading in note making. Therefore, the unit has taken up the techniques necessary for note making as part of study skills.



6.9 FURTHER READING

1) Brown, Harry M. (1997). *The Contemporary College Writer*. D. Van Nostrand Company, New York.
2) Grillet, Francoise. (1986). *Developing Reading Skills*. Cambridge University Press, Cambridge.
3) John Seely. (1998, 2005). *Oxford Guide to Effective Writing and Speaking*.



6.10 ANSWERS TO CHECK YOUR PROGRESS

Ans to Q 1:

(a) listening (b) reading
(c) listen (d) read

Ans to Q 2: “There are three kinds of book owners”.

Ans to Q 3: “The dullness of staying at home”.

Ans to Q 4:

1. lack of good conversation
2. lack of company
3. lack of neighbourly ties
4. modern appliances prevent going out
5. efficient services eliminate sensible busy work.



6.11 MODEL QUESTIONS

Q1. Read the following passages and make notes:

Passage-1

It is undoubtedly very heartening for the people of Assam that the state Government had chosen the occasion of the 82nd birthday to confer upon celebrated singer and musician and Dada Saheb Phalke Award winner, Dr. Bhupen Hazarika the first Assam Ratna award. The award announced as a "birthday gift" from the people of Assam was given in recognition of Dr. Hazarika's immense contribution to the socio-cultural life of the State through his creations spanning over more than half a century.

At the age of 82, Dr. Hazarika took the occasion to share his thoughts with his millions of admirers in the state telling them that "he was feeling younger each day though the doctors do not agree". True, at this age one can hardly be in the best of health. But it is equally true that he will remain forever as the best among the best, an inexhaustible source of the richness of life for generations to come. On the occasion of his birthday, his message to the people of Assam is of great significance. "I want peace everywhere in the world. I want Assam to prosper. If there is peace, the rest of the good things will follow."

In his songs Dr. Hazarika pours out his soul for the cause of peace. He becomes in the songs at once the humble hutment dweller tending to the embers of a husk fire, he becomes at other times, the spar itself, igniting a people in stupor with electrifying energy. Cutting across the bonds of high and low, rich and poor, young and old alike, Dr. Hazarika sings tirelessly with gushes of various types of emotions making one to laugh and to cry, to rejoice and to despair and yet, long after the music ceases, it continues to echo in our hearts. Through the magic of his songs, he invites each one of us to be aware of the fact that we are indeed in the same boat; we are brothers that know not that we are truly brothers.

Passage-2

Several State Governments including Assam have adopted the Non-

detention Policy (NDP) at the lower and upper primary stages of education. The Policy implies that students are to be promoted to the next higher class without detention. The immediate positive result of this Policy is that it has been able to check the alarming drop out rates at these stages of education to a considerable extent considering that failure in annual examination was seen to be a major factor of school drop-outs. However, the issue concerning the achievement levels of students under NDP vis-a-vis those under non NDP remains an interesting field of study.

A recent NCERT study comparing the achievement levels of class V students in the States where the NDP is implemented vis-a-vis students of the States where the NDP is not implemented showed interesting finding. The objective of the study was restricted to knowing the achievement levels of students in Language and Mathematics in class V. For achieving the objectives of the study and finding answers to the questions, a multi-stage sampling design was used. From each region one State was identified and from each state one district was selected from where two rural blocks and one urban area were randomly identified. It was found that.

- Students studying where NDP is in practice performed better in Mathematics than their counterparts studying in the States where detention policy is followed.
- The performance of students studying in the States where NDP is being followed was better in language than their counterparts studying in States following detention policy.

The study is of value to us because it throws light on several important issues. It has been recommended that there is the need for thorough re-look into the entire stages of school education vis-a-vis NDP. There is also the need for establishing a mechanism which should regularly maintain that implementation of the policy. To improve the achievement levels of the students it was recommended that diagnostic and remedial teaching should become an integral part of the teaching learning process. Considering that these mechanisms have been strengthened, can we think of implementing the NDP up to class IX in our state?

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UNIT 7 : COMMUNICATION

UNIT STRUCTURE

7.1 Learning Objectives
7.2 Introduction
7.3 Defining Communication
7.4 Significance of Communication
7.5 Process of Communication
7.6 Types and Channels of Communication
7.7 Communication Network
7.8 Communication Media or Methods
7.9 Barriers to Communication
7.10 Effective Communication
7.11 Let us Sum up
7.12 Further Reading
7.13 Answers to Check Your Progress
7.14 Model Questions

7.1 LEARNING OBJECTIVES

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

- define the concept of communication
- explain the importance of communication
- outline the types and means of communication
- discuss the elements of communication and communication networks
- identify the barriers and bridges in communication
- grasp the ideas of effective communication

7.2 INTRODUCTION

Communication plays an important role in every person's life, whether it is personal or official. You may already have a fair idea about English Grammar, as in the earlier units we had discussed the different concepts of grammar in English. Now, in this unit, we shall discuss how communication plays an important role in business organisation. It is an obvious fact that communication is a vital part in our lives as it contributes heavily to the success or failure of every human task. In

an organization, it is only through communication that all the important functions of controlling, informing, instructing, directing, integrating, and monitoring, etc carried out. Mutual trust, understanding, and cooperation can be achieved only with the help of meaningful communication. Interpersonal conflicts and misunderstandings arise where there is a lack of effective communication. Communication thus, may be regarded as basic to the functioning of an organisation.

The objective of this unit is to create an understanding of the process of communication and how it is related to the structure of organisation, and how it helps in one's effective task performance.

7.3 DEFINING COMMUNICATION

Communication has been defined in numerous ways. Communication takes place between two people and is a mutual exchange of facts, thoughts and perceptions, resulting in a common understanding of all parties. According to L.A. Allen, "communication is the sum of all the things one person does when he wants to create understanding in the mind of another". It bridges communication between people when it is meaningful. The essential features of communication are given below:

- **Two people:** Communication always involves two people- a sender and a receiver. Communication is not a one way street; a person cannot communicate alone.
- **Sequential process:** Communication is a process, involving several steps. Firstly, the sender has an idea to communicate. Secondly, the idea is translated into a recognisable form, called encoding information. Thirdly, the encoded message travels a distance through various communication channels like telephone, mail routes, etc. Fourthly, once the receiver gets the message; he begins decoding. Finally, the communication takes place.

  Decoding: It is the process through which information received through communication is converted back into ideas or concepts.

- **Continuous activity:** Everything a manager does involves the literal communication of everything. A manager must always be in touch with his subordinates, peers and superiors in order to get things done.
- **Transference of meaning and understanding:** Communication involves both information and understanding. Effective communication, thus, is the process of sending a message in such a way that the message received is as closed in meaning as possible to the message intended.

Some definitions of communication:

1. Webster's dictionary states that communication is the act of exchanging information and communicates means to exchange ideas.
2. Peter Little defines communication as "communication is a process by which information is passed between individuals and /or organizations by means of previously agreed symbols".
3. Keith Davis states that communication is a process of passing information and understanding from one person to another.
4. The American Management Association considers communication to be: "any behaviour that results in an exchange of meaning."
5. In the words of Hicks, "when communication stops, organized action comes to an end".

7.4 SIGNIFICANCE OF COMMUNICATION

Communication is important to all managers, and it is required by all employees. It is important because of the following reasons:

1. **Basis of action:** Getting the right information to and from the correct sources is necessary for an organization to function properly. Communication keeps the people working in accordance with the planning and direction of the manager.

2. **Facilities planning:** Communication helps in the planning process in the following ways:

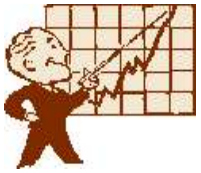
   i) It helps in interaction and provides vital inputs in planning

   ii) It helps to strike a rapport with subordinates, seek their opinions and provide realistic information.

3. **Helps in decision-making:** Communication provides the right type of information to a manager and enables him to consider the pros and cons thoroughly before arriving at a decision.

4. **Means of coordination:** For proper co-ordination, communication is a must. In the absence of communication, members may fail to realise the importance of working in a united manner towards a common goal.

5. **Improve motivation and morale:** Communication improves morale and motivation by keeping people informed. Employees can forward their grievances, troubles and problems to the management.



CHECK YOUR PROGRESS

Q 1. Give a definition of communication.

_____

_____

_____

_____

Q 2. State True/False :

a) Communication is one way process. (True/False)

b) Communication involves a sender and a receiver. (True/ False)

c) Communication helps in decision making. (True/False)

Q3. Fill in the blanks :

a) According to Hicks, “When communication stops, organized action comes to an ……..”

b) Communication is a …….. process.



LET US KNOW

People speak at 100 to 175 words per minute, but they can listen intelligently at 600 to 800 words per minute (WPM). Since only a part of our mind is paying attention, it is easy to go into mind drift, thinking about other things while listening to someone.

7.5 PROCESS OF COMMUNICATION

The process of communication is explained as; first an idea or message is encoded by the encoder (the sender) through a channel which can be understood by the decoder (the receiver). If the decoder understands the message, fidelity of communication is said to be 100%. Anything that obstructs communication is said to be barrier such as noise, etc.

1. **Sender:** The sender is any one who wishes to do the following
   (i) to convey an idea
   (ii) to seek information
   (iii) to express a thought or emotions.
2. **Encoding:** The sender encodes the idea by selecting symbols with which he can compose a message.
3. **Message**: The message is what is conveyed by the sender. It is the heart of communication.
4. **Channel:** The message is sent through a channel, which is communication carrier.
5. **Receiver:** The receiver is the person who is supposed to receive the message.
6. **Decoding:** It is the process by which the receiver translates the message into the terms that are meaningful to him.
7. **Feedback:** It is the response by the receiver to the sender's message.
8. **Noise:** It is any interference with a message that hampers the sharing of meaning between the sender and the receiver.

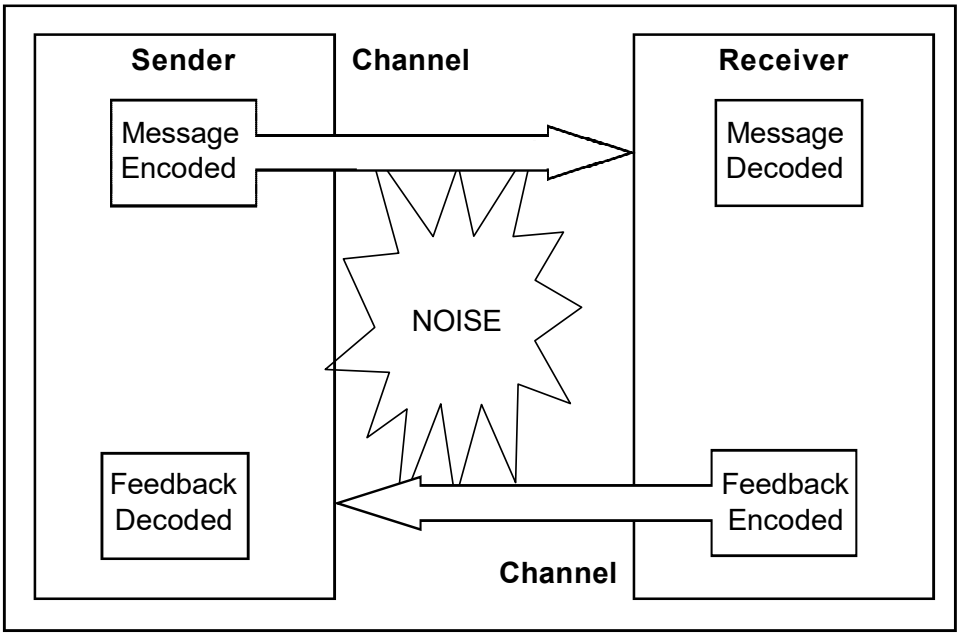


Fig: 7.1

A model of Communication Process

7.6 TYPES AND CHANNELS OF COMMUNICATION

7.6.1 Communication Types

In the above sections we have learnt about the meaning, importance and the process of communication. Now we will deal with the different types of communication. The following types of communication are followed in business organization. Communication is generally categorized into three types:

- **Organizational communication:** It is a kind of communication which is used in a business enterprise. It encompasses generations or collection of data, collation and dissemination of information, decision making and implementation, and managing the conflict, etc.
- **Interpersonal communication:** It is one that takes place between two persons. It is characterized by active interaction.
- **Intrapersonal communication:** When a person communicates with himself to develop new and useful ideas. A human being is given to self –reflection and introspection, it is a kind of communication one holds with oneself.

7.6.2 Communication Channels

A communication channel is the route through which messages flow from the sender to the receiver. There are two types of channels

(i) formal

(ii) informal (which are used by the managers)

1. Formal Communication:

Formal communication is used for the business and managerial functions of planning, decision-making coordinating, controlling, etc. The formal communication channel respects the 'unity of command' principle and prescribes in a rigid way, a specified route for the flow of information between various positions in the organization. For example, a welder cannot indent for welding rods directly from the purchase officer; the indent has to be routed through the proper channel beginning with the foreman and section head. Thus, formal communication is systematic, orderly in nature and supports the authority of superiors.

There are three ways in which formal communication can take place:

a) **Downward communication:** It is way of communication, which passes from the encoder who occupies a higher position in an organizational hierarchy to the decoder holding lower position, e.g. The Board of Directors to general manager through company secretary or section head.

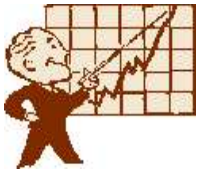
b) **Upward communication:** When the information moves upward from subordinates (the encoder) who hold positions, which are lower than those of the decoders in the organizational hierarchy. Usually work progress report; grievances, etc. are the forms of upward communication.

c) **Horizontal communication:** Horizontal communication takes place between employees who are at the same level in the organizational hierarchy.

2. Informal Communication:

Informal communication is the confidential conversation, which is not based on the status and the position of the encoders and decoders in the organizational hierarchy. For e.g. conversation at any official parties or celebrations organized by the organization for its employees at which the managing director may talk about the health and achievement of the children of a mechanic.

Communication channels that are not based on the official designation of the employees do not adhere to the organization's hierarchy. The best known type of informal communication is known as the 'grapevine' (or the rumour mill).



CHECK YOUR PROGRESS

Q4. What are the 8 steps involved in the process of communication?

a. ..... b. .....

c. ..... d. .....

e. ..... f. .....

g. ..... h. .....

Q5. Communication is of three types:

a. ..... b. .....

c. .....

Q6. What are the ways of formal communication?

a. .....

b. .....

c. .....

7.7 COMMUNICATION NETWORK

There are different patterns or networks of communication, each of which has its own characteristics. The structure of the network influences speed and accuracy of message handling, and performance

and motivation of the participants. Some of the most common structures are shown below:

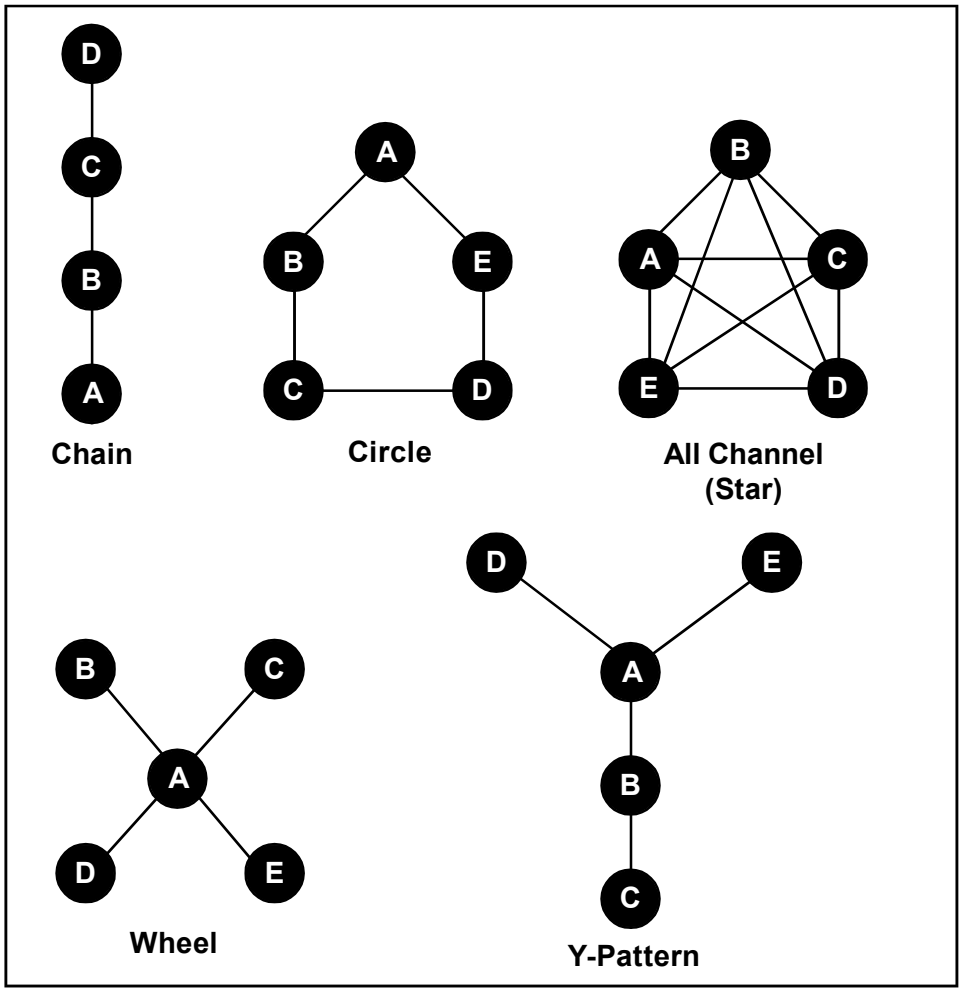


Fig: 7.2

Communication Networks

Following are the types of communication networks:

a) Wheel: In this, all communication flows through one person who generally happens to be the group leader.

b) Y-Pattern: The y pattern is slightly less centralized –two persons are closer to the centre of the network.

c) Chain: The chain gives a flow of information among members, although the people are at the end of the chain.

d) Circle: Here, each person can communicate with two others located on both of his sides.

e) All Channel (Star): This pattern is more decentralized and, allows a free flow of information among all group members.

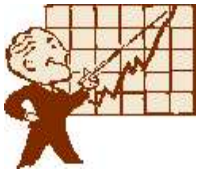
7.8 COMMUNICATION MEDIA OR METHODS

There are three main types of communication media through which the employee or the managers can easily communicate.

(i) **Oral or Verbal Communication:** Oral communication is the face to face communication between individuals. In dealing face-to-face, we can judge how the other party is reacting, get immediate feedback, and answer questions to avoid any misunderstanding. Some of the electronic and non-electronic devices such as telephones, cell-phones (mobiles), walkie–talkie, speakers, and audio-video presentations are some of the examples used in verbal communication.

(ii) **Written Communication:** Most formal communication takes place in a written form. It is a tangible record of communication, messages, enquiries and instructions. Written communication is transmitted through written words in the form of letters, circulars, memos, reports, handbooks, manuals, etc. Written communications are permanent, tangible and verifiable. A record is maintained and, both the sender and the receiver have access to the records for further clarification.

(iii) **Non-Verbal Communication:** Non-verbal communication (NVC) refers to messages sent through human actions and behaviour rather than through words. It is a communication exchange that does not use words or that uses words to carry more meaning than the strict definition of the words themselves. It often relies on facial expression, body movements, gestures, eye- contact, handshakes, dress, posture, inflections, etc.



CHECK YOUR PROGRESS

Q7. What are the 5 types of communication networks?

a. ……

b. ……

c. .....

d. .....

e. .....

Q8. Fill in the blanks:

a) All channel network is also called .....network.

b) Verbal communication is also known as .....

c) The three methods or media of communication are ....., ..., ...

Q9. Give some example of written communication.

_____

_____

_____

7.9 BARRIERS TO COMMUNICATION

Several factors may disrupt the communication process or come in the way of effective communication. This can be listed thus:

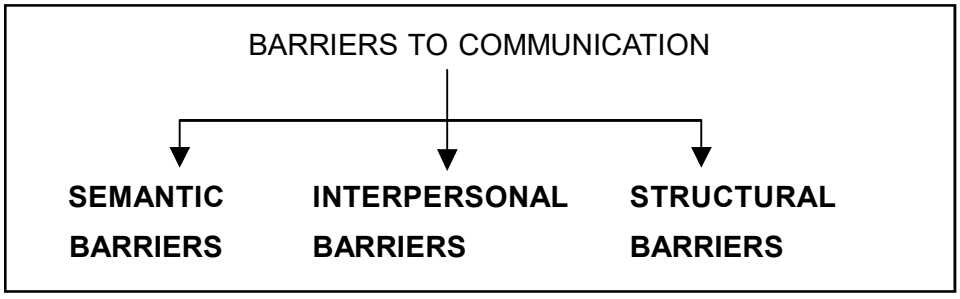


Fig: 7.3

Barriers of Communication

Anything that prevents understanding of the message is a barrier to communication. Many physical and psychological barriers exist:There are certain barriers to communication, which reduce fidelity of communication. This loss of fidelity may result in misunderstanding of the message, in turn lead to the negative responses. The following are the barriers of communication:

7.9.1 Semantic Barriers

Many of our communication problems are semantic in nature, as the same word may convey a different meaning to different people. For e.g. the word 'productivity', may mean effective usage of resource for manager but for workers it may mean doing more work to get the same amount of salary. For e.g. we often get confused with the pronunciation of word of pairs like: 'fifty-fifteen', sixty-sixteen', etc. and word groups like; 'excess, access etc.

7.9.2 Interpersonal Barriers

a) **Cannot express effectively:** Some people cannot communicate effectively because they cannot use their words and personality effectively.

b) **Filtering:** Any attempt to alter and colour information to present a more favourable impression is called filtering.

c) **Credibility:** Credibility is based on a person's competence in the subject area being communicated, and is based on the degree of confidence in the person.

d) **Inattention:** We often hear, but do not listen.

e) **Perceptual differences:** Perceptual differences –differences in past experiences, educational back ground, emotions, values, and beliefs also affect each person's perception of a message that is important to them.

f) **Jealousy:** It plays an important role in reducing the effectiveness of communications. Competent individuals are viewed as a threat to the security of peers and subordinates.

g) **Information overload:** The effectiveness of communication is likely to hamper when managers allow themselves to be inundated with bundles of data.

h) **Emotions:** How the receiver feels at the time of receipt of information influences effectively on how he interprets the information.

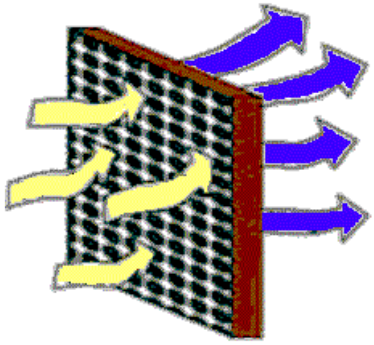
i) **Time pressure:** Managers are often subjected to time pressure; because decisions must be made within a specific deadline. Such time pressure can create communication problems.

7.9.3 Structural Barriers

a) **Hierarchy:** When an organization grows, its structure expands, creating many communication problems. Messages have to pass through several hierarchical processes. It may happen that something may be lost or added by transmission at each stage of process, and messages are likely to be delayed and distorted.

b) **Status:** Open and free flow of communication is also affected by status relationship in the organization.

c) **Specialization:** Too much fragmentation of work causes people to be more loyal to their particular departments than to their organization as a whole. It tends to separate people even when they work side by side.



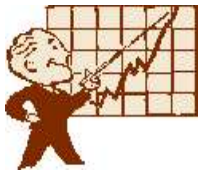
These barriers can be thought of as filters, that is, the message leaves the sender, goes through the above filters, and is then heard by the receiver. These filters muffle the message. And the way to overcome filters is through active listening and feedback.

7.10 EFFECTIVE COMMUNICATION

Communication is the basis of managerial work. It is, therefore, necessary for a manager to study its many aspects and educate the staff about the importance of good communication. The following are

some of the ways that may help a manager improve his communication skills:

1. We must think and plan before communicating. We should be clear and well-organized for what we want to communicate.
2. State the purpose of each communication, obtain information and then initiate action.
3. We should use simple language, which will be easily understandable by the other person.
4. Invite others to participate in planning a communication. Participation helps to bring additional insight and objectivity to your message.
5. We should use simple words and use them carefully so that they do not take on different meanings for different people.
6. Empathy means understanding and entering into another's feelings. So, we should try to identify with the various feelings and thoughts of another person.
7. Managers should support communication through good supervisory efforts, clear assignments of duties, fair rewards for effort, sound policy enforcement, etc.
8. The manager should provide feedback, which provides an open channel, so that he can check on how the messages are being perceived.
9. Communication must be planned with the past in mind so as to support company policies consistently.
10. We should not only concentrate on the explicit meaning that another person is expressing but also on the implicit meanings, unspoken words, etc.



CHECK YOUR PROGRESS

Q 10. Write the three types of barriers to communication

a) .....

b) .....

c) .....

Q11. State true or false:

a) There are six types of communication networks, namely- circle, and star, round, chain, wheel and Y- pattern. (True/ False)

b) Jealousy plays an important role in reducing the effectiveness of communications. (True/False)

c) Managers should support communication through good supervisory efforts, clear assignments of duties, fair rewards for effort, sound policy enforcement etc. (True/False)



ACTIVITY-7.1

Walk into your superior's/junior's door and communicate with him/her on some issue and note the non-verbal clues and come to your office and record them.



7.11 LET US SUM UP

After going through this unit, we have learnt to define communication, its importance, the types and channels of communication. Besides this you have also learnt about the barriers of communication and the remedies to overcome it. So, communication is the process of passing information and understanding from one person to another. It is important to all managers and is needed by all employees. The process of communication involves several steps. A communication network is the pattern through which the members of a group communicate. It may take five different shapes in an organization, namely the wheel, Y pattern, chain, circle, and star. Several semantic, structural and interpersonal barriers come in the way of effective communication. To communicate effectively a manager has to improve his listening skills. He must think and plan before communicating. The timing of the

message must also be appropriate. People must actively participate in developing an appropriate message. Simple words must be used to improve clarity and understanding. More importantly, the manager must encourage subordinates to give their feedback openly and fearlessly.



7.12 FURTHER READING

1) Chal, Harold Koontz. (1986). *Essentials of Management*. McGraw Hill Book Company: New York.
2) Sherlekar, S.A. (1984). *Principles of Management.* Himalaya Publishing House: Bombay.



7.13 ANSWERS TO CHECK YOUR PROGRESS

Ans to Q 1: Communication is the process of transferring information from a sender to a receiver with the use of a medium in which the communicated information is understood by both sender and receiver.

Ans to Q 2: a) False, b) True, c) True

Ans to Q 3: a) end, b) continuous

Ans to Q 4: a) Sender b) Encoding c) Message d) Channel
e) Receiver f) Decoding g) Feedback h) Noise

Ans to Q 5:

a) Organizational communication
b) Interpersonal communication
c) Intrapersonal communication

Ans to Q 6:

a) Downward communication
b) Upward communication
c) Horizontal communication

Ans to Q 7:

a) wheel b) Y-pattern c) chain
d) circle e) All Channel (star)

Ans to Q 8:

a) Star network

b) oral communication

c) oral or verbal communication, written communication, non-verbal communication.

Ans to Q 9:

Letters, circulars, reports, manuals, etc

Ans to Q 10:

a) Semantic barrier b) Interpersonal barrier

c) Structural barrier

Ans to Q 11:

a) False b) True c) True



7.14 MODEL QUESTIONS

Q1. "Communication is sharing of meaning and understanding". Comment.

Q2. 'Good communication is the foundation of sound management'. Comment.

Q3. What are the different methods or media of communication?

Q4. Elaborate the model of Communication Process.

Q5. Make a distinction between formal and informal communication.

Q6. Write about the different networks of communication and evaluate the communication networks.

Q7. Identify 'noises' in the communication. What are the barriers to communication? How can the barriers be removed?

UNIT 8: INTRODUCTION TO OFFICE MANAGEMENT

UNIT STRUCTURE

8.1 Learning Objectives

8.2 Introduction

8.3 Meaning of Office

8.4 Introduction to Office Management

- 8.4.1 Functions of Office
- 8.4.2 Relationship of Office with Other Departments
- 8.4.3 Office Accommodation, Layout and Environment
- 8.4.4 Office Furniture and Stationery
- 8.4.5 Office Correspondence and Filing System

8.5 Let us Sum up

8.6 Further Reading

8.7 Answers to Check Your Progress

8.8 Model Questions

8.1 LEARNING OBJECTIVES

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

- describe the meaning of office
- discuss office management
- identify the functions of office
- learn the relationship of office with other departments
- discuss office accommodation, layout and its environment
- learn office correspondence and filing system

8.2 INTRODUCTION

In this unit, we are going to deal with the concept of office, how it works, the various functions of office, office accommodation, the furniture and stationeries used and the correspondence and filling systems.

The word management means to control, so we can say that, office management means planning, organising, controlling and administering activities in an office. Office is a place of business where professional or clerical duties are performed.

In the later part of the unit, you will be able to know the various aspects related to office management. So, let us discuss office management in detail in the following sections.

8.3 MEANING OF OFFICE

According to Webster Dictionary, “Office is a place where business is carried on”. But, in general office comprises a room or rooms where official works are done. It doesn’t matter whether it is run by an individual or a firm or private or public organization or even by government. So, we may say that office is a place where the policy on administration matters and decisions are taken. Office may be small or of medium size or a very large one.

8.4 INTRODUCTION TO OFFICE MANAGEMENT

The word “Management” means the act of managing something or to control. So, we can say that “Office Management” is the technique of controlling an office in order to achieve its goal.

Management has to see that its resources whether human or material need to be properly utilised. The man who is engaged to look after the management of the office is the “Manager”.

Management has to plan for future; it should plan as how to get things done, and who should do it, when to do it, where to do it and so on. And for this the right type of person should be recruited for each different job.

8.4.1 Functions of Office

In an office, daily works are done that can be roughly mentioned as follows:

1. To receive and collect information.
2. To record such information
3. To arrange the information suitable to management
4. To furnish information to the management
5. To maintain records
6. To safeguard the assets
7. To maintain good relationship with the public

8.4.2 Relationship of Office with Other Departments

If it is a small office, then the manager or the owner himself performs and manages the overall functions. But if it is a large office, the manager or the owner alone cannot handle the entire work. The GM has to delegate some work to his subordinates who head the different departments. The officers' in-charge are called the departmental heads; under each departmental head, there are sectional officers who run the department under the supervision of the departmental head. However, general manager remains responsible for the overall work, because he works after the functioning of the departmental heads to the section manager. The following flow chart is an example of a typical business office:

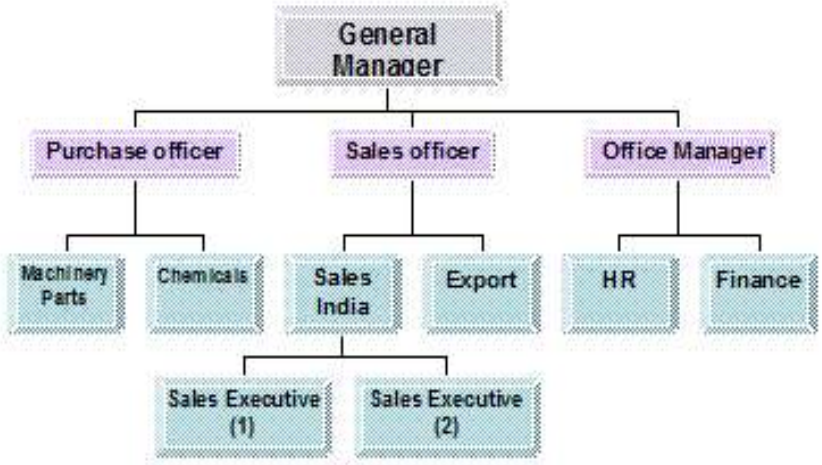
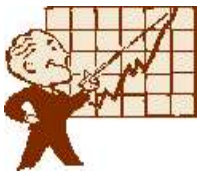


Fig: 8.1

Organization Chart of a medium – sized factory (line organization)



CHECK YOUR PROGRESS

Q 1. What do you mean by Office?

_____

_____

Q 2. What do you mean by Office Management?

_____

_____

8.4.3 Office Accommodation, Layout and Environment

To have an office, it is necessary to have a proper location, situation, layout, good working condition of the office and equipment it uses.The above points can be discussed as follows:

1. **Location:** Location plays an important role for proper and smooth running of an office. If an office is not suitably situated, it may cause inconvenience to both staff and the customer resulting in valuable wastage of time and in turn leading to loss of efficiency.
2. **Situation:** After deciding on the location,now the manager has to decide on the situation of the office as to see in which part of the city the office could be situated. While deciding on the situation of an office the following factors are to be considered:
   a) Proximity to other business
   b) Nearness to the related trade
   c) Service facilities
   d) Transport facilities
   e) Availability of space
3. **Layout:** The place where the employee will work should be well developed and maintained. Layout means the arrangement of rooms, size, location etc.

While making the layout, the following points should be taken care of:

a) Reception counter should be near the entrance gate.

b) The officer's room that the visitors frequently visit should be near the reception counter.

c) In every room telephone facility should be available.

d) The filing cabinets should be near to the clerks so that they can easily access the files.

e) If possible sound proof partition should be raised, so that the employees are not disturbed by one another in their work.

f) Private cabins should be made for some confidential purposes, such as meetings, interviews, etc.

e) Availability of space.

4. Office Environment: The efficiency of the workers depends not only on their training but also on the environment they work which can affect both the amount and quality of their work. Physical discomfort produces fatigue and causes mental strain. Good working condition increases the efficiency of the workers.

The following are the some of the physical and environmental conditions that should be maintained by the office management:

i) Cleanliness: Every office shall be kept clean and free from any kind of effluvia arising from any drain or any other sources.

ii) Ventilation and temperature: Effective and suitable provision shall be made in every office for securing and maintaining in every workroom:

(a) adequate ventilation by the circulation of fresh air, and

(b) such a temperature as will secure for the workers therein reasonable conditions of comfort.

iii) Lighting:In every part of an office / establishment there should be provisions for sufficient light, both natural and artificial.

iv) Sanitation: Insanitary conditions in an office may affect the health and also the working capacity of the

workers /employees. Toilets should be cleaned several times a day to ensure healthy conditions within and outside the office premises.

v) Noise: Noise is not only a kind of pollution; it also affects the work in an office, disturbing the concentration of the employees which may result in errors and delays.

vi) Heating and Air-conditioning: Humidity of the right type is of great importance for the workers from the health point of view. If the rooms are too cold or too hot, the workers suffer from discomfort resulting in their lack of efficiency.

8.4.4 Office Furniture and Stationery

1. **Office Furniture:** After deciding on the location, layout, etc., the manager has to select the furniture to be used in the office. Usually in office the furniture consists of tables, chairs, cabinets, etc. While purchasing the office furniture one should not only consider its utility but also its appearance. Therefore, the following are to be considered while purchasing office furniture:

   a) Design b) Durability
   c) Utility d) Saving space
   e) Weight f) Appearance
   g) Safety

   Basically there are four types of Office furniture:

   a) **Executive:** Executive furniture is purchased according to the taste of executive concerned.

   b) **Special:** Some furniture has to be purchased for special purposes such as the specially designed reception table, sofas, easy chairs, etc. for the recreation room.

   c) **Built-in:** Built-in-Almirahs consume less space and prevent dirt from accumulating in the files. Other advantage of built-in furniture is that it is economical.

d) **General clerical tables:** The requirement of this type of furniture depends upon the nature of the work of the clerk; for example, a clerk writing a ledger needs a big table while a clerk who type in the computer needs a small table.

2. **Office Stationery:** Office stationery plays an important part in an office. Office stationery not only includes such items as papers , envelops, letter heads but also other materials like printed forms, ink, pen, pencil, pins, cover files, gums, carbon paper, paperweights, etc. There are three aspects of stationery:
   a) Quality of stationery
   b) Cost of stationery
   c) Storing of stationery (receipt, storing and issue of stationery)

8.4.5 Office Correspondence and Filing System

1. **Office correspondence:** Letters, circulars, notices, memoranda, etc. sent or received are collectively carried on by the correspondence department of an office. Correspondence department is, therefore, an important department of a business office.

   Correspondence may be divided into two types:

   a) **Internal Correspondence:** Internal correspondence is the correspondence between one department and another in the same organization/office or correspondence between one officer of the office and another officer of a particular department.

   b) **External Correspondence:** The correspondence between the organization and the outsiders i.e. letters, notices. etc. sent or received by the organization from other offices or companies.

2. **Filing System:** Filing means keeping documents in a safe place and being able to find them easily and quickly. Documents that are cared for will not easily tear, get lost or dirty.

   A filing system is the central record-keeping system for an organization. It helps an employee to be organised, systematic, efficient and transparent. It also helps people to access information easily.

   It is always a pleasure when someone looks for something and is able to find it without difficulties. In our organizations we work in groups. We receive and send out documents on different subjects. We need to keep these documents for future reference. It is absolutely necessary to keep the documents safely through an efficient filing system. 'Filing' is the act of systematic preservation of document for any present or future purpose.

Equipment used for filing:

1. Filing Cabinet - It is used to keep flat files and suspension or hanging files.
2. Steel Cabinet - It is used to keep big files that need to be locked up.
3. Date Stamp - It is used to keep date stamp documents that are received on daily basis so that they are filed in chronological order and the record of when the document has been received can be maintained.
4. Register - It is used to record files taken out and files returned
5. Filing shelves - It is used to file box files.
6. Box file - This is a big file that is used to keep big documents that cannot go into a filing cabinet. They are kept in shelves.

Files used for keeping the documents:

1. **Clip folders -** they are used for documents that need to be taken out very often; they hold documents tightly so that they do not fall out.

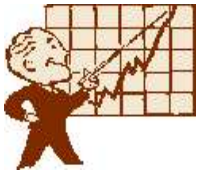
2. **Folders -** paper or cardboard folders are used to keep loose documents together. The folders are placed inside the suspension or box files.
3. **Suspension file -** the suspension files are used to keep documents in filing cabinets. The files are put into the drawers upright. The suspension files hang down from the cradle. These files always remain in the cabinets but folders inside them can be taken out.
4. **Box files -** they are used to keep big documents including magazines and books.
5. **Lever arch files -** documents are kept firm in these files and allow one to look at documents without taking them out of the file.

Methods of filing:

There are 5 methods of filing:

1. Filing by Subject/Category
2. Filing in Alphabetical order
3. Filing by Numbers/Numerical order
4. Filing by Places/Geographical order
5. Filing by Dates/Chronological order

These ways of filing are called classification which ensures the proper organizing of files together according to subject. We can, however, combine some of these methods when files are kept together according to their subject, it is called subject filing but, inside each file the documents could be filed according to date order.



CHECK YOUR PROGRESS

Q 3. What are the four types of office furniture?

_____

_____

Q 4. Office Correspondence is divided into two types. What are they?

_____

_____

Q 5. State True/False.

a) Location plays an important role for proper and smooth running of an office. (True/False)

b) Office stationery includes table, chairs, and almirahs. (True/ False)

c) Box files are used to keep big documents including magazines and books. (True/False)



8.5 LET US SUM UP

In this unit, we noted that, Office is a place where business is carried on. “Office Management” is the technique of controlling an office in order to achieve its goal. To have an office, it is necessary to have a proper location, situation, layout, good working condition of the office and equipment it uses. Efficiency of the workers depend on the environment like cleanliness, ventilation and temperature, lighting, sanitation, noise, heating and Air-conditioning, etc. In an Office, proper furniture should be installed so that the employees can work comfortably. There are four types of office furniture:Executive, Special, Built-in, General clerical tables. Office stationery includes items such as papers, envelops, letter heads besides other materials like printed forms, ink, pen, pencil, pins, cover files, gums, carbon paper, paperweights, etc. Correspondence department of an office is responsible for receiving and sending of office documents like letters, circulars, notices, memoranda, etc. Filing means keeping documents in a safe place and being able to find them easily and quickly.



8.6 FURTHER READING

1) Chopra R. K. *Office Management*. Himalaya Publishing House.
2) Gupta C.B. *Office Organization & Management*. Sultan Chand & Sons.
3) Varma & Agarwal. *Office Management*. Forward Book Depot.
4) Rao V.S.P. *Textbook of Office Management.*



8.7 ANSWERS TO CHECK YOUR PROGRESS

Ans to Q 1. An office is generally a room or other area in which people work, but it may also denote a position within an organization with specific duties attached to it.

Ans to Q 2. "Office Management" is the technique of controlling an office in order to achieve its goal.

Ans to Q 3. a) Executive Furniture b) Special Furniture
c) Built-in Furniture d) General clerical tables

Ans to Q 4. a) Internal Correspondence b)External Correspondence

Ans to Q 5. a) True b) False c) True



8.8 MODEL QUESTIONS

Q1. What do you mean by office?

Q2. What do you mean by office management? Write down the functions of office.

Q3. What is filing system? What are the equipments used for filing and what are the methods of filing?

Q4. Write short notes on:
a) Office Environment b) Layout
c) Office Furniture d) Office Correspondence

———————

UNIT 9: CORRESPONDENCES

UNIT STRUCTURE

9.1 Learning Objectives

9.2 Introduction

9.3 Letter Writing

9.3.1 How to Write a Letter

9.3.2 Format of a Business Letter

9.4 How to Write a Memo

9.5 Examples

9.6 Let us Sum up

9.7 Further Reading

9.8 Answers to Check Your Progress

9.9 Model Questions

9.1 LEARNING OBJECTIVES

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

- get an idea about how to write a letter and a memo
- write different kinds of letter and memo on your own

9.2 INTRODUCTION

This unit introduces you to the concept and the method of letter and memo writing. Letter and Memo writing is very essential for communication. Mastering certain tips will make the task very simple. Remember the three C's of a letter - CLEAR, CONCISE and CORRECT. This unit will focus on these points to give you a lucid concept of the art of letter and memo writing.

You will be given examples and detailed explanation of the procedure involved in writing a letter. Practise the exercises given at the end to check your progress.

9.3 LETTER WRITING

Let us first understand the concept of letter writing. Letter writing is one of the most persistent written communications in human society encompassing formal and informal contexts. You may convey an array of human interactions like narrating experiences, arguing points, describing situations, offering explanations, giving instructions and so on through a letter. Letters have its importance in our day to day business as well as personal life as it displays a communication in writing and that too by adding a personal touch. Isn't it incredible that letters have passed the acid test of internet driven communication? When it comes to the actual effect and requirement, a formal letter is almost always necessary.

Letter writing is an art which requires the ability to identify and understand the reader.

The most common distinction among different sub-genres of letters is between personal and official letters. A business letter communicates various topics in a formal manner, be it informational, persuasive, motivational, or promotional. Where as a friendly letter is a way of communicating between well acquainted people consisting of issues and themes on a personal level. A friendly letter is the one which we usually write to friends or relatives.

So, it important to note that letter writing is very essential. In the next segment we will take a look at ways to write a letters. Since a formal or a business letter will be important for your professional life, we will discuss in depth about this format.

9.3.1 How to Write a Letter

TIPS TO WRITE A GOOD BUSINESS LETTER

Always remember, a formal letter speaks a lot about you or the organization that you represent. The format in which a business letter is presented gives the reader the first impression even before the letter is read. The tone and clarity of the language used plays the

other important role of a letter. Only when you arrange the format and the tone in the right combination, will your letter serve the purpose.

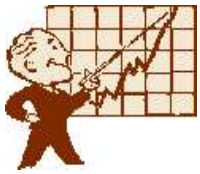
Let us make a note of certain points which will help us to write a good business letter.

- ❖ The first and most important point is 'paper'. Use your company letter head or an A4 size paper. Take care to format the margins and spacing so that your letter has a neat look. A drawback in this area may distract the reader and in turn leave loopholes in the effectiveness of the message.
- ❖ You should make some extra efforts to know your reader. If you are applying for a job and do not know the concerned person, then you should consider what an organization would look for in an employee. Find out more about the vacancy you are applying for and mould you letter highlighting the areas the recruiter is looking for. Merely printing a couple of common letters and sending them to organizations at random might end up letting your letter go unnoticed! Let the organization feel that you have done your homework before applying and you are serious about the job. Similarly, when you are writing to another organization from your organization for a particular deal, call up or meet the person and understand what he is looking for, his attitude and interest towards the deal. Think about the essential information the person would need to know through this communication, consider all the issues and the expectation of the reader. Once you know these, give shape to your letter so as to capture his attention. You should show the reader that you can relate to them and the situation. It must be noted that well presented facts and arguments may turn a negative mind into a positive one! So, the bottom-line is- know your reader well enough to influence him.
- ❖ Before you begin to write your letter, consider the following process:

- Make a note of the topics you want to cover in your letter.
- List out examples, facts and arguments for each topic keeping in mind your reader and aim.
- Sort the information into the best order for your readers.
- Strike off points and sentences which are not necessary.

By now you know the reader, the facts and the arguments. So, let us move ahead to some writing tips.

- ❖ Keep your letter concise, factual, and to the point. People usually do not like to read beyond the first page, unless the situation demands. 350-450 words sums up a typical business letter. Use stronger words rather than longer and keep your objective clear.
- ❖ Your language should be clear and easy to understand. Simple and appropriate language reduces the possibility of misunderstanding.
- ❖ Remember not to use informal language like short forms or contractions.
- ❖ Always be professional rather that emotional. Even while writing a complaint letter, remain polite and state the problem with the relevant information. Never use threats or slander.
- ❖ If at all you need a second page, use another page. Never use the back of the page.
- ❖ And finally, proofread your letter to check your Spelling and Grammar. Such errors would make your letter seem unprofessional.



CHECK YOUR PROGRESS

Q1. What kind of language is used in letter writing?

_____

_____

Q2. What are the three C's of letter writing?

_____

_____

9.3.2 Format of a Business Letter

Now that you have got an idea about the points that you should keep in mind to write a good letter, let us now elaborate on the format of a business letter.

All the lines of your letter should start from the left margin

Your Addresses:

Business letters are written on the letterhead of the organization. If not, you may use an A4 size page beginning the letter with your address and contact number.

Reference:

Reference is a file or departmental reference that you should note so that you may trace the correspondence at a later stage.

Inside address:

Inside address is the address of the person you are writing to. Write the name of the recipient, the designation and company name.

Date:

After the inside address follows the date. You may write it in the Month/ Day/ Year or Day/ Month / Year format. However, spell out the month in words not in numbers.

Salutation:

Always use the name of the recipient. Try to find out the name if you do not know it.

Or else, use Dear Sir or Madam.

Body of the Letter:

The first paragraph of your letter should introduce the subject

matter and either state or imply your purpose in writing.

The Body of the letter should contain the relevant information about the letter. Organize this segment in a clear and logical manner. It may consist of one or more paragraphs. In case you put in more than one paragraph, each paragraph should highlight a separate aspect of the subject matter.

The last paragraph of a formal letter should state what action you expect the recipient to take. The reader should be in no doubt about your stand in subject you have raised.

Complementary close

The complementary close ends your letter. Use **Yours Faithfully** if you do not know the name of the person or use **Yours Sincerely** if you know the name of the person. You may also use **Regards.**

Skip 3-4 lines between the closing and the printed name, so that there is room for the signature.

Put in your signature and type your name underneath the signature.

Enclosure:

If letter contains other document other than the letter itself your letter will include the word “Enclosure.”

Let us take a look at writing a letter.

CORPORATE LETTER HEAD

L/ T/ 123	Reference
August, 21, 2007	Date
To,	Inside Address
The General Manager,	Address Line 2
Mark Group Ltd. Assam	Address Line 3
Dear Mr.Shekhar Singh	Recipient’s name
Subject :	

Received Updater 2.5 / Model A2 for repair	Subject line
Warm Greetings from Updater Limited.	Body of the letter
I would like to inform you that the Updater 2.5 / Model A2 that you mailed to us for repair was received on 20th August.	2nd Paragraph
We will be returning it to you as soon as the necessary adjustments are made. We are sorry for the inconvenience that you experienced with our product and want to thank you for purchasing a Updater 2.5	3rd Paragraph
Assuring you our best services, always.	Closing Paragraph
Yours sincerely,	
Signature	Complementary close
(Name of signatory)	
Designation or Department of Signatory	
Enclosures:	
1. Purchase Invoice	Enclosures:
2. Complaint Invoice	

9.4 HOW TO WRITE A MEMO

The business memorandum or memo is basically an “internal” business letter. A business memo has emerged to be an important communication instrument in an organization. You may use a memo to announce, inform, advise, quantify, delegate, direct, discipline, instruct, request and transmit.

Let us take a look at certain points to keep in mind to write a memo.

- The content of a memo is based on its objectives.
- Since a memo is used for convenience, the reader must be able to understand quickly the reason for the memo and the action he is expected to take. In other words, clarity in writing the memo is very essential.
- You should aim to put your message as concisely as possible while still being courteous, clear,concise and correct. Avoid offensive language.

- If you have had an earlier conversation about the subject that you will bring out in the memo, remind the reader about it.

Let us now elaborate on the format of a business letter.

Since a memo is an internal communication tool, there is actually no clear format. Each organization may have different rules or ways for writing a memo. Some companies have pre-printed forms for internal memos but very often templates are saved on word processing systems. However, certain points that you should consider while writing a memo are discussed here.

Date:

Mention the date on the memo

To:

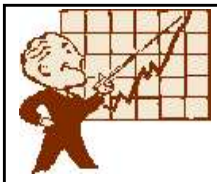
Write the name of the recipient with designation

From:

The sender's name and designation should be mentioned here

Subject:

The conversation should be written in this segment.



CHECK YOUR PROGRESS

Q3. What is a memo?

_____

_____

Q4. What is the basis of the content of the memo?

_____

_____

9.5 EXAMPLES

RESUME COVER LETTER

The letter accompanying your resume is a cover letter. It speaks about your previous experience and the position you are applying for. A

cover letter proves to be very influential as it enables your application to stand out among hundred other applications!

You may begin in the traditional opening or a contemporary one. A conventional opening will be "I wish to apply for the position of … advertised in …" Whereas a contemporary opening would be "A proven track record in marketing with 4 years experience". Remember to conclude your cover letter with "the contributions I'll bring to your company…"

Example-1:

H. No.4, ABC Path,
Jorhat
August, 10, 2007
Mr. Rakesh Baruah,
Human Resource Manager,
Diverse FMCG.
Dear Mr.Rakesh Baruah,

I would enhance your Senior Marketing position with my expertise and a proven track record of marketing prime FMCG products.

Highlights of my background include:

- Managed marketing activities for Excellent Food Limited covering 4 major products
- Led Junior Marketing team to set up base in Jorhat.
- Well versed with the market pulse of Jorhat, Moran and Moriani.

I would like to discuss in greater detail the contributions I would make in **Diverse FMCG.**

I can be reached at 98600-12349 or pranjal2@hotmail.com.

Your time and consideration is most appreciated.

Sincerely,

Pranjal Bezbaruah

Example-2:

H. No.4, ABC Path,
Jorhat
August 10, 2007
Mr.Rakesh Baruah,
Human Resource Manager,
Diverse FMCG.
Dear Mr.Rakesh Baruah,

It is with great interest that I am applying for the position of Senior Marketing Executive. As per your advertisement in the Assam Tribune dated August 8th, I would like to place myself as a candidate for the post.

I believe that I am the ideal candidate for the position due to my extensive experience as a Marketing Executive at Excellent Food Limited.

Highlights of my background include:

Highlights of my background include:

- Managed marketing activities for Excellent Food Limited covering 4 major products
- Led Junior Marketing team to set up base in Jorhat.
- Well versed with the market pulse of Jorhat, Moran and Moriani.

Feel free to contact me and set up an interview at your earliest convenience. You can reach me by way of e-mail at pranjal2@ hotmail.com or by way of phone at 98600-12345.

I look forward to discussing with you my future with Diverse FMCG. Thank you for your time and consideration
Sincerely,

Pranjal Bezbaruah
Enclosure: Resume

THANK YOU LETTER

Example-3:

A thank you note to an aunt from a nephew.

Hi Sarita Aunt ! 30th December, 2007

Thanks for the set of Tell Me Why book series you sent for my birthday. The books will really help me in my school projects!

I look forward to seeing you soon! Thanks again for the gift.

Love,

Mrinal.

APOLOGY LETTERS

Apology letters needs special focus on the nature of the complaint and its impact upon the individual. The sooner you write an apology letter the better it is for the relationship as the reader would know that you are concerned. Don't forget to include these points in your letter:

- Explain your perspective on the situation.
- Express that you understand the situation.
- Empathize with the individual's concerns.
- Explain the positive actions you have taken to resolve the situation. Assure the reader that you have taken the necessary steps to ensure there is no reoccurrence of the situation.

Example-4:

Dear Mr R. Nair,

I express my deepest apology for your recent experience with the delivery of the 29" Clear-view Colour Television. I, on behalf of the company, regret the inconveniences that you must have gone through.

I have spoken to the manufacturer to treat your consignment as most urgent. I am happy to state that the complete replacement

of the consignment will be done and the product will be dispatched to you by the 15th of April. Moreover, to ease off the backlog, we will send two experienced representatives to expedite the process of installation of the same.

We really appreciate your patience with us. We assure you our best services and hope that this error will be overlooked.

Sincerely,

MISCELLANEOUS

Example-5:

Read this payment collection letter of a mobile bill.

Dear Sir,

This is to remind you that the payment of Rs. 20,780.00 is due on our statement for January. A detailed copy of the call charges is enclosed.

We request you to kindly release the amount within ten days from the receipt of the letter.

Non payment by this extended due date will incur additional penalties.

Hope you will make an early settlement.

Regards,

Example-6:

This is a letter of acknowledgement to a buyer.

Dear Mr. Singh,

Thank you for your letter dated 24 February. We are pleased to receive you order and hereby confirm that the goods will be supplied at the quoted price and on the terms you have stated.

Your order has been passed for immediate dispatch. We hope to meet your expectations.

Please contact me if I can be of any further help.

Yours sincerely,

Example-7:

The next example is a complaint letter for shortage in delivery.

Dear Ms.Neha Gupta,

Please refer to our Order No. ZX. 342.

We thank you for so promptly delivering the silk sarees ordered on 15th April.

However, I would like to bring to your notice that we had ordered for 20 sarees from Code 980 and only 10 were delivered. Your carrier was unable to explain the shortage nor have we received any correspondence from you as regards to the same.

We are in need of the above mentioned lot of sarees. Kindly arrange to deliver the remaining 10 sarees from Code 980 at the earliest.

Yours sincerely,

MEMO

Let us now consider some examples of a memo.

Example-8:

DATE: June 23, 2006

TO: Hitesh Mehta

FROM: Monisha Malhotra

SUBJECT: Improving communication with our overseas clients.

The overseas client communication concepts that were discussed at the board meeting will have to be implemented. I would like you to look into the factors that account for differences in understanding. You would also need to make an analysis of the international management agreements with our overseas suppliers.

Please send me your ideas at the earliest.

Example-9:

DATE : September 18, 2007

TO : Paul James

FROM : Vineet Agarwal

SUBJECT : Visit of Vice President, Salco Energy

Mr. S. Roy, VP, Salco Energy will be visiting us next week. As we can expect a massive order from the organization, it is important

that we show him our company in the best light. Further, the following arrangements have been made for the visit.

- Accommodation has been arranged in Hotel Golden Nest and a Safari has been arranged to receive him at the airport.
- Our Mr. Ajit Sharma, will accompany him to the factory visit.
- Lunch had been arranged in our office hall.
- The Board room has been arranged for the conference. The executives who have been assigned to make presentations are requested to show me the draft at the earliest.

You are requested to give in your input for the occasion.

In these examples, only salutation and body had been shown.



9.6 LET US SUM UP

Let us now summarise the format of a letter.

CORPORATE LETTER HEAD

Reference
Date
Inside Address
Address Line 2
Address Line 3
Dear (Recipient's name)
Subject line : (usually bold, sometimes underlined)
Body of the letter
2nd Paragraph
3rd Paragraph
Closing Paragraph
Yours sincerely,
Signature
(Name of signatory)
Designation or Department of Signatory

Enclosures:

Copy:

Let us now summarise the format of a memo.

Date :

To :

From :

Subject :



9.7 FURTHER READING

1) Barton, David and Hall, Nigel, (Eds). (2000). *Letter Writing as a Social Practice*. John Benjamins Publishing Company.
2) *The Oxford Guide to Effective Writing and Speaking*, Oxford University Press.
3) Taylor, Shirley. (2007). *Model Business Letters, E-mails and Other Business Documents*. Pearson Education Limited,
4) Wren, P.C. and Martin, H. (1996). *High School English Grammar and Composition*. S. Chand & Company: New Delhi.

Website resources:

http://www.usingenglish.com

http://www.writinghelp-central.com

http://www.writing-business-letters.com



9.8 ANSWERS TO CHECK YOUR PROGRESS

Ans to Q 1. The language should be clear and easy to understand. Simple and appropriate language reduces the possibility of misunderstanding.

Ans to Q 2. The three C's of a letter - CLEAR, CONCISE and CORRECT.

Ans to Q 3. The business memorandum or memo, is basically an "internal" business letter

Ans to Q 4. The content of a memo is based on its objectives.



9.9 MODEL QUESTIONS

Q1. Answer the following questions:

a. You are the Marketing Manager in Fastlook Limited. Write a letter to a new employee who has joined as a Marketing Executive. (Points to consider: Tell him about his responsibilities and duties, the salary you are offering, honesty and sincerity will be of prime importance)

b. You work in a travel agency and the marketing team has developed new offers for their regular clients. Offers are in airline ticket booking, tour packages and hotel bookings. The first 50 clients will be offered additional discount of 10 %. Write a letter to the regular clients asking them to avail these offers at the earliest. (Points to consider: make it interesting and attractive!)

c. Write a letter to Papercrafts Limited showing your interest in their stationery items. You would like to give orders to purchase their products. Ask for the product list and the special rates they would like to offer you.

Q2. Try to write the following memos.

a. Excell Consultancy is conducting a seminar on Time Management. Professor Manju Nath will be conducting the seminar to be held at Hotel Manor on 15th March. The joining fees is Rs. 500/- per candidate. Many other employees are interested to participate in the same. Write a memo to you manager to give his views on participating in the seminar.

b. You are the Manager of the HR department. Write a memo to the Managers of all the departments of your organization to give suggestion on reducing absenteeism in the organization. Give your considered points – Competitive salaries, Benefit packages, Support from the Union. Elaborate on these points.

———————

UNIT 10 : PRESENTATION

UNIT STRUCTURE

10.1 Learning Objectives

10.2 Introduction

10.3 Report Writing

- 10.3.1 Process of Writing a Report
- 10.3.2 Determining the Purpose of the Report
- 10.3.3 Determining the Factors
- 10.3.4 Gathering the Information Needed
- 10.3.5 Interpreting the Findings
- 10.3.6 Organizing the Report Information
- 10.3.7 Writing the Report

10.4 Project Report Writing

- 10.4.1 Criteria of a Good Project
- 10.4.2 Advantages of a Good Project
- 10.4.3 Disadvantages of Project Method
- 10.4.4 Format of a Project Report

10.5 Let us Sum up

10.6 Further Reading

10.7 Answers to Check Your Progress

10.8 Model Questions

10.1 LEARNING OBJECTIVES

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

- write a report on any event or an experience
- formulate hypothesis for your report
- interpret your report
- prepare project report for different organization
- find the advantages and disadvantages of project report

10.2 INTRODUCTION

In the previous unit we have already learnt about how to write different types of letters. In this unit, we will discuss how to write different types of reports, project report, executive summaries and business presentations.

A report is an account of an event or an experience. Reports are of many types, like- news paper reports, scientific reports and business reports. Again, a project report describes the purpose of the project and how it will be organized and managed. Executive summaries provide the essence of the report. And business presentations are basically required to present their project work.

You will find this unit very interesting and important because all professionals need to write project reports, executive summaries, etc. in their job. Most business personnel will have to do this in some form, so making presentations a part of this unit will be useful and may lead to some worthwhile productive lessons.

10.3 REPORT WRITING

Before dealing with how to write a report, let us first define a report.

A report is a formal communication written for a specific purpose which includes description of procedures, analysis of data, their significance, conclusions and recommendations if required.

We can define professional report as an orderly and objective communication of factual information that serves a specific purpose.

Report writing is an essential skill for professionals. A report aims to inform a definite topic or incident as clearly and succinctly as possible. Exactly what you include in your report and how you present it will vary according to your discipline and the specific purpose of the report.

While writing a report, you should first prepare the rough draft and then with careful revision you can gradually improve the quality of the report. Good report writing needs a lot of effort. So you should consider the following points before writing a report.

10.3.1 Process of Writing a Report

- Before writing the report, you should carefully go through the entire topic, and then express it in your own words.
- The report which you are writing should be in a logical order with accuracy in facts and figures, correlation of illustrations with the text and paper documentation and cross referencing.
- You should include only relevant points leaving out what is considered to be less relevant or less significant.
- After you have prepared a rough draft of the entire report, check the outline and note once more to ensure that you have not missed any points or facts. Also try to see if you can make necessary additions and alterations.

10.3.2 Determining the Purpose of the Report

Our work on a report starts logically with a need (or a problem), for which we will prepare the report. The need should be logical to prepare a report.

The next step is the preliminary investigation, where we will gather information from different sources. We can gather information either by direct contact with the source (which is known as primary source of data collection) or we can collect information from secondary sources like- earlier published material, books, survey reports, websites, etc.Then we should express the problem clearly, preferably in written form.

10.3.3 Determining the Factors

Our next task is to determine the factors which are responsible for the problem. The problem factors may be of three types:

1. First, they may be the subtopic of the overall topic about which the report is concerned. For example, if our report is on the production of any company, then the sub topic will be on the sales, inventory, demand and capacity, etc.

2. Another problem factor may be the hypothesis which must be tested. Once formulated, the hypothesis needs to be tested and their applicability to the problem is then either proved or disproved. Suppose we assume that we have the problem of determining why sales at a certain store have declined. Our task will be to explain the reasons through brainstorming. Then the hypothesis will be of following types:

   Hypothesis:

   - Activities of the competition have caused the decline.
   - Changes in the economy of the area have caused the decline.
   - Changes in the environment have caused the decline.

3. Another factor is the comparison. In the problems that involve comparison, there may be the bases on which the comparisons are made.

10.3.4 Gathering the Information Needed

Before preparing the report we need to investigate the problem personally. For example, a sales problem might require collecting information through discussions with customers and sales personnel. A computer problem might require talking to both end users and programmers.

10.3.5 Interpreting the Findings

After completing the research, the next step is to prepare the findings for your presentation. While preparing the findings it depends on the type of reader to whom you will give the presentation. Some readers may want only facts and some may want more analysis. Based on their preferences we need to prepare our findings.

10.3.6 Organizing the Report Information

Organizing a report is very important because if the process

of organizing is not logical then people will not be able to understand it.The main aim of organizing the report is to communicate the information in the best possible way to the reader. From the introduction to the conclusion, the organization of the report should be in a logical order.

10.3.7 Writing the Report

The last step in this process is the writing of the report. While writing the report we need to communicate clearly and what we want to convey. Good report writing presents facts and interprets them logically. It avoids presenting the writer's opinion, biases and attitudes.

A well written report reads as one continuous story, so different parts of the reports need to connect smoothly.

A few model reports are given below. Read it carefully:

1. Write a report on a blast that has occurred recently.

4 KILLED, 50 HURT IN JONAI BLAST

By A Staff Reporter

(source: *The Assam Tribune*, March-17, 2008)

GUWAHATI, March 16 – In the worst ever incident of militant violence in Dhemaji district since 2004, at least four persons were killed and more than 50 others including women and children were injured in a grenade blast in Jonai last night. Official sources said that about 15,000 people gathered in a field near the Jonai circuit house last night to celebrate Ali-Aye-Ligang, a festival of the Mising community, when suspected militants lobbed a grenade at the crowd. Four persons were killed in the incident.

Sources said that at least 50 persons were injured in the incident and 14 of them have been shifted to the Assam Medical College Hospital, Dibrugarh, this morning. Those shifted to Dibrugarh included two children and their condition is stated to

be serious. Altogether 36 injured persons have been shifted to Dhemaji town for treatment.

However, the Army is not operating in the district and shortage of force is turning out to be a major problem in restricting the movement of militants in the district bordering Arunachal Pradesh as the district has only four companies of Central Reserve Police Force. Sources said that the militants can easily sneak into Dhemaji from its bases in the neighbouring State by taking advantage of shortage of force and the blast last night took place near the inter-state boundary.

It may be mentioned here that this was the worst ever incident of militant violence in Dhemaji district since the blast on the Independence Day in 2004, in which 13 women and children were killed.

2. Write a report on the emerging trends in tourism Management in Assam. (Source:*The Assam Tribune*, March-6, 2008).Read them carefully:

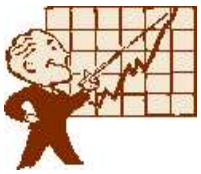
IT ENABLED TOURISM MANAGEMENT IN ASSAM—

Information Technology (IT), which is a key component of every industry and trade in the present day context, plays a very important role in the tourism industry. The use of new IT tools and techniques has facilitated the efficient netting of information and communication system in present-day travel and tourism management. The internet, website, e-mail, mobile, tele-text, videotext, telecopy, etc. have revolutionised the communication system as it has enabled organisations to demonstrate their offerings globally using multimedia interfaces. Consumers are also empowered through the new tools and techniques to search for their required information and to undertake online services like booking of airline/rail/bus tickets, hotel/resort reservations, car rentals, fixing a business meeting in a hotel/ resort, participating in a particular festival or event, enjoying a match (cricket/football etc) and also negotiating a price, asking

for discount, making online payments, exchanging of queries and ideas, interactions, etc. In addition, the use of some of the newly developed management tools and technologies like Customer Relationship Management (CRM), Value Chain Integration Tourism (CVIT), and Knowledge Management System (KMS), etc. helps efficient netting of information and communication systems.

Tourism, on the other hand, is one of the largest and fastest growing industries in the world with an enormous potential for further growth. It is forecasted that by 2020 the tourism industry would be the single-biggest industry in the world.

The North-Eastern region on the other hand has tremendous potential for developing the tourism industry. The rich natural beauty, serenity and exotic flora and fauna of the region serve as invaluable resources for the development of tourism in the region.



CHECK YOUR PROGRESS

Q1. Define report writing.

_____

_____

Q2. Write one feature of a good report.

_____

_____

10.4 PROJECT REPORT WRITING

A project report describes the purpose of the project and how it will be organized and managed. Project report should communicate the results of an investigation in a clear and useful way.

It is not necessary or even desirable, to describe every minute detail of what was done. One of the most important aspects of good technical writing is to be concise, yet remain informative. The ability to

select what is essential, and to omit what is merely an incidental detail, is a skill every scientist needs.

The following points should be considered while writing a project-

- Concentrate on getting the information over the reader as clearly as possible.
- Do not use unnecessary jargons.
- Don't make the report too lengthy.
- Spelling, punctuation and grammar should be perfect.

10.4.1 Criteria of a Good Project

A good project should follow the following criteria:

1. It should be purposeful.
2. It should impart gainful learning experiences.
3. It should cater for the activities of pupils.
4. The students should get full freedom to work according to their own interest and abilities.
5. Project must be selected by the active participation of both pupils and the teacher.
6. It must be economical in terms of time and money.
7. It should keep time constraints controlled.
8. It should be challenging.
9. It should be feasible.

10.4.2 Advantages of Project Method

1. It promotes co-operative activity and group interaction.
2. It adopts a democratic way of learning.
3. It supports the theory of correlation among different subjects.
4. It promotes scientific attitude in students.
5. It supports learning by self- activity.
6. It stimulates creative thinking.
7. It enhances the educational value of the content.
8. It enriches the mental horizons of the students.

10.4.3 Disadvantages of Project Method

1. It is a time consuming method.
2. It over- loads the teacher with work.
3. It believes the teacher to be -a scientist or an encyclopaedia having an all-round knowledge of every subject.
4. It is a syllabus- hampering method.
5. It provides superficial knowledge to students.
6. It is an expensive method.

10.4.4 Format of a Project Report

While it is not mandatory, there are good reasons for the usual format of a report. Below, you will see some important sections for a project report-

- **Title:** This must contain:
    1. the report title which clearly states the purpose of the report
    2. full details of the person(s) for whom the report was prepared
    3. full details of the person(s) who prepared the report
    4. the date of the presentation of the report.
- **Table of contents:** This is a list of the headings and appendices of the report. Depending on the complexity and length of the report, you could list tables, figures and appendices separately. Make sure the correct page numbers are shown opposite the contents. Up-to-date word processing packages can generate a table of contents for you.
- **Introduction:** Give enough background information to provide a context for the report. State the purpose of the report. Clarify key terms and indicate the scope of the report (i.e. what the report will cover).
- **Experimental techniques and methods**: Here generally we put the statistical and mathematical techniques to find the result of the project.

- **Results and discussion**: In this section we give the result of our findings.
- **Summary/conclusions:** Sum up the main points of the report. The conclusion should clearly relate to the objectives of your report. No surprises please! (that is, don't include new information here.)
- **Recommendations**: These are suggestions for future action. They must be logically derived from the body of your report.
- Abbreviations and/or glossary: **If necessary, we should provide an alphabetical list of the abbreviations you have used in the report, especially if they may not be familiar to all readers of the report. If we have used a lot of technical terms, we should also provide a glossary (an alphabetical list of the terms, with brief explanations of their meanings).**
- **References** : References are the list of books and different sites which reader can access from different sources. With the help of references we can further go in details of the topic.
- **Appendices** (if used) an appendix contains material which is too detailed, technical, or complex to include in the body of the report (for example, specifications, a questionnaire, or a long complex table of figures), but which is referred to in the report. Appendices are put at the very end of the report, after everything else. Each appendix should contain different material. Number each appendix clearly.

Generally a project can be segmented into five basic parts which are described as follows:

The **first part** should contain the title, the author(s) and the date. This should convey the area and scope of the project.

The body part should include the detailed work carried on in the project. The **second part** should consist only of the abstract. The idea of the abstract is to provide a brief summary of the report.

The reader should be able to pick up from the abstract what it entailed, how it was undertaken and an indication of what was found out. The **third part** should comprise a **table of contents**, indicating the page numbers of the different sections.

Fourth part onwards the report should include- the introduction, results and discussion, summary and conclusion, reference, etc.

This is where we need to outline the underlying concepts (and if required a brief version of any theory) needed to discuss the project. You need to present your results in a logical sequence, highlighting what is important and how the data you obtained have been analyzed to provide the results you discuss. You should discuss what you infer from the data. **Make sure that all diagrams, graphs, etc. are properly labeled and have a caption.**

And the final component or **fifth part** of the project (Summary/ conclusions) must relate closely to the first. In the Summary and conclusion section, you need to put it all together. Coherently you should include a concise version of your discussion, highlighting what you have found out, what problems you had, and what might be done in the future.

Your report should be sufficient to indicate to the reader what you have done, what you have found out and also provide enough information for them to repeat the work if they so wished. You will have made use of information from a variety of sources; in these cases you must include a reference to such sources.

By including a reference to the source others can check your work and reduce the time taken to make further advances.

There are generally three types of reference according to the source- journal article, book, and website.

A good example of the front page for a project report is shown as below-

HUMAN RESOURCE MANAGEMENT

IN

"ASSAM STATE ELECTRICITY BOARD"

EXISTING PRACTICES AND SCOPE FOR IMPROVEMENT

A

PROJECT REPORT

PRESENTED TO

THE DIRECTOR (S.R. &E)

INDIRA GANDHI NATIONAL OPEN UNIVERSITY,

MAIDAN GARHI, NEW DELHI-110068

ON

OCTOBER, 2004

IN PARTIAL FULFILLMENT OF THE REQUIREMENT FOR

THE PROJECT COURSE (MS100) IN THE

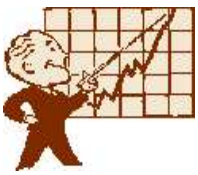
MASTER OF BUSINESS ADMINISTRATION PROGRAMME

BY

A.B. PUZARI

ENROLLMENT NO: XXXXXXX

ASSAM



CHECK YOUR PROGRESS

Q3. What is project report writing?

_____

_____

Q4. Mention two advantages of project report writing.

_____

_____



ACTIVITY 10.1

Visit any nearby organization and prepare a project report for the organization as per the given format. (Your project may be in any of this field- IT, Marketing, H.R., Finance, etc.)



10.5 LET US SUM UP

In this unit, we have learnt about how to write a report. While writing a report we should concentrate on the content. It has to be in a logical order and should include the basic concepts. Then we have learnt how to prepare a project report, which should include the background of the topic. We have also described the procedures used; identified the major sources of error and explained how they are dealt with. The final results should be presented clearly and concisely; it should include an analysis of errors, but omit details of arithmetical manipulations. The interpretation of the results must be discussed, and improvements and possible extensions of the work suggested. You should give references to any books, articles or other sources of information (e.g. websites) that have proved useful in preparing the report, or carrying out the work.



10.6 FURTHER READING

1) R.C. Sharma, Krishna Mohan. *Business Correspondence and Report Writing*.(3rd edition).

2) Lesikar, Flatley. *Basic Business Communication*.(10th Edition).

Web site: www.assamtribune.com



10.7 ANSWERS TO CHECK YOUR PROGRESS

Ans to Q 1. A report is a formal communication written for a specific purpose which includes description of procedures, analysis of data, their significance, conclusions and recommendations if required.

Ans to Q 2. Good report writing presents facts and interprets them logically. It avoids presenting the writer's opinion, biases and attitudes.

Ans to Q 3. A project report describes the purpose of the project and how it will be organized and managed. Project report should communicate the results of an investigation in a clear and useful way.

Ans to Q 4. 1. It promotes co-operative activity and group interaction.

2. It adopts a democratic way of learning.



10.8 MODEL QUESTIONS

Q 1. Read the following news story and make a good report with a head line.

GUWAHATI, March 12 – The Opposition today charged the State Government with according little importance to agriculture, industry and employment generation in the Budget, and also said that the budgetary provisions did not address the issue of inflation.

Q 2. Suppose you, are attending a workshop on painting. About 50 prominent artists are participating in it. The place is at Kalakhetra, Guwahati-37.Write a report of the workshop for the cultural page of a daily paper.

Q 3. Select a current technological innovation that is for business use and report it to a company's top administrators (you select the company). You will describe the innovation and point out how it will benefit the company. If appropriate, you may recommend its purchase.

Q 4. Write a report on the existing communication system in your organization/college. Include any suggestion for improving it.

Q 5. A B C company is considering a proposal to establish a new factory in your town. Some of the factors which will influence the decision are given below: raw material, labour, transport facilities, market, competition, climate, construction cost, fire fighting facilities,

nearness to state headquarters, communication facilities etc. Invent the necessary details and prepare a project report to the company and give it to the Managing Director of the company about the suitability of the place for the establishment of the factory.

Q 6. Explain the format of a project report.

Q 7. Discuss the advantages and disadvantages of project method.

———————

UNIT 11: WRITING CURRICULUM VITAE/RÉSUMÉ

UNIT STRUCTURE

11.1 Learning Objectives

11.2 Introduction

11.3 Difference between CV and Résumé

11.4 Tips for writing CV/Résumé

11.5 Essentials for writing CV/Résumé

11.6 Facing Interviews based on CV/Résumé

11.7 Telephonic Interviews based on CV/Résumé

11.8 Let us Sum up

11.9 Further Reading

11.10 Answers to Check Your Progress

11.11 Model Questions

11.1 LEARNING OBJECTIVES

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

- explain the meaning of CV and Résumé
- distinguish between CV and Résumé
- list the tips required for writing CV/Résumé
- list the essentials for writing a CV/Résumé
- state the requirements of CV/Résumé for facing interview telephonic interview

11.2 INTRODUCTION

One of the most important marketing tools individuals can have when seeking to promote themselves is a Curriculum Vitae (CV for short) which is the Latin for 'the course of your life'. While submitting applications for a job, many times the applicants are asked to send their Curriculum Vitae or Résumé. But for that, one needs to learn the tips for writing a CV/Résumé. When someone completes an academic programme like a Certificate/Diploma/Degree course etc. or when

someone wants a career change, the ?rst priority is to write a CV or a Résumé. It has to be written for the benefit of the intended or the targeted reader. Through the CV/Résumé one can project one's personality. It works as a 'personal sales brochure'. Preparation of a CV/ Résumé requires some tips. In this Unit, after learning about the concepts of a CV/Résumé, we shall discuss the essentials in writing a CV/Résumé. In addition to that, we shall also discuss some of the tips while facing personal interviews and telephonic interviews.

11.3 DIFFERENCE BETWEEN CV AND RÉSUMÉ

What is the difference between a Résumé and a CV? It is a common and confusing question. The word résumé is a French term and means 'summary'. It is a concise overview, which is generally presented just on one page. In that page, the career objectives and main achievements of the person concerned may be highlighted. But, in a CV, the same areas are presented in a different way. A CV is more like a technical description of a product (i.e. the candidate), whereas a resume is more like a sales brochure – though a good CV will also try to sell the candidate.

Curriculum Vitae (in short CV) is a document prepared by one who provides a chronology of one's education, work experience, skills and interests. A CV is generally a few pages long (in a majority of cases it is two pages long). CV is typically used in all Anglo countries apart from the US and Canada. Résumé is a brief summary of one's achievements and skills, not necessarily in reverse chronological order. Résumé is generally not as comprehensive as a CV. Résumé is generally of one page, and is typically used in the US and Canada.

However, in a country like India, job applicants may be required to submit either of the two. In that case, they may be guided by the definitional framework of both the terms. In case of a CV, the applicant will provide detailed information about himself/herself in a chronological order. And in case of Résumé, the job applicant will provide the basic information in a summarised manner.

There is no widely held and accepted framework for writing a CV or Résumé. In many cases, the intended users may not also be fully familiar about the expectations from the prospective job applicants. From this perspective, writing a CV/Résumé is basically an individualised approach. In the absence of a widely held scientific tool to write a CV/ Résumé, it can also be considered an art. If we guide ourselves by this belief, then we would be able to project ourselves in written words to suit different situations. The art of writing a good CV/Résumé can be learnt through trial and error. Usually, the CV/Résumé gets enhanced with an individual's acquisition of new experiences, qualification and credentials.

11.4 TIPS FOR WRITING CV/RÉSUMÉ

A CV can be considered to be the applicant's sales document that highlights skills, achievements and experience in such a way that the reader of the CV is motivated to meet the applicant. Perhaps you know that we are living in a society where changes are taking place at a rapid pace. Competition in the job market is increasing. The days of full employment are almost unthinkable now-a-days. There is an increasing participation of women in work force in order to supplement their partner's income. The employers are recruiting fewer graduates resulting in plenty of unemployed qualified people with little or no work experience. A permanent job or a job for life has not been a regular phenomenon. Because of the fast changes taking place in the working practices and working environment, many employees today soon turn out to be redundant, following with they look for employment opportunities elsewhere. People have to look for work experiences by engaging themselves in short contracts/projects without having job security. Flexible working hours also are being accepted as an industry practice.

In view of the emerging complexities in the job market, it becomes quite difficult to project oneself so as to meet the requirements of job givers or employers. Therefore, one needs to be quite careful while preparing one's CV/Résumé. In this regard, the following tips may be useful.

a. When someone applies for a job to sell their services, one needs

to present their skills, experiences and qualities. Their future success depends on how these elements are projected and how these are marketed.

b. The purpose of a CV is to briefly inform the reader of a number of points about oneself. This usually includes:
   - **i.** Personal details (name, address, telephone number, education, training received).
   - **ii.** Work history (the name of the previous employers and how long one worked there).
   - **iii.** Skills that one possesses.

c. Other details that may be included are: Age (date of birth), marital status, hobbies/interests, references, etc.

d. The aim of a CV is to do more than simply inform the reader of one's life to date. The objective of a CV is not to get a job or two in a contract, but to get an interview or meeting.

e. While applying for Government jobs, one may be asked to apply in a Standard Form. Unlike an application form, when we have little choice in what we include and the way we present the information, the CV is completely different. We design the layout of our CV. We decide what to include and what to exclude. We determine how long it will be and how it will be presented.

f. We are competing in an overcrowded market, seeking to grab the attention of our prospective employer. Every day, personnel managers, HR Directors and HR Managers concerned with recruitment may receive lots of CVs/Résumés. They are bombarded with lots of unwanted CVs/Résumés which may end up in the bin. A single job advertisement can result in a company receiving hundreds, if not thousands, of submissions. In addition to these, there could be forced applications or applications submitted through referral system. Hence, one should be quite thorough while preparing the CV/Résumé so that it receives the attention for future reference and action.

g. The key question is: How will you make yourselves stand out amidst so many other candidates like you? How can you make an

immediate, positive impact on the reader? When you conceptualise your CV as your personal sales brochure, which works/projects you were associated, what you have done and can do for the employers need to be highlighted. Then, you have an increased chance of meeting your objectives.

h. Information overload needs to be avoided. **A nine page CV/Résumé may be presented in a 'tell mode'** which may not be listened/ attended. Preciseness is very important. One need not put all the information regarding schools and colleges he had attended throughout his life, the year he was married, the names and respective ages of spouses and children etc. Writing a CV/Résumé is an art and depends upon the demographic profile and the kind of qualities and experiences one possesses.

i. The CV/Résumé should be:
   i. Relevant
   ii. Should sell one's achievements
   iii. Easy to read and follow
   iv. Detailed and accurate
   v. Truthful
   vi. Reflective of the skills one has developed both in and outside of work.

j. It should NOT be:
   i. Full of irrelevant information
   ii. A list of job titles and duties
   iii. Jumbled and cramped
   iv. Vague and lacking in detail
   v. Dishonest.

k. While preparing a CV/Résumé, one needs to research what one has done previously. The skills one has developed needs to be analysed.This will help knowing oneself in order to project oneself better. It might help convincing that one may have more to offer than one thinks. One needs to guard oneself against all negative feelings about oneself. At the same time, we need to be cautious regarding not overestimating ourselves. Striking the balance is very important.

a. There seems to be a general consensus that the maximum length of a CV is of two pages. One's ability to be concise and to highlight the most relevant skills and qualifications is revealed through the CV one submits. If the CV is more than two pages, the HR person may think 'this person is unable to express themself clearly and concisely.' The HR manager may think that this is not the kind of person he wants as an employee for his company.

b. However, if someone is looking for certain high-level or high-profile jobs in research or academia, it may be appropriate to use more pages so that one finds sufficient space to describe the projects and experiences. Even in this case also, the list of publications may be put in a separate document or one may create a link to one's website where the prospective recruiter or research funding agency or a professor (or whoever is dealing with the CV) can download if he/she wish.

c. Some other common tips are stated below.

   i. Make good use of headings

   ii. Use plenty of white space

   iii. Ensure that you have not tried to include further information simply by reducing the font size (10 pt should be the minimum)

   iv. Don't make any spelling mistakes. This will indicate lack of seriousness.

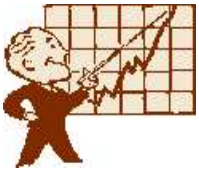
   v. Consider your CVs like a short abstract or summary.

   vi. Be concise, short and clear. Cut all redundancy.

   vii. Put the most important (and most recent) information first.

   viii. Tell recruiters only what they need to know, not everything that YOU know.

   ix. Give maximum importance to what makes you different.



CHECK YOUR PROGRESS

Q1. In what way is a CV different from an application form?

_____

_____

Q2. List five uses of a CV.

_____

11.5 ESSENTIALS FOR WRITING CV/RÉSUMÉ

i. ***Being clear about the purpose*:** What is the purpose of a CV/ Résumé? We have already discussed that the aim of a CV or Résumé is to encourage a recruiter to contact the applicant regarding a possible job. The CV or Résumé should be written from the point of view of the person who will receive it and examine it, i.e. a recruiter in an agency, an HR person in a company or research institute, a professor or fellow researcher in a research team. This means one should use a format which is flexible. One may use the features of computerised word processing like a standard template so that the CV/Résumé can be adapted to suit the different requirements of different prospective users. A standard format is easier to navigate for the reader–he/she knows exactly where to look in order to find what he / she is interested in.

ii. ***Being clear about what to present*:** As it has been pointed out earlier, one should include the relevant information only in a CV/Résumé. The relevant information implies relevance for the job that one is looking for. Information needs to be filtered from this perspective. One should be honest and accurate. Personal ethics play a big role. One should not exaggerate which will increase the chance of rejection at later stages although the CV/Résumé may be accepted at an initial stage.

iii. ***Being clear about the format*:** What is the typical order of information in a CV? The most common order is outlined as name, personal details, (objective / personal statement / executive summary) education, work experience, skills, personal interests, publications if

applicable, references. There are of course variations in this order. Some people may puta sentence on career objective before the main body of the CV/Résumé. If one is an academic, one may put publications in a separate document. If one is not an academic and has work experience, then, he or she will probably put work experience before education. In a multilingual country like India, one may add an item on language proficiency i.e. one's ability to read/write/speak a language. English, Hindi and command over a vernacular language is normally a sought after quality. Not all templates will include all the points as mentioned above.

iv. ***Being clear about the requirements of prospective user*****:** There appears to have no real difference in the requirements in industry and in research, though in the field of research, one's academic qualifications are likely to have more weightage. How do recruiters filter CVs? Most recruiters may require an electronic version of one's CV. This enables them to use application-tracking systems that scan CV for key words. After this initial screening, the recruiter will be left with a limited number of CVs. They will then look at each CV individually, and ask themselves the following questions:

a. Is this CV laid out in a way I am familiar with?

b. Can I get a clear picture of who this person is and what he or she can offer to my company?

c. Does the person have the relevant qualifications?

d. Does the CV look as if it was specifically written, or at least tailored, for my company?

e. Is this person credible?

f. Is this CV reasonably short (i.e. maximum two pages)?

If the answers to at least two of the above questions are affirmative, they may put the CV aside for further consideration, otherwise they trash it. To fulfil the criteria on layout, one needs to use or adapt a standard format / layout, i.e. a format that the recruiter will have seen hundreds of times before and will thus be very familiar with, rather than a format that is completely new for him / her and which will thus be more difficult to navigate.

11.6 FACING INTERVIEWS BASED ON CV/RÉSUMÉ

Interviews take on a new meaning when we see the role a good CV/ Résumé typically plays in that situation.

Both companies and institutions clearly look for evidence from the CV/Résumé that the applicant is qualified in terms of both education and work experience for the position that is on offer. But they also want evidence that the applicant has strong human values and personal values. They would like to have the information that the job applicant has failed to work as per deadlines, even though it may be stressful. One's ability to work in a team is also an essential requirement in many organizations and in many job positions. That one is proactive, flexible and has the required technical, emotional and analytical skills for problem solving may also be required by the prospective employer. That one has good communication and presentation skills and can write reports may also be required by the prospective job giver. That one is enthusiastic and passionate about the job or the project on offer is also an important requirement. Whether the job applicant is well-mannered and appropriately dressed has also an important role to play as far as selection is considered. Whether the applicant will fit well with the work ethos and standards of the company are also the important aspects to be probed.

Depending upon the job requirements, one needs thorough preparations. One needs to inject each section of the CV/Résumé with evidence that one has the above attributes as may be applicable.

Here is an extract from an email from an HR manager to a recruiting agency: The candidate should have:

a. Excellent communication skills
b. Analytical thinking
c. Ability to build patterns from raw data
d. Ability to write good quality reports in English as per tight deadlines
e. Be a go-getter and self-motivator, who can work fairly independently

If someone applies for the post indicated in the email above, the CV would need to demonstrate that one has such qualities. For example,

by writing that one had 12 research papers accepted at international conferences indicates about the ability of writing technical documents and also about the experience in presenting one's work. It is indicative of the standard of English also. One should not state directly, either in a CV/Résumé or cover letter that 'I have good communication skills' as such skills are subjective and difficult for the recruiter to evaluate. Instead, the recruiter should be able to understand that one has these skills from the evidence that one provides in the CV/Résumé in education, work experience and personal interest sections.

While facing interviews, the prospective job applicants need to substantiate the points in the CV/Résumé. While writing the CV/Résumé, the applicant should consider and include those points which can be defended and well projected in the interview. Many of the things in the CV/Résumé may not be clear for the prospective user of the CV/Résumé. They would like to clarify these aspects while conducting the evaluation processes. From this perspective, writing the CV/Résumé and preparing to face the interview has an intricate relationship. A well designed and well written CV/Résumé will help the candidate in facing the interview in a confident manner. This may lead to a better chance of selection.

11.7 TELEPHONIC INTERVIEWS BASED ON CV/ RÉSUMÉ

As it has been pointed out already, that the recruiters are bombarded with lots of job requests. They receive a large number of applications/CVs/Résumés. So, conducting interviews has a high degree of time and cost involvement. The recruiters are interested in eliminating a number of applicants who may not have a high chance for selection. In order to reduce the number of applicants, they may prefer conducting telephonic interviews with the intention of conducting face-to-face detailed interviews at a later stage. Sometimes, telephonic interviews are conducted by top notch executives after the face-to-face round conducted by executives at a lower level.

The voice and preparation for the telephonic interview is the key for success. The applicant has to accomplish the goal – selling oneself and one's skills, experience, and value. The applicant has to appear with nothing but with the words that comes out of his or her mouth. Having easy access to the company and job information will allow the applicant to confidently respond to questions without fumbling. The CV/Résumé at hand can help the interviewee with the expectation that the same will be at the hands of the interviewer(s). Before the interview starts, the applicant should have a copy of the job description also in front of him along with the copy of the resume or application that was submitted. A mirror may be placed by the phone. The interviewee should make a point of looking into it and smiling while talking on the phone. The smiles will be "heard" by the interviewer making for a positive impression. Facing interviews confidently on the basis of sound information provided in the CV/Résumé may lead to a good chance of selection.



11.8 LET US SUM UP

In this unit, we have discussed the basic differences between a CV and a Résumé. Both the formats help a job applicant to present his/ her personal and professional information in a concise and convincing manner. A CV or a Résumé can be conceptualised as a selling tool. To that extent, one should be thorough with the nitty-gritty and intricacies in writing a CV/Résumé. The CV/Résumé can help an applicant in facing interview in a confident manner. That aspect also needs a serious consideration while preparing CV/Résumé.



11.9 FURTHER READING

1) McGee, Paul. *How to write a CV that works*. Revised and updated 4th Edition.

2) Wallwork, Adrian. (2014). *CVs, Resume and Linkedin, A Guide to Professional English*. Italy and Springer Science Business Media, New York.



11.10 ANSWERS TO CHECK YOURs PROGRESS

Ans to Q 1. A CV is different from an application in the sense that an application will have a standard format with little scope for customised information. In a CV, the information may be presented as per the requirement of the job and the choice of the applicant as well. The information provided in both the cases may be same, but the style is different.

Ans to Q 2. CVs are used for

i. screening applications
ii. reducing number of applicants,
iii. preparing lists of applicants for telephonic interviews maintaining personal records



11.11 MODEL QUESTIONS

Q 1. What are the most common mistakes people make in preparing a CV?

Q 2. Should CVs be written by ourselves or left to the so-called experts?

Q 3. Discuss the essential tips for preparing CV/Resume.

Q 4. What could be the role of a CV or a resume in the interview process? Discuss.

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Website resources:

http://www.assamtribune.com

http://www.usingenglish.com

http://www.writinghelp-central.com

http://www.writing-business-letters.com