GEG S1 01

Foundation Course in English

SEMESTER- I

BLOCK 2

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BACHELOR OF ARTS
FOUNDATION COURSE IN ENGLISH
BLOCK 2

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BLOCK INTRODUCTION

Block 2 of the Course highlights the discussion on some of the important topics of English Grammar such as Phrases and Idioms, Common Errors of English Grammar and the important aspects of Remedial Grammar together with an emphasis on areas of composition and writing.

Unit 9: This unit presents the usage of regular 'Phrases and Idioms' in both spoken and written English. It touches upon the significant uses of idiomatic expressions in our general writing or usual conversations. The usage of phrases and Idioms add a dash of implied meaning and enliven our regular expressions. The unit contains several such examples along with the use of these idioms in sentence structures.

Unit 10: This unit takes up a unit on the 'Common Errors' of English Grammar which will enable the learner to develop a sharp eye or the quick ability to identify basic grammatical errors or any other form of erroneous content in language. It identifies errors in grammar which tend to be of various types such as errors of concord, errors of construction, errors of order, errors of prepositions and errors of conjunctions.

Unit 11: This introductory unit on 'Basic Remedial Grammar' examines the particular areas or aspects where grammatical errors commonly occur and ways in which they can be corrected. It takes up basic remedial grammar with the concepts of 'Introductory There' and 'Introductory It' and is followed by a discussion on the concept of 'emphasis' along with a supplemented glossary.

Unit 12: This second discussion on the aspects of 'Basic Remedial Grammar II' provides a detailed glossary as an answer to any grammatical inadequacies that the learner might be facing in language communication. Remedial grammar is necessary in order to sharpen one's ability to use the language correctly in real life situations. This explains the necessity of remedial measures that helps in transforming grammatical competence into communicative competence.

Unit 13: This unit takes up 'Précis-writing' which involves certain skills such as quick reading, extraction of relevant information and the ability of presenting the essence of any given text-source in a short, crisp and informative style. A discussion on the use of language in the précis form shall enable the learners to develop an understanding of the rules to be followed in précis writing.

Unit 14: This unit discusses 'Note-Taking' which is also considered as one form of information transfer skills. While exploring some of the possible strategies for making notes on a piece of text, it also highlights some of the major points that require attention in the task of note making.



15.8 MODEL QUESTIONS

Q.1. Develop each of following outlines into the form of complete stories:

a) A school boy one evening Dilip finds that his neighbour's house has caught fire - rings up fire brigade - wastes no time - fits a hose pipe in their water pump and fights fire alone - saves the old lady and her daughter - by the time fire brigade arrives - fire under control - bravery award.

b) Three school boys run off to the nearby river for a swim - the strong current carries away one of the boys - the other two shout for help - a fisherman leaps into the water - the boy saved - fisherman refuses reward from the father of the rescued boy.

c) An English sailor taken prisoner by Napoleon's soldiers on the coast of Bonlogue - the sailor tried to cross the English Channel in a barrel - brought to Napoleon - sailor explained that he longed to see his mother - Napoleon sent him to England in a ship with a flag of truce.

d) A grandmother celebrates the birthday of her 4 year old grandson who is far away in America with his parents - host of guests and relatives arrive - merriment - grandson rings up with his father - grandmother greets happy birthday - guests depart - grandmother breaks down in loneliness.

* * * * *

A farmer named Ramu lived with his wife and four sons in a small village. Ramu was not keeping well for some time. A hard working man, he had his own paddy field that provides him and his family a modes way of life. But this illness of his was rather disturbing to him. Lying on his bed, he reflected on the condition of his family if he happened to remain bed-ridden. This year his fields had remained uncultivated. With four lazy sons in the family, Ramu wondered what the future had for him.



15.5 LET US SUM UP

After having gone through the unit, the learner will be able to discuss the skill of story writing and the various techniques employed in story writing. The aspects of story writing as discussed in the unit will encourage the learners to further develop and hone their story writing skills which is also much to do with creative writing. Moreover, the samples of stories will be helpful for the learner to gain a fair idea on the nuances and important aspects of narration of stories.



15.6 FURTHER READING

1) Brown M. Herry. (1977). *The Contemporary College Writer*, New York: D Van Nostrand Company.
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3) Lewis, Roger. (1979). *How to Write Essays*, London : Heinemann & National Exnt. College.



15.7 ANSWERS TO CHECK YOUR PROGRESS

Ans to Q No 1: (The learner is to write story according to the given outline.)

Ans to Q No 2:

(i) (a) The niece of Mrs.Sappleton, (b) Mr.Framton Nuttle

(ii) He suffers form a nerve disorder

(iii) Self possessed

Ans to Q No 3: (To try on your own.)

Unit 15 : The unit takes up aspects on 'Story Writing' which is a part of creative writing skills. It focuses on the skills and techniques involved in developing a story, right from its basic structural frame-work to the creativity involved in narrative story-telling in order to make it interesting. Also, it highlights how a 'suitable title 'is necessary in any story as it gives away the hinted essence of the story in just about two to three words.

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 Block. 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.

(a) _____

(b) _____

(ii) What aspect of the young man's character is highlighted by the author?

(iii) What aspect of the lady's character is focused here?

In the extract, many concrete details are used to describe the young man. These details help you to form your views about the person's character.

Now, let us look at the description of a scene as observed by a lady from a hotel window in Italy.

"There were only two Americans stopping at the hotel. They did not know any of the people they passed on the stairs on their way to and from their room. Their room was on the second floor facing the sea. It also faced the public garden and the war monument. There were big palms and green benches in the public garden. In the good weather there was always an artist with his easel. Artists liked the way the palms grew and the bright colours of the hotels facing the gardens and the sea. Italians came from a long way off to look up at the war monument. It was made of bronze and glistened in the rain. It was raining. The rain dripped from the palm trees. Water stood in pools on the gravel paths. The sea broke in a long line in the rain and slipped back down the beach to come up and break again in a long line in the rain. The motor cars were gone from the square by the war monument. Across the square in the doorway of the cafe a waiter stood looking out at the empty square.

The American wife stood at the window looking out. Outside right under their window a cat was crouched under one of the dripping green tables. The cat was trying to make herself so compact that she would not be dripped on.

("Cat in the Rain": Hemingway)



CHECK YOUR PROGRESS

Q3. (The beginning of a story may have as many variations as there are writers. Read the following beginning of a story and rewrite it in your own language)

On the other hand, you might want to describe what person is essentially, in which case you would refer to qualities of the person's personality, such as intelligence, courage, arrogance, honesty, nervousness and the like. You would use outward details such as mesmerisms, action, relationships and speech, as evidence of his internal traits. You might wish to concentrate on his dominant feature or describe several complementary features.

Read the following beginning of a story:

"My aunt will be down presently, Mr.Nuttel," said a very self possessed young lady of fifteen, "in the mean time you must try and put up with me".

Framton Nuttel endeavoured to say that correct something which should duly flatter the niece of the moment without unduly discounting the aunt that was to come. Privately he doubted more than ever whether these formal visits on a succession of total strangers would do much towards helping the nerve cure which he was supposed to be undergoing.

"I know how it will be," his sister had said when he was preparing to migrate to this rural retreat; "you will bury yourself down there and not speak to a living soul, and your nerves will be worse than ever from moping. I shall just give you letter of introduction to all the people I know there.Some of them, as far as I can remember, were quite nice."

Framton wondered whether Mrs.Sappleton, the lady to whom he was presenting one of the letters of introduction, came into the nice division.

"Do you know many of the people round here?" asked the niece, when she judged that they had sufficient silent communion.

"Hardly, a soul", said Framton. "My sister was staying here, at the rectory, you know; some four years ago, and she gave me letters of introduction to some of the people here."

He made the last statement in a tone of distinct regret.

("The Open Window": Saki)



CHECK YOUR PROGRESS

Q2. Answer the following:

(i) The above extract from Saki's story contains a description of two persons. They are

UNIT 9 : PHRASES AND IDIOMS

UNIT STRUCTURE

9.1 Learning Objectives
9.2 Introduction
9.3 Samples of Phrases and Idioms
9.4 Let us Sum up
9.5 Answers to Check Your Progress
9.6 Model Questions

9.1 LEARNING OBJECTIVES

After reading this unit, you will be able to:

- familiarise yourself to some of the common idiomatic expressions of the English language
- identify whether a given expression is literary, colloquial, slang or is out-dated
- use phrases and idioms appropriately in language communication

9.2 INTRODUCTION

One of the basic characteristics of the English language is its huge stock of idiomatic expressions. Most of these expressions have posed a serious problem to English second language learners.

The problem arises because the meaning of these expressions cannot be easily deduced from knowledge of the normal meaning of the constituent words. Any student with knowledge of the normal meaning of 'fall' and 'out' would be able to understand a sentence like: My wallet fell out my pocket. Knowledge of meaning of individual words will give a person no clue to such expression. e.g. 'They had been good friends for years until they fell out over some trivial matter'.

It is important for second language speakers not only to understand such idiomatic expressions but also to use them in order to add sparkle to their expressions.

Two central features underlying an idiom are:

(a) The meaning of an idiomatic expression cannot be deduced by examining the individual words that make up the expression.

(b) The expression is fixed both grammatically and structurally.

Thus, the sentence below is incorrect:

He turned every stone to get the job.

The expression 'turn every stone' distorts the fixed structure: leave no stone unturned as in: He left no stone unturned to get the job. We cannot change the form of the expression.

Moreover, an interesting point about these idiomatic expressions is that a word can enter into an enormous number of constructions. A word like 'hand' can enter into as many as 92 idiomatic expressions which include: free hand, hand in glove, catch red-handed, wash one's hands off and a host of others.

9.3 SAMPLES OF PHRASES AND IDIOMS

(a) ADJECTIVE AND ADVERB GROUP

BAD

Bad blood (enmity) : There has been bad blood between the two neighbours.

Be in one's bad books (be out of favour) : If you do not work hard, you will be in the teacher's bad books.

BIG

Make it big (be very successful) slang : His dream was to make it big in business.

Too big for one's boots (acting in a superior way): After Prabin got the job, he's been altogether too big for his boots.

DEAD

Dead drunk (extremely drunk): When I saw him, he was dead drunk.

Flog a dead horse (wastes one's time and efforts): Teaching him to operate computers is like flogging a dead horse.

Write a beginning for the story narrating the life of the old farmer (you may give a name to the old man) giving an account of the persons' life and the way of life of his four sons. You don't have to complete the story here.

Another technique used in writing a story is to make use of descriptions. Description brings a scene to life: an object, a landscape or scene, a building, a person or anything else perceivable. Used to put the reader "on the scene", effective description has two basic principles:

1. Using many concrete details so that the reader can visualise the description.
2. Selecting the important details and arranging them so as to create a cumulative impression.

For instance, if you wished to describe a person from an outward perspective only you would give details of the person's dress, build, facial expression, movement and so on. Read the following beginning of a story by Maupassant:

(1) "Along all the roads around Goderville the peasants and their wives were coming towards the town because it was market day. The men were proceeding with slow steps, the whole body bent forward at each movement of their long twisted legs, deformed by their hard work, by the weight on the plough which, at the same time, raised the left shoulder and swerved the figure, by the reaping of the wheat which made the knees spread in order to hold the wheat firmly, by the slow and painful labours of the country. Their blue blouses, ornamented with a little design in white at the neck and wrists, puffed about their bony bodies, seemed like balloons ready to carry them off. From each of them a head, two arms and two legs protruded."

(2) "Some led a cow or a calf by a cord, and their wives, walking behind the animal, whipped its haunches with a leafy branch to hasten its progress. They carried large baskets on their arms from which chickens and ducks thrust out their heads. And they walked with a quicker and livelier step than their husbands. Their spare straight figures were wrapped in a scanty little shawl, pinned over their flat bosoms, and their heads were enveloped in a white cloth glued to the hair and surmounted by a cop."

("A Piece of String": Maupassant)

15.4 SAMPLES OF STORIES

Now read the following extract:

1. Just at that turning between Market Road and the lane leading to the chemist's shop he had his establishment. If anyone doesn't like the word 'establishment', he is welcome to say so, because it was actually something of a vision spun out of air. At eight you would not see him and again at ten you would see nothing; between eight and ten he arrived, sold his goods and departed.
2. Those who saw him thus remarked: "Lucky fellow! He had hardly an hour's work a day and he pockets ten rupees… what graduates are unable to earn! Three hundred rupees a month!" He felt irritated when he heard such glib remarks and said, "What these folk do not see is that I sit before the oven practically all day frying all this stuff…"
3. He got up when the cock in the next house crowed; sometimes it had a habit of waking up at three in the morning and letting out a shriek. "Why has the cock lost its normal sleep?" Rama wondered as he awoke, but it was a signal he could not miss. Whether it was three o'clock or four, it was all the same to him. He had to get up and start his day.

("The Martyr's Corner" : R.K. Narayan)

The major portion of the three paragraphs is narration of the life of Rama. Note how informal the style is; it seems as if the author is trying to narrate to you an account of Rama's life, the kind of work he did for a living and the attitudes of other people towards his business. You will see how the author uses vivid details to bring the scene to life.



CHECK YOUR PROGRESS

Q1. Here is the outline of a story :

An old former had four sons - all good for nothing - the farmer very anxious about them - the farmer on his death bed - summons his sons - tells them that a huge treasure lies buried in the long neglected fields - then dies - the sons start work in the fields - dig hard - rains come - sow seeds - a rich harvest - got the desired treasure.

FLAT

Fall flat (a plan that failed): Our plans to take a package tour to the Far East fell flat when she fell ill.

Tell someone flat (tell someone in a definite manner): She told him flat that she did not like him.

GOOD

As good as (almost certainly): Dilip as good as knows that he cannot pass the examination.

For good (for ever): They left the village for good.

Hold good (continue to be valid): If your invitation still holds good, I'd like to visit you next Sunday.

In good time (with plenty of time to spare): We got to the station in good time, so we had time for a cup of tea at the cafeteria.

HARD

Be hard up (be short of money): After his retirement without a pension, he was rather hard up.

Hard and fast rule (a rule that applies without exception): The third person singular-s is a hard and fast rule of grammar.

HIGH

High and dry (ignored): After the celebrations were over and everyone had left, I was left high and dry.

High and low (everywhere): I've searched high and low for you.

In high time (to do something without more delay): It's high time you started doing some work.

HOT

Blow hot and cold (be undecided): Informal We are still blowing hot and cold about buying the house.

Strike while the iron is hot (taking advantage of something while the situation is favourable): While you are at the University, strike while the iron is hot; you may not get advantage of such a wonderful library once you leave.

LONG

Go a long way (be successful): He has a brilliant educational record; I'm sure he'll go a long way in life.

The long and the short of it (the essential facts): The long and the short of the matter is that he doesn't know how to do the work.

OLD

A chip of the old block (like the previous one): The new manager is just a chip of the old block.

Old hat (out of date): He thought he gave an impressive lecture; but most of his ideas are old hat.

SHORT

Run short of (not having enough): I'm running short of time; I need to finish the assignment today.

Cut short (bring something to an end): On hearing the news, the Minister cut short his tour and rushed to the capital.

THICK

To have thick skin (become insensitive to criticism): As a politician, in public life you quickly learn to grow a thick skin.



CHECK YOUR PROGRESS

Q1. What are the two central features underlying an idiom?

Q2. Make suitable sentences using phrases and idioms from the following adjective and adverb group. Also briefly describe in a few words the implied meaning of the idioms:

E.g. Too big for one's boots (acting in a superior way):

After taking in charge of his new company, he has started acting too big for his boots

a. Take a hard line
b. Through thick and thin
c. Give someone a piece of mind
d. One's weak point
e. Read between the lines

UNIT 15 : STORY WRITING

UNIT STRUCTURE

15.1 Learning Objectives
15.2 Introduction to Story Writing
15.3 Technique of Story Writing
15.4 Samples of Stories
15.5 Let us Sum up
15.6 Further Reading
15.7 Answers to Check Your Progress
15.8 Model Questions

15.1 LEARNING OBJECTIVES

After going through this unit you will be able to:

- define the importance of story writing
- grasp the skills involved in writing stories
- employ the techniques of story writing

15.2 INTRODUCTION TO STORY WRITING

A story is a narrative of an incident drawn from one situation. Hudson observed that a story may be little more than an anecdote working up into literary form. The success of a story depends on how it is narrated.

15.3 TECHNIQUE OF STORY WRITING

One of the common techniques used in telling a story is to make use of narration without explicit comment or interpretation. We often make use of narration in telling others about the actual events that had happened. A piece of narration can be a simple narration or an expository narration.

(a) **Simple narration:** If we just relate the event without interpreting it, we are using simple narration.

(b) **Expository narration:** If we see the event as making some point, such as illustrating some principle of life or telling us something about people, we are using an expository narration. Stories make use of expository narration.

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 of 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?

* * * * *

(b) NOUNS

END

Make both ends meet (manage somehow): How can you expect to make both ends meet with my salary?

To clear/tie loose ends (settle matters): I have quite a number of loose ends to tie up before leaving.

LINE

The bottom line (result/ outcome): He didn't want any excuses but the bottom line of the inquiry.

In the line of fire (in a position between two opposing sides): My position is such that I am always in the line of fire: there is the union on one side and the establishment on the other.

Read between the lines (understand more than the actual words said): She didn't tell me much; but reading between the lines I understood that she didn't want to come.

MIND

Give someone a piece of one's mind (scold): The next time he neglects his work, the boss is sure to give him a piece of his mind.

Have half a mind to do something (uncertain): I had half a mind to tell him to mind his own business.

Make up one's mind (take a decision): Have you made up your mind where you will study?

POINT

A sore point (an irritating matter): The scandal involving him in the deal was always his sore point.

One's strong point (one's best quality): Mathematics has never been my strong point.

WAY

Give way (break): After the heavy rain, the weak bridge gave way.

In the way (causing an obstruction): Your arguments stand in the way of an amicable settlement.

Ways and means (methods): Let me know the ways and means of doing the work.

WORLD

A man of the world (experienced): He is a man of the world; he knows how to face such situations.

Out of this world (wonderful): The Taj Mahal looks like a piece of art that is out of the world.

(c) MISCELLANEOUS

ALL

After all (contrary to what one thinks): I took my umbrella along, but it didn't rain after all.

All in all (considering everything): We didn't agree on every point, but all in all we had a successful meeting.

All the same (in any case): I expect the report is correct, but I'll check it myself all the same.

Be- all and end-all (the most important thing): Cricket is his be-all and end-all. It's all he ever talks about.

Once and for all (finally): I'm telling you once and for all, I don't like to see you here.

(d) ADJECTIVE + NOUN

The acid test (the ultimate test): Facing the civil service interview board was the acid test of his communication skills.

A/the burning question (an important matter): Unemployment is a burning question in the State.

Cold comfort (poor consolation): It was cold comfort telling him that it was good for him to have lost the contract.

Fair weather friend (person who stops being a friend when one is in trouble): When he lost his job and was no longer able to lead an expensive social life, then only he discovered that all his friends were fair weather friends.

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

14.8 FURTHER READING

1) Brown, Harry M (1997). *The Contemporary College Writer.* New York : D. Van Nostrand Company.

2) Grillet, Francoise (1986). *Developing Reading Skills.* Cambridge : Cambridge University Press.

3) Seely, John (2013). *Oxford Guide to Effective Writing and Speaking*. Oxford : Oxford University Press.

14.9 ANSWERS TO CHECK YOUR PROGRESS

Ans to Q No 1:

(a) listening (b) reading

(c) listen (d) read

Ans to Q No 2: "There are three kinds of book owners."

Ans to Q No 3: "The dullness of staying at home."

Ans to Q No 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.

14.10 MODEL QUESTIONS

Q. 1. 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.

Open secret (one that is generally known but is supposed to be a secret): It's an open secret that Dilip and Priya are going to get engaged.

A rolling stone (person who moves from place to place): For years Vicky was a rolling stone until he met Deepa.

(e) PAIRS OF NOUNS

Bag and baggage (with all belongings): Dilip got tired of the job; he left the city bag and baggage.

Board and lodging (food and accommodation): The board and lodging expenses at Hotel Nandan come to around Rs. 1,800.00

Chapter and verse (details): I know the chapter and verse of the matter.

By hook or by crook (by any method): I'll get the money somehow, by hook or by crook.

Lock, stock and barrel (everything): He had decided to go to live in Canada with his son, so he's selling up here lock, stock and barrel.

Ups and downs (good and bad moments): There's no need to be so angry with me; these ups and downs are a part of our lives.

(f) PAIRS OF ADVERBS

By and large (taken as a whole): By and large, it has been a pretty good year for Team India.

Far and wide (everywhere): The news of the incident spread far and wide in no time.

Few and far between (seldom): We enjoy your company; but your visits are so few and far between.

(g) IDIOMS WITH PREPOSITIONS

Above board (honest): In business matters Mr. Das is above board.

At one's beck and call (at one's disposal): He has a lot of people at his beck and call.

At daggers drawn(enemies): Mr. Das and his neighbour Mr. Deka have been at daggers drawn for years.

At home in (knowledgeable about): I am at home in French.

By fits and starts (not continually): The work on the book is going on by fits and starts.

In the eye of (in the opinion of): You will be found guilty in the eye of the law.

In a nutshell (concisely): Please give me the report in a nutshell.

On the cards (likely to happen): It is on the cards that a new wing of the library will be built.

Out of the blue (unexpected): The news came to me out of the blue.
With flying colours (with great success): He passed the examination with flying colours.



CHECK YOUR PROGRESS

Q3. Briefly describe the meaning of the phrases and idioms in a few words and make suitable sentences with the following:

a. Once and for all
b. Hook or by crook
c. In a nutshell
d. On the cards
e. To have thick skin

Q4. Find out more phrases and idioms other than those listed in the unit.



9.4 LET US SUM UP

After going through the unit, you will be able to figure out the common phrases and idioms that are used in our regular expressions. The implied meanings in the idiomatic phrases add a dash of sparkle to our expressions and when used in its proper context make our expressions more apt and precise. Sometimes, it also adds a dash of wit or humour.

The lists of phrases and idioms are too exhaustive to be covered in one unit and therefore the learner must try to find more of such examples on his or her own. It is important to grasp the essence of these idiomatic expressions in order to use them correctly both in spoken or written form.

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 unemployed 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 counterparts 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

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 spent 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) languages

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.

9.5 ANSWERS TO CHECK YOUR PROGRESS

Ans to Q No 1: The two central features are:

a. The meaning of an idiomatic expression cannot be deduced by examining the individual words that make up the expression.

b. The expression is fixed both grammatically and structurally

Ans to Q No 2:

a. Take a hard line (be uncompromising): The government has taken a hard line on unauthorised constructions.

b. Through thick and thin (through good times and difficulties): Both of us went through thick and thin together in all crisis.

c. In the long run (over a long period of time): I have invested some money in shares; I hope they will be beneficial in the long run.

d. The old school (traditional thinking/ standard): Dr. Baruah is an English Professor of the old school who loves to talk about the magnificence of European culture with intense emotion.

Ans to Q No 3:

a. Once and for all (finally): She had completed her payments once and for all.

b. By hook or by crook (anyhow or by any means): I want that fur coat by hook or by crook.

c. In a nutshell (briefly or concisely): In a nutshell the chapter highlights the significant breakthroughs in science.

d. On the cards (likely to happen): The construction of the new building is on the cards.

e. A necessary evil (something unpleasant yet important): Examination is a necessary evil in school life.

9.6 MODEL QUESTIONS

Q.1. Make sentences with the following idioms:

(1)	hard and fast	(2)	at daggers drawn
(3)	in cold blood	(4)	at a stretch
(5)	on the brink of	(6)	to the backbone

(7) put up with (8) by and by
(9) in lieu of (10) in vogue
(11) end in smoke (12) lion's share
(13) null and void (14) look down upon
(15) black sheep (16) cut short
(17) dark horse (18) bring to light
(19) bring to book (20) look after.

* * * * *

(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
change

14.7 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

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

_____

_____

_____

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

Generalisation	Reasons
	Lack of interesting conversation
	Lack of companionship
Women's dullness of staying at home	Lack of neighborhood ties
	Need to go out eliminated by modern appliances
	Sensible busy work eliminated by efficient service

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 eliminated by modern appliances.
5) Sensible busy work eliminated by efficient service
   (a) Listening 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.

UNIT 10 : COMMON ERRORS

UNIT STRUCTURE

10.1 Learning Objectives
10.2 Introduction
10.3 Errors of Concord
10.4 Errors of Construction
10.5 Errors of Order
10.6 Errors in Prepositions
10.7 Errors in Conjunctions
10.8 Let us Sum up
10.9 Answers to Check Your Progress
10.10 Model Questions

10.1 LEARNING OBJECTIVES

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

- spot the errors in your speech and writing
- correct your own errors that might have slipped into your writing
- improve the quality of your speech and writing.

10.2 INTRODUCTION

A language is governed by a set of rules which have two main tasks:

(a) The rules separate grammatical from ungrammatical sentences, thus making explicit claims about what is acceptable and what is not.

(b) They also provide a description of the grammatical sentences stating how it should be pronounced and what it means.

While using language either in speech or in writing, we tend to make a lot of slips and errors. Slips are accidental in nature which means we know the form but accidentally we have used a wrong form. While revising our writing, we can correct it on our own.But errors occur due to a gap in our knowledge of the rules of the language. Here, we shall identify some of the areas where we tend to make errors and correct them.

Note: The asterisk # before a sentence indicate that the sentence has errors.

10.3 ERRORS OF CONCORD

1. Two singular subjects followed by a singular verb:

   (i) The headmaster and secretary are absent

   The headmaster and secretary is absent.

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

   (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.

   'As well as' is not synonymous of and; so a singular verb is used.

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.

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 neighborhood ties.

   _____

   _____

   _____

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

   _____

   _____

   _____

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 neighborhood ties. The better her electric equipment, the better she organises 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.



CHECK YOUR PROGRESS

Q3. 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._____

_____

When two singular pronouns 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

Q1. Correct the following sentences:

a. Many a man come and go.

b. None but the brave deserve the fair.

c. The house with all its furniture and valuable antiques were sold for thirty lakhs.

d. In the Gulf War the United States have no friend except Britain.

Answers:

a. _____

b. _____

c. _____

d. _____

10.4 ERRORS OF CONSTRUCTION

1. Articles

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 two 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. This knife is for cutting bread. 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.

eg. If he comes, I will go out with him.

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

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

- 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.

14.6 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-Q1 example.

(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 -

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-Q2 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 to 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.



CHECK YOUR PROGRESS

Q2. Correct the following

a. Cheap products are often more inferior.
b. Some ill people refuse to take medicine.
c. I'll be ready for leaving by 5 o'clock.
d. I'll telephone you when I will reach the airport
e. She always looks beautiful.

Answers :

a. _____
b. _____
c. _____
d. _____
e. _____

10.5 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 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.

They are normally placed at the beginning of a sentence.

Many of them can also be used in the middle position.

- 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

Q3. Correct the following:

a. She has to stay for one more week in hospital.

b. Why you are late?

c. She tore the paper into two halves neatly.

d. It is cheaper to go by train to Dibrugarh.

e. I waited for two whole hours in the queue.

Answer:

a. _____

b. _____

c. _____

d. _____

e. _____

10.6 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 or not for doing something.

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 woodpulp 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"

14.5 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.

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)

In this unit we shall look at some of the strategies that we can adopt while making notes on a piece of text that we have read. The following steps may be useful for the purpose.

14.4 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

(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. Meddle in politics. But we can say: Don't meddle with the files.



CHECK YOUR PROGRESS

Q4. Correct the following

a. We are proud for our country.

b. He is eligible to the post.

c. It is bad to hanker for wealth.

d. Steel is made of iron.

e. He died for cancer.

Answer:

a. _____

b. _____

c. _____

d. _____

e. _____

10.7 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

Q5. Correct the following sentences

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

b. He is not only hard working even intelligent.

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

Answer:

a. _____

b. _____

c. _____



10.8 LET US SUM UP

After going through this unit, you will be able to point out the errors in your speech as well as in writing. We have discussed in this unit errors relating to concord, construction and order. Also, we have discussed the common errors that we tend to make while writing parts of speech like preposition or conjunction. The unit will enable you to improve the skills of writing error-free sentences and your language communication skills as well.



10.9 ANSWERS TO CHECK YOUR PROGRESS

Ans to Q No 1: a. comes b. deserves c. was d. has

Ans to Q No 2 : a. Cheap products are often inferior.

b. Some sick people refuse to take medicine.

c. I'll be ready to leave by 5 o'clock.

UNIT 14 : NOTE MAKING

UNIT STRUCTURE

14.1 Learning Objectives
14.2 Introduction
14.3 Note making and Note taking
14.4 Skimming a Piece of Text
14.5 Scanning a Piece of Text
14.6 Format of Note making
14.7 Samples of Note making
14.8 Further Reading
14.9 Answers to Check Your Progress
14.10 Model Questions

14.1 LEARNING OBJECTIVES

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

- learn the difference between note making and note taking
- discuss the function of skimming in note making
- analyse the function of scanning in note making
- grasp the techniques of note making as a part of study skills

14.2 INTRODUCTION

Note making is an important study skill like summarising, substance writing and precise writing. It is one form of information transfer skill. The information contained in a piece of text is given in one form, note making required 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.

14.3 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

5. one who looks at the dark side of things
6. one who looks at the bright side of things
7. a man whose wife is dead
8. a woman whose husband is dead
9. science of the earth's surface and atmosphere
10. a government by a few
11. a person who files a civil suit
12. that which cannot be described

* * * * *

d. I'll telephone you when I reach the airport.

e. She always looks beautiful.

Ans to Q No 3 : a. She has to stay in hospital for one more week.

b. Why are you late?

c. She neatly tore the paper -- into two halves.

d. It is cheaper to go to Dibrugarh by train.

e. I waited in the queue for two whole hours.

Ans to Q No 4 : a. proud of b.eligible for c. hanker after
d. from e. of

Ans to Q No 5 :

a. scarcely…..when b. not only….but also c. no sooner…. than



10.10 MODEL QUESTIONS

Q.1. Rewrite the following sentences correctly:

(a) The flowers smell sweetly.

(b) He could not come due to illness.

(c) He was very surprised by the news

(d) We must preserve our hard won freedom at every cost.

(e) He was appointed and dismissed from the post.

(f) We searched the lost articles.

(g) The High Court set apart the decree of the Lower Court.

(h) No sooner had I reached the station when the train left.

(i) It is raining since yesterday.

(j) He left the hostel with the bag and baggage.

(k) Madam Curie invented Radium.

(l) He turned every stone to get the job.

(m) We should work very hardly to shine in life.

(n) He has denied my application.

(o) The population of London is greater than any town in India.

(p) She said that she has completed her work.

(q) You are taller than me.

(r) One must do his duty.

(s) Our teacher advised us to work hardly.

(t) Hari as well as Ram were present in the meeting.

(u) He said me to leave the place at once.

(v) The passenger has many luggage with him.

(w) He could not come due to illness.

(x) Who invented America?

(y) Our school will be reopen to- morrow.

(z) He passed in the B.A. Examination this year.

* * * * *

outweigh the suffering of the sick. Give the sick man everything and leave him his sufferings, and he will feel that half the world is lost to him. Lay him on a soft silken couch, he will nevertheless grow sleepless under the pressure of his sufferings, while the miserable beggar, blessed with health, sleeps sweetly on the hard ground. Spread his table with dainty dishes and choice drinks and he will thrust back the hand that proffers them and envy the poor man who thoroughly enjoys his hard crust. Surround him with the pomp of kings; let his chair be a throne, and his crutch a world-swaying scepter; he will look with contemptuous eyes on marble and gold, and would deem himself happy if he could enjoy, even were it under a thatched roof, the health of the meanest of his servants.

Q.3. Long ago, when men were only just beginning to be human they lived almost like the animals. For shelter they used forests and caves in the rocks. For defence against enemies, they had only their hands and their teeth. For food they gathered fruit and caught what animals and fish they could. The body of a man differs from animals' bodies in many ways. He has a better brain and he has hands. Thanks to his better brain, be can think. Some animals can think a little, but man's power of thought is very much greater than theirs. Again, some animals have paws which are something like hands, but the human hand is very much more useful than any paw. If you look at your hand, you will notice that the thumb can touch each of the fingers. Your hand is so made that you can hold things well and do many things with it. And, of course hands were the first tools men had. So, using brains and hands, men slowly learned to build shelters of stone or wood or earth, to make simple tools and weapons, and to grow food for their own use. But remember that the very first tools that they had were their hands. We still use hands as tools in many ways. For example, the potters still shapes the clay by hand. For many kinds of work, however, hands are not very good. You cannot shape a piece of wood with your hands alone. So, because men were able to think, they made tools to help their hands.

Q4. Give one word for each of the following:

1. an assembly of hearers
2. an assembly of people in a prayer meeting
3. the pen name of a person
4. that which cannot be repaired

13.incorrigible 14. inaudible 15. brittle
16. transparent 17. opaque 18. biography
19.germicide 20. corrigible

Ans to Q No 3 : Title :Taking the Best from Others.

Précis :

People in every country, whether English or French, German or Italian or Indian think that their country is the best and the greatest. This is a wrong notion because like individuals, every country has some good and bad qualities. We must take the good from others. Our country is poor and its people have no joy in their lives. By taking the best from other countries, we can help to make the country happier and better. (79 words)

Ansto Q No 4:Title: The Art of Conversation

Précis:

Conversation is the art of exchanging thoughts. It can be cultivated even by the least gifted and it provides great pleasure. Unlike painting or music, conversation is easily teachable. To be a good conversationalist, we need an interesting subject like other people's hobbies. We must know what subject to select, avoiding unpleasant topics like talking about ourselves or our problems which interest the doctor only. (64 words)



13.9 MODEL QUESTIONS

Give the précis of the following passages:

Q.1. Nowadays many an educated youth of the middle class in our country is out of unemployment for want of service. The principal reason for this employment problem is the fact that the number of educated men is gradually increasing and yet all the educated men hanker after service. Many again, bearing some prejudice are unwilling to do such deeds. But what is more humiliating than idles? In fact, if this false idea of social labour is not rejected and a conviction of the dignity of labour is not established, there can be no solution of the unemployment problem. There is indeed no humiliation in any work whatsoever. Humiliation lies in idleness and hanging on others.

Q.2. Among the manifold misfortunes that may befall humanity, the loss of health is one of the severest. All the joys that life can give cannot

UNIT 11: BASIC REMEDIAL GRAMMAR I

UNIT STRUCTURE

11.1 Learning Objectives
11.2 Introduction
11.3 Introductory 'There'
11.3.1 Uses of Introductory 'There'
11.3.2 Interrogatives with 'There'
11.4 Introductory 'It'
11.4.1 Uses of 'It'
11.4.2 Distinction between 'There' and 'It'
11.5 Emphasis
11.5.1 Emphasis with 'Cleft Sentence'
11.5.2 Emphasis with 'Pseudo-Cleft Sentence'
11.6 Let us Sum up
11.7 Answers to Check Your Progress
11.8 Model Questions

11.1 LEARNING OBJECTIVES

After going through this unit you will be able to

- appreciate the importance of the rules of grammar in writing or speaking correct sentences in English.
- look at sentences and other grammatical concepts more critically
- learn how sentences are modified by the use of 'there' and 'it' to suit a situation
- modify utterances to make them more functional or emphatic.

11.2 INTRODUCTION

This unit and the one that follows are meant for basic remedial grammar work. It is assumed by now that at the end of 10 units of English grammar you have already had some grounding on a number of basic elements of the grammar of the language. However, language use involves much more than your knowledge of the basic elements of the language. It involves an ability to look at the sentences that you have written or the

utterances that you have made more critically. This critical look at the sentences produced will help you to remedy some of your earlier ideas and to manipulate the structures of your sentences or utterances to suit a communicative situation.

The primary aim of grammar is to provide you with the fundamental knowledge of the language to enable you to use of the language in speech and writing. Grammatical rules are primarily concerned with providing a corpus of grammatical knowledge to make the language user more confident with the language. You have for example, learnt the different parts of speech and how these parts of speech are organised into different types of sentences that you can use in real life situations. This is your grammatical knowledge.

However, in order to be a competent language user, your knowledge of the rules of grammar will have to be supplemented with the rules of use. It means that apart from being grammatically correct, your sentences have to be acceptable and appropriate to a given situation. A sentence may be grammatically possible and feasible but can still be unacceptable if it is not appropriate to a particular context or a situation.

It is from this point of view we have proposed to begin this unit on basic remedial grammar with the concepts of 'Introductory There' and 'Introductory It' and follow it up with a discussion on the concept of 'Emphasis'. The remaining unit of basic remedial grammar will introduce you to a select glossary of English grammar as a strategy for remedial grammar learning.

11.3 INTRODUCTORY 'THERE'

You are by now aware of the fact that the rules of grammar can be very helpful to develop grammatically correct sentences. But it may interest you to know that in certain communicative contexts, a grammatically correct sentence may appear unusual. For example, you may find a sentence like "A man is at the gate" to be rather unusual though it is a grammatically correct sentence. A more usual variant of the sentence would be "There's a man at the gate". We put 'there' in the subject position so that 'a man' can come after the verb. When we introduce a new person or thing into what

numberless hobbies to talk about. But the important thing is that you must talk about the other fellow's hobby rather than your own.

It is just as important to know what subjects to avoid as what subjects to select for good conversation. If you don't want to be regarded as a bore, be careful to avoid certain unpleasant topics. Avoid talking about yourself, unless you are asked to do so. People are interested in their problems, not in yours. Sickness or death bore everybody. The only one who willingly listens to such talk is the doctor, but he gets paid for it. (191 words)



13.7 LET US SUM UP

After going through the unit, you will be able to point out the basic ideas of précis writing. Precis writing involves developing certain techniques by which any given text or passage can be summarised. You are now aware of the length of a precis which should not exceed one third of the given passage. Also, several techniques have been discussed that will enable you to develop faster reading skill. Lastly, you have learnt that the language while writing a precis should be in the form of reported speech and should avoid comments, criticism or remarks.



13.8 ANSWERS TO CHECK YOUR PROGRESS

Ans to Q No 1 :

a) He confessed his guilt.

b) His efforts were successful.

c) My efforts were not successful as desired.

d) Tell me the cost of the car.

e) There is little hope for his recovery.

Ans to Q No 2 :

1. vegetarian	2. non-vegetarian	3. herbivore
4. carnivore	5. theist	6. atheist
7. anthropology	8.physiology	9. psychology
10. visible	11. mobile	12.illegible

can make or mar a school. More than observance of rules or obedience to orders, there is the need for self-respect among the pupils for a school to be good. Thus, a tradition is built up.

(59 words)



CHECK YOUR PROGRESS

Q3. Read the passage given below followed by the précis. The title is not given. Give an appropriate title to the précis.

In every country people imagine that they are the best and the cleverest and the others are not so good as they are. The Englishman thinks that he and his country are the best; the Frenchman is very proud of France and everything French. The Germans and Italians think no less of their countries and many Indians imagine that India is in many ways the greatest country in the world. This is wrong. Everybody wants to think well of himself and his country. But really there is no person who has not got some good and some bad qualities. In the same way, there is no country which is not partly good and partly bad. We must take the good wherever we find it and try to remove the bad wherever it may be. We are, of course most concerned with our own country, India. Unhappily, it is in a bad way today. Most of our people are poor and unhappy. They have no joy in their lives. We have to find out how we can make them happier. We have to see what is good in our ways and customs and try to keep it, and whatever is bad we have to throw away. If we find anything good in other countries, we should certainly take it. (218 words)

Q4. Read the following passage and the précis that follows. Provide a title to the passage.

Conversation is a fine art. It is the art of exchanging thoughts. It is an art which even the least gifted of us can cultivate. Not everybody can paint or play music, but almost every one can talk. Conversation, therefore, is that art which affords the greatest pleasure to the greatest number.

Conversation is indeed the most easily teachable of all the arts. All you need to do in order to become a good conversationalist is to find a subject that interests you and your listeners. There are, for example,

we are saying to provide some new information, we use a sentence beginning with 'there' as in:

(a) There's a tourist office near the railway station.
(b) There have been some problems with the employees in the factory.
(c) There might be a lot of traffic on the way to the airport.

11.3.1 Uses of Introductory 'There'

1. We use 'there' as a formal subject of a sentence to say that something exists. We can use ‘there’ to talk about things that exist physically.
   (a) There is an Arts College in the village.
   (b) There are three high schools in the area.
   (c) There's some milk in the pan.
   (d) There was a bamboo bridge on the river earlier.
2. We can also use there as a formal subject of a sentence to talk about things that happen and about situations.
   (a) There was a big earthquake in Assam in 1897.
   (b) There's an accident on the highway.
   (c) There are no vacancies in our office.
   (d) There's hardly any time left for revising the essay.
3. We can use 'there' as a formal subject of a sentence for a number of people and things.
   (a) There are four of us in this group.
   (b) There are sixty seats in this coach.
   (c) There are five books on the table.
4. We can use a clause with 'There being' to introduce a reason for something.
   (a) There being no adverse reports against him, he was allowed to join.
   (b) There being no evidence against him, the case was dropped.
   (c) There being no electricity last night, I couldn't complete my essay.

5. We can use 'there' with problem/difficulty and a gerund.

   (a) There won't be any problem in finding out the house.

   (b) There will be some problem if the guide doesn't turn up.

Note that if the formal subject 'there' is used in a sentence, the 'be' verb that follows agrees with the real subject that follows the 'be' verb.

11.3.2 Interrogatives with 'There'

When we make interrogatives of sentences beginning with 'there', we make use of the subject-verb inversion rule as illustrated in the following sentences:

(a) There's someone in the room.
Is there anyone in the room?

(b) There is no one in the room.
Isn't there anyone in the room?
Is there no one in the room?

(c) There is a chance that the Eid holiday will be shifted to Thursday.
Is there a chance that the Eid holiday will be shifted to Thursday?

We frequently, especially in conversation, add a question tag to a statement, thereby turning it into a question.

(a) There's no one in the room, is there?

(b) There are three books on the table, aren't there?



CHECK YOUR PROGRESS

Q1. Rewrite the sentences using 'there':

(a) A wooden bridge was across the river.

(b) Nothing is to see in this museum.

(c) Is something bothering you?

(d) No classes were held today.

(e) The story has no truth in it.

(f) Are any letters for me?

(g) Is any more tea left in the pot?

(h) A man is at the gate.

thinking 'whither education?' In many institutions the new-comers are subjected to unimaginable torture and humiliation. The evil effects of this savage practice can be judged from the fact that ragging has driven some to suicide and the careers of many brilliant students were cut short. The suicide of an engineering student two years ago so shocked the then President Sri Sanjiva Reddy, that he asked the Government to stop this menace.

(179 words)

Précis:

Title: The Menace of Ragging

Till recently, ragging in educational institutions was not taken seriously. It was regarded to be an innocent mirth of youngsters. But later events have woken up educationists and guardians to the dangers of ragging. In many institutions, new comers are tortured and humiliated. As ragging had led to the suicide of many brilliant students, President Sanjiva Reddy had asked the Government to stop the menace.

(63 words)

Passage-3

What is it that makes a good school? It must have good teachers, but they do not make the school. You have to learn things in order to train your brains; but that is only a part of education. What distinguishes a good school is what is commonly called its tone; and that is nothing more or less than the mass consciousness of the boys. It is boys who make or mar a school. It is not merely a question of the observance of rules or obedience to orders. It is a subconscious feeling of self-respect among the boys themselves. Certain things are recognised as what we call 'bad form', unworthy of the boys themselves or of their school, and this crystallises into tradition which it requires a great deal of audacity to break. If this feeling of self-respect among the boys is on the right lines, the tone of the school is good, and you will find in later life that you will never lose the feeling of pride in your school and its tone.

(176 words)

Précis:

Title: A Good School

Besides having good teachers, a good school is distinguished by its tone that is set by the mass consciousness of the pupils. Indeed, pupils

13.6 WORKED OUT EXAMPLES

Read the following worked out examples :

Passage-I

Trees give shade for the benefit of others and while they themselves stand in the sun and endure the scorching heat, they produce the fruits by which others profit. The character of good men is like that of trees. What is the use of this perishable body if no use of it is made for the benefit of mankind? Sandal wood, the more it is peeled and cut up into pieces, the more juice does it produce. The men who are noble at heart do not lose these qualities even in losing their lives. What matters is whether men praise them or not. What difference does it make whether riches abide with them or not. What does it signify whether they die at the moment or whether their lives are prolonged? Life itself is unprofitable to a man who does not live for others. To live for the mere sake of living one's life is to live the life of dogs and cows. Those who lay down their lives for the sake of others will assuredly do well for ever in the world of bliss.

(184 words)

Précis:

Title : Leading a Meaningful Life

Men are like trees. Trees stand in the sun and give shade and fruit. Similarly, a man who is noble, works for the benefit of mankind. Whatever be his life-span or his financial position, he will find his life to be more meaningful when he lives for others. To live for the sake of living is to lead the lives of dogs and cows.

(63 words)

Passage-2:

Not much attention has been paid till very recently to the menace of ragging sweeping like an epidemic in the campuses of the educational institutions of the country. Even a section of the guardians at first regarded it as mere innocent mirth indulged in by young people. But later events showed that they were sadly mistaken. It is gratifying to note that the authorities and the thinking public have at last woken up to the danger posed by this 'innocent mirth'. For the last few years the menace of ragging in educational institutions has been assuming alarming dimensions and the Government, educationists and guardians became worried and started

11.4 INTRODUCTORY 'IT'

Read these two sentences:

(a) To ride a bike without a helmet is illegal.

(b) It is illegal to ride a bike without a helmet.

Both these sentences are grammatically correct. However, the first sentence is rather unusual. Instead, we normally use 'it' as a formal subject of a sentence as in the second sentence to make the information appear more natural. A long clause comes more naturally at the end of a sentence than in the subject position of a sentence. We use 'introductory it' to begin such sentences.

11.4.1 Uses of 'It'

1. We can use 'it' as the formal subject of a sentence to place long or grammatically complex sentences at the end.
   (a) To find good rented accommodation in the city is very difficult these days.
   (b) It is very difficult to find good rented accommodation in the city these days.
2. We use 'it' to say the time, day, month, date etc.
   (a) It's half past nine now.
   (b) It's nearly ten o'clock.
3. We use introductory 'it' as formal subject with verbs concerning weather conditions.
   (a) It rained all day at Jorhat that day.
   (b) It was pleasantly warm in Shillong.
4. We use 'it' as formal subject in the following patterns:
   (a) It + be + or + me/him etc + to infinitive
   It was hard for him to pass the exams.
   (b) It + be + adj + that clause
   It was kind of you to help me.
   (c) It + be + adj + that clause
   It is obvious that he is angry.

These patterns describe someone's situation, behaviour or express opinions about situations.

4. 'It' can function as a formal object also when it stands for a whole sentence as follows.
   (a) You have helped me in my difficulties. I shall never forget it.
   (b) He wants to beat Ramesh in the test. He won't find it easy.

11.4.2 Distinction between 'There' and 'It'

We have noted that 'there' + 'be' expresses the fact that something exists. 'It' identifies or describes something or says something about the object. 'There' introduces a noun phrase with indefinite meaning. But 'it' refers to something definite.

(a) There is a man at the gate.
(b) It's the postman.
(c) There was a bridge on the river.
(d) It was washed away in the last floods.

Sentences (a) and (c) refer to indefinite persons and things whereas sentences (b) and (d) refer to definite persons and things.

Besides, there are a few expressions in the following patterns:

There + is/was + no.....
It + is/was + no.....

Here are a few examples:

1. There + is/was + no ...
   (a) There is no denying that he was involved in the case.
   (b) There was no hope of getting a bank loan.
   (c) There's no need to explain.
   (d) There's no reason to be annoyed.
   (e) There's no point in raising the question.
2. It + is/was + no...
   (a) It's no use telling me now.
   (b) It's no good getting angry.
   (c) It's no longer necessary to sit for an oral examination in Grade III jobs.
   (d) It is no secret that he is involved in the issue.
   (e) It is no surprise that he will get the best actor award.

2. a person who takes animal food
   _____
3. an animal that lives on herbs
   _____
4. an animal that feeds on flesh
   _____
5. a person who believes in God
   _____
6. a person who does not believe in God
   _____
7. science of the development of mankind
   _____
8. science of the human body
   _____
9. science of the human mind
   _____
10. that which can be seen
    _____
11. that which can be moved
    _____
12. that which cannot be read
    _____
13. that which cannot be corrected
    _____
14. that which cannot be heard
    _____
15. that which is easily breakable
    _____
16. through which light can pass
    _____
17. through which light cannot pass
    _____
18. written life story of a person
    _____
19. medicine that kills germs
    _____
20. that which can be corrected
    _____

The learning process is like a journey undertaken by a student. Like the traveller facing botherations of buying tickets, booking luggage and hiring cabs to reach his destination, the student has to manage his learning himself. Again, like a traveller making enquires, the student seeks guidance from teachers in difficulty.

Original passage : 148 words
Precis : 50 words



CHECK YOUR PROGRESS

Q1. Reduce the following sentences in as few words as you can without affecting the important information.

a) He confessed that he was guilty of the crime.
b) His efforts were crowned with success.
c) My efforts did not meet with the kind of success that I desired.
d) Let me have an idea as to how much this car is going to cost.
e) There is little hope that he will recover.

13.5 LANGUAGE WORK

Although we consider a précis to be a shortened version of a piece of text, we have to note that it also involves using condensed expressions:

This is a life story of Nehru written by himself.

This is Nehru's autobiography.

We won't give sentences here. Instead, you will use single words to mean the same thing eg.

(a) Life story of a person written by himself or herself

Ans : autobiography

(b) Science of the behaviour of heavenly bodies.

Ans : astronomy



CHECK YOUR PROGRESS

Q2. Give single word expressions :

1. a person who lives on plant food

_____

The sentences with It is/was no... have alternatives in which the that, -ing or to-infinitive clause is placed at the front, but the sentences with There is/was no... do not. The sentence 'It is no secret that he wants a new job' can be rephrased as 'That he wants a new job is no secret.' But was cannot rephrase a sentence like 'There is no denying that he is a good student' as 'That he is a very good student is no denying.'



CHECK YOUR PROGRESS

Q2. Complete the dialogue by filling in the blanks with there or it.

Anita: What are you doing this afternoon? ___(a)___ is a new film at Anuradha.
Rita: Is ___(b)___ any chance to get a ticket?
Anita: I already have two tickets blocked on line. ____(c)_____ is a good film.
Rita: _____(d)___ was a review of this film in today's Assam Tribune.
Anita: Yes, I've read it . ____(e)_____ is a good review.

11.5 EMPHASIS

In this unit on Remedial grammar we are revisiting some of the old forms that we had studied in our earlier units for certain functional purposes. We had for example, discussed the assertive/declarative sentence forms and functions in great detail. However, there may arise certain situations when our normal assertive sentence structures need to be modified for the sake of emphasis. In this section we shall discuss how such modification take place.

Let us begin by giving a brief description of what constitutes emphasis. Emphasis refers to the special force given to certain words, ideas or details, in speaking or writing to show that they are important. Let us take a sentence:

(a) Anita borrowed the book from her teacher.

The sentence is a plain assertive sentence providing a piece of information that Anita had borrowed a book form her teacher. Now let us

suppose you want to contradict the information that Anita did not borrow any book from the teacher but Rita had borrowed the book form her teacher by making this statement:

(b) Rita borrowed the book from her teacher.

Like the earlier sentence, this is also a plain assertive sentence providing a different piece of information that Rita had borrowed the book from the teacher. But the sentence lacks force, it lacks emphasis. You want to be more forceful in your statement by contradicting the earlier statement about Anita. Here is an example:

(c) It was Rita that borrowed the book from her teacher.

(d) It was Rita that borrowed the book from her teacher, not Anita.

The above two sentences are more emphatic than sentence (b) above. What we did was to rephrase the assertive sentence by using the 'it clause' with a form of the 'be' verb. The above two emphatic sentences about Rita are referred to as 'cleft sentences'. We shall study the structure of the cleft sentences below.

11.5.1 Emphasis with 'cleft sentence'

A cleft sentence is a sentence whose main function is to emphasise a part of a given sentence. Such a sentence is divided into two parts, each part having its own finite verb. A cleft sentence usually begins with 'it' as formal subject followed by a form of the verb 'be' and the name of the person concerned. This part of the sentence is followed by a 'that /which' clause that contains the element being emphasised. For example

(a) Dilip gave Rina a book.

First, let us put the emphasis on Dilip to mean that the book was given to Rina by no one else but Dilip. The focus or emphasis will be on Dilip. We can rephrase the sentence as

(b) It was Dilip that gave Rina a book.

Secondly, let us put the emphasis on Rina to mean that Dilip gave the book to Rina and to no one else. We can rephrase the sentence as follows.

Let us break up the phrases and re-write them:

The process of learning	:	The learning process
may very well be compared to	:	is like
the undertaking of a journey	:	a journey
The précis of the first line is	:	The learning process is like a journey (7 words)

We have reduced a sentence of 15 words to one of only 7 words. Don't worry about one-third measurement at this stage. You will certainly take care of that while you are revising your précis in order to prepare a final version of your writing.

Let us come to the second sentence,

The learner or the student is the journey-taker or traveller. (10 words)

What you can do here, you can link it up with the first sentence which will give you something like this:

The learning process is like a journey undertaken by a student. (11 words)

Thus, we have reduced 25 words to just 11 words.

Let us look at the next few lines:

Just as a traveller..... to himself.

We have 51 words here. Now read the précis of the lines :

Like the traveller facing botherations of buying tickets, booking luggage and hiring cabs to reach his destination, the student has to manage his learning himself. (25 words)

Finally let us look at the remaining lines of the passage

It is a laborious process ..... learner.

We have 72 words here. Let us reduce the lines to the form given below:

Again, like a traveller making enquiries, the student seeks guidance from teachers in difficulty.

We have reduced the extract to mere 14 words.

However, there is one more thing that needs to be done: finding a suitable title for the passage. We can perhaps decide on a title like this:

The learning process

Let us now reconstruct the passage into a real précis.

The Learning Process

2. Select a title for your précis. In fact, your title is a gist of the passage. It should be a clear and concise statement of what the précis is about. A title is an integral part of the précis you are writing.

3. The précis must be written in the form of reported speech / indirect speech. You should bear in mind that the writer of the précis is a reporter. He simply reports in a concise, easy, continuous form, the summary of what he has read. So, in précis writing always use the rules of reported speech.

4. There is no scope for the writer to give individual opinion on the original passage. Hence, you should avoid comments, criticism or remarks in a précis.

Now, let us take a passage and see how we can shorten it without dropping any important pieces of information contained in the passage.

Read the passage given below twice:

The process of learning may very well be compared to the undertaking of a journey. The learner or the student is the journey-taker or traveller. Just as a traveller has to undergo all the botherations of buying a ticket, booking his luggage, taking care of his things, engaging a car or a cab, and suffering every other item of tedious journey to reach his destination, so a learner too has to manage his learning affairs himself. It is a laborious process and no one else can do the labour for him as no one else can do a journey for another. Just as a traveller may enquire here and enquire there in case of doubt and difficulty, so can a student take help and advice from guides or teachers whenever in difficulty. But the journey is the passenger's own concern - so is learning of the student on the learner.

The passage contains 148 words. You are to write your précis in about 50 words which of course excludes the words you will be using in the title.

We will break the passage into meaningful units and see how we can reduce the length of each chunk.

Read the first sentence once again:

The process of learning may very well be compared to the undertaking of a journey. (15 words)

(c) It was Rina that Dilip gave a book to.

Thirdly, let us put the emphasis on 'book' to mean that Dilip gave Rina only a book and nothing else. In this case, the sentence can be rephrased as follows.

(d) It was a book that Dilip gave to Rina.

We use 'which' or 'who' or 'that' to introduce the second clause of a cleft sentence. The pattern is it + be + noun phrase + relative clause. The phrase that we want to emphasise comes after be.

11.5.2 Emphasis with 'Pseudo-Cleft Sentence'

Apart from the 'it clause' in cleft sentences, there are other ways of emphasising a sentence. The use of what-clause at the beginning is another way of emphasising certain information in a sentence. Here is an example.

(a) I need a good holiday in Goa.

We shall use a ‘what-clause’ followed by a form of the verb 'be'. Sentences with this pattern are another form of cleft sentences. In English, a sentence with a what-clause (e.g. What I want...) as subject or complement is known as a pseudo-cleft sentence. Let us rephrase the sentence with a what-clause and form a pseudo-cleft sentence.

(b) What I need is a good holiday in Goa.

In the above sentence the what-clause is the subject of the sentence. We can rephrase the sentence by making the what-clause the complement of the sentence.

(c) A good holiday in Goa is what I need.

The information that we want to emphasise is outside the what-clause.

We often use the what-clause when we introduce a new topic in our classroom, when we want to give a reason, instruction or explanation, or to correct something that had been said or done.

(d) What I'd like to do today is to introduce you to the concept of the epic theatre.

(e) What had happened was that I missed the bus and hence the delay.

(f) What you can do is to rewrite the concluding part of the essay by giving your observations on the topic.

(g) What I'm looking for is a briefcase slightly bigger than this one.



CHECK YOUR PROGRESS

Q3. Give responses beginning with 'No what....' correcting what was said in the question.

(a) Did you visit the zoo yesterday? (visit my uncle)

(b) Did your teacher scold you for being late? (advised to be punctual)

(c) Did you come by bus all the way from Dibrugarh? (by Rajdhani Express)

(d) Did you say that you are going to Kolkata?
Rewrite the sentences emphasising with it-clause.

(e) John gave her a present.

(f) Anita wrote the poem.

(g) Rakesh came by bus.

(h) We visited the theatre yesterday.



11.6 LET US SUM UP

In this unit, we learnt that remedial grammar involves an ability to grasp a number of things. Most importantly, we have learnt the following that the sentences that we produce need to be both grammatical and appropriate to the situation. We can also make our sentences appropriate by modifying the sentences that we have produced by applying the rules of use. The uses of 'there' and 'it' as subject of sentences can make certain sentence structures more acceptable thereby indicating that mere grammaticality does not ensure acceptability or appropriateness.

Further, 'emphasis' is an important communicative activity and in order to make our sentences emphatic we need to modify them by using 'it-clauses' and 'what-clauses' in cleft and pseudo-cleft sentences.

13.3 TECHNIQUES OF FASTER READING

In reducing a passage to one third of its original length and to decide on a title for the passage, it becomes important for you to know what the central idea of the passage is. For this purpose you will have to read the passage more than once. Remember, you do not have all the time in the world to read the passage at a leisurely pace. Therefore, you should develop the skill of faster reading and that too with comprehension.

In order to develop the skill of faster reading, make sure that you do not do the following things while reading a passage silently.

a) Do not run your finger/pen/pencil along the words or the lines. Such a habit slows down reading.

b) While reading silently, do not make head movement as if you are trying to make your nose point to a word. The eye can easily pass through the lines with speed.

c) While reading silently, do not vocalise or make lip movement. This practice slows down reading and affects comprehension.

d) While reading do not make it a point to regress i.e. go back along a line of print to re-read a word or phrase. This is a sign of poor reading habit. Good readers make very few regressions.

Let your eyes pass over the lines with a rapidity.

13.4 WRITING A GOOD PRÉCIS

In order to write a good précis, first of all, read the passage very carefully in order to grasp the meaning of the subject as a whole. That is, in your first reading you should be able to get a gist of the passage in your mind.

After you have received a gist of the passage in your mind, read it a second time, noting some of the specific points you may like to refer to in your writing.

Now, you are ready to make a précis of the passage. At this stage you will have to take note of the following points :

1. You will have to write out your précis in one third of the length of the original passage. If the passage is 300 words, your précis will be in about a 100 words.

1. It is a great aid to study: a student can prepare précis of notes, write-ups, articles and so on for his/her future reference.
2. It is an effective device for recording minutes/proceedings of meetings, preparing reports for further developments etc.

A précis writing exercise is an activity in which several language sub-skills are involved notably, an ability to:

- read a passage silently in a reasonable speed for comprehension of the passage
- skim through the text to locate information of importance
- write a cohesive piece of text by avoiding words and phrases that are superfluous.

In this unit, you will learn that as a general rule the précis is to be one-third of the length of the original passage. This implies two things:

- You should know what the passage is about and
- You must have a fair idea of the exact number of words in the precis.

Regarding the first point, two or three readings of the passage should give you a fair idea of what the passage is about. However, with regard to the number of words in the passage, you may have the tendency to count the words in the passage by running your finger back and forth in the fear of confusing the total number of words. If you have the time and patience, there is no other full-proof calculation of the exact number of words other than counting every word. You know that 'I' and 'a' are also words. Thus is how you get the correct word count.

If you find the passage too long to count words in the limited examination time, you may like to try an easier method which will give you to an approximate total. You are to count the total number of words in 5 lines of the passage. You divide this by 5 and multiply it by the total number of lines in the passage including incomplete lines. So, if there are 45 words in the first five full lines, and 26 lines in all, the passage counts as 45 × 26/ 5 = 9 × 26 = 234 words. This calculation, you will find, gives you more or less a close total of the number of words in a passage. You now have a total which you divide by 3 to get an approximate length of your answer.

11.7 ANSWERS TO CHECK YOUR PROGRESS

Ans to Q No 1:

(a) There was a wooden bridge across the river.
(b) There is nothing in the museum.
(c) Is there something bothering you?
(d) There were no classes held today.
(e) There is no truth in the story.
(f) Are there any letters for me?
(g) Is there any more tea left in the pot?
(h) There is a man at the gate.

Ans to Q No 2 :

(a) There (b) there (c) It (d) There (e) It

Ans to Q No 3 :

a. No, what I did was to visit my uncle.
b. No, what he did was to advise me to be punctual.
c. No, what I did was to come by Rajdhani Express.
d. No, what I said was that I was going to Delhi.
e. It was John who gave me a present.
f. It was Rakesh who came by bus.
g. It was the theatre that we went to yesterday.
h. Try yourself

11.8 MODEL QUESTIONS

Q.1. Answer the questions as directed:

(a) Use the proper form of the verb 'be' in the following blanks
  (i) There _____ substantial evidence against him.
  (ii) There _____ a shower, TV set and two single beds in each room.
(b) Rewrite the sentences using 'it'.
  (i) To drive without a licence is illegal.
  (ii) That she wasn't hurt was a miracle.

(c) Rewrite the sentences using 'there' only if found appropriate.

(i) Your books are on the table.

(ii) No evidence is against him.

Q.2. Write short notes on:

(a) Cleft Sentence

(b) Pseudo-Cleft Sentence

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UNIT 13: PRECIS WRITING

UNIT STRUCTURE

13.1 Learning Objectives
13.2 Introduction
13.3 Techniques of Faster Reading
13.4 Writing a Good Précis
13.5 Language Work
13.6 Worked Out Examples
13.7 Let us Sum up
13.8 Answers to Check Your Progress
13.9 Model Questions

13.1 LEARNING OBJECTIVES

After going through this unit you should be able to :

- locate the key-words and sentences in a piece of text and identify the main points in a passage so as to provide a title to the given passage in your précis
- discriminate the important points of information from the less important ones
- develop techniques by which a passage or an extract can be shortened without affecting the information
- grasp at the central idea of the piece of text
- write out the précis of the passage in about one third of its length by adding a suitable title

13.2 INTRODUCTION

A précis is a summary or an abstract of a passage, an article, a speech or a book usually within an approximately stated number of words. In writing a précis, we make a shorter version of a passage, usually one-third of its length. The précis contains all the important points in the passage, but leaves out the less important details.

A précis writing exercise is not done merely for its own sake. It is of great practical importance among which the following may be noted :

ii. Write a noun phrase illustrating the use of adjective phrase in an noun phrase.

iii. Give an example of a conditional clause.

Q.3. Write short notes on in about 100 to 150 words:

i. Ellipsis

ii. Imperative sentence

Q.4. Answer the following questions in about 200-250 words.

1. Distinguish between countable and uncountable noun.
2. Distinguish between primary auxiliary and modals.

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UNIT 12: BASIC REMEDIAL GRAMMAR - II

UNIT STRUCTURE

12.1 Learning Objectives
12.2 Introduction
12.3 Glossary: Active Voice to Base Form
12.4 Glossary: Clause to Direct Speech
12.5 Glossary: Ellipses to Irregular Verbs
12.6 Glossary: Lexical Verb to Word
12.7 Let us Sum up
12.8 Answers to Check Your Progress
12.9 Model Questions

12.1 LEARNING OBJECTIVES

After going through this unit, you will be able to

- make your approach to English grammar more focussed on the basic elements of the language
- develop a knowledge of some of the important grammatical elements in modern English grammar presented in the form of dictionary entries
- grasp how these grammatical elements operate
- evaluate these elements in the larger context of language use.

12.2 INTRODUCTION

In this unit, we propose to provide you with a glossary of a selection of grammatical concepts. You might have come across quite a number of them though there may be others that could possibly strike you as a novelty tempting you to go back to the units for a fresh look. You may even be inspired to follow up these concepts for a better understanding.

You will perhaps agree that a glossary on English grammar can play the role of a very useful instructional material for basic remedial work. A remedial grammar material ought to provide you with grammatical explanations which would help you to remedy, correct or compensate for the inadequacies that you might have felt as you were looking at some of the sub-sections of the units of grammar. That is obvious. One cannot overload sub-units with too

much information. The glossary is an answer to that inadequacy you might have experienced. It can provide you with an opportunity to self-check yourself on the concepts and points of correctness of your use of the language so as to help you to identify the areas where you would require some remediation. With regard to the familiar concepts, you can be more focussed and perhaps tend to be more critical in your approach to the concepts.

12.3 GLOSSARY: ACTIVE VOICE TO BASE FORM

Active voice: The term refers to a form of a sentence structure that contrasts with the form known as the passive voice. These two patterns express the relationship between a verb and the noun phrase in the structure. Two sentences can differ in voice and yet have the same basic meaning. However, there may be changes in emphasis and one type of sentence may be more appropriate than the other. A sentence like 'I had my lunch an hour ago' will be inappropriate in the passive while 'He was killed in the accident' may be inappropriate in the active.

Adjective: It is a word that describes a noun (e.g. a beautiful painting) or a pronoun (e.g the tall one) having gradation to make the description more specific (e.g. beautiful - more beautiful - most beautiful; tall - taller - tallest). There are some adjectives that are not gradable (e.g. impossible) and can have a qualitative use and a predicative use (e.g. a beautiful picture; The picture is beautiful).

Adjective phrase: It is a phrase that can be the constituent of a noun phrase. It is made up of an intensifier and an adjective. In the noun phrase a very wide road the words 'very wide' constitute an adjective phrase modifying the noun 'road'. The word 'very' is an intensifier.

Adjective clause: It is a subordinate clause in a complex sentence structure. It qualifies the noun in the principal clause. I know the person who came here is a complex sentence consisting of the subordinate adjective clause 'who came here' qualifying the noun person in the principal clause.

Adverb: It is a word that describes or gives more information about a verb (e.g. He ran quickly); about an adjective (e.g. The painting is very beautiful); another adverb (e.g He ran rather slowly) or a phrase (e.g. I live just across

Ans to Q No 2 :

(a) He asked her what she wanted.
She replied that she wanted a fountain pen.

(b) He asked me how my father was.
I replied that he was fine.

(c) The man asked me what I was doing.
I replied that I was waiting for the bus.

Ans to Q No 3 :

(a) The flowers smell sweet.

(b) He was very surprised at the news.

(c) We searched for the lost bicycle.



12.9 MODEL QUESTIONS

Q.1. Give brief answers to the following questions:

i. Correct the following sentences.
(a) He could not come due to illness.
(b) We must preserve our culture at every cost.

ii. Supply tags.
You are a student, _____ ?
They don't visit your place _____ ?

iii. Complete the sentences using appropriate prepositions.
I am not satisfied _____ your explanation.
He has to deal _____ a lot of clients every day.

iv. Rewrite the following sentences using appropriate forms of the verbs.
He (begin) his speech before we arrived.
I wish I (be) dead.

v. Frame sentences with the following idioms.
Put up with
In black and white.
In the long run

Q.2. Answer the following questions.

i. Frame a sentence showing the noun phrase as object complement.

A subordinate clause can be a noun clause, an adjective clause or an adverbial clause.

Syntax: It is the study of sentences and their structure. Therefore, English syntax is the study of sentences and their structures in the English language in terms of phrases, clauses and sentences. These different kinds of units larger than the words are different kinds of syntactic constituents. They are called syntactic constituents because they combine with each other as though they were single indivisible units.

Verbs of perception: There are a group of verbs that are normally incompatible with the progressive aspect of verbs

Word: In grammar, the word is considered to be the smallest unit of a sentence. We say that a sentence is made of words though at times a single word can be a sentence as in: Come. There are different classes of word called word classes. They are also called parts of speech. The following are the nine word classes in English. noun, pronoun, verb, adverb, preposition, conjunction, interjection and determiner.



12.7 LET US SUM UP

In this unit we were introduced to a glossary of the grammar of English. We have learnt that the grammatical concepts need to be related to the structure of sentences. Further, grammatical competence should lead to communicative competence. The general idea is that we do not learn grammar for its own sake but to sharpen our sensitivity to the language that would enable us to use the language in real life situations. Therefore, each of the grammatical concepts to which we have been introduced should be seen in the larger context of language use.



12.8 ANSWERS TO CHECK YOUR PROGRESS

Ans to Q No 1 :

(a) I was doing the work.

(b) The work was done by them.

(c) The puppy was brought from Shillong.

the road). Like adjectives they can be gradable which is done by adding very; there are non-gradable adverbs too (e.g. completely, mainly etc.)

Adverbial: It refers to any word or phrase that functions like an adverb in a clause structure. For example, in the sentence 'He is in the room', the prepositional phrase in the room is an adverbial. Thus, the sentence has an SVA structure.

Adverbial clause: It is a subordinate clause in a complex sentence structure whose function is to modify the verb in the principal clause. For example, the sentence 'When I arrived I went straight to the Principal' contains the subordinate adverbial clause 'when I arrived' modifying the verb in the principal clause.

Affirmative sentence: It is a type of sentence in English grammar that has no markers of negation, that is , it expresses an assertion. The affirmative, also called positive, contrasts with the negative sentence. (e.g. I like fish).

Alternative question: It is a type of question whose answer is to be found in the question itself as in:

Shall we go by bus or by taxi?

Are you coming or not?

Anomalous finites: It is a term used by some grammars to refer to the auxiliaries, the primary auxiliaries and the modals.

Appropriate preposition: The term refers to particular prepositions that are used after certain words such as the ones given below where each of the blanks require an appropriate preposition:

Each of the above blanks can be filled in by a preposition that is appropriate to the situation of the sentences. For example, abide always takes by; absorbed takes in; accede takes to; acceptable takes to.

Article: It is a type of determiner that is used with a noun, which shows whether the noun refers to something definite (e.g. the book) or indefinite (e.g. an apple, a pen). When nouns are used without an article (e.g. Gold is a precious metal) this is sometimes called 'zero article'.

Aspect: It is a grammatical category which deals with how the events described by a verb is viewed, such as whether it is a progressive (e.g. He is reading) perfective, (e.g. He has read the book) or perfect progressive (e.g. He has been reading the book).

Auxiliary verb: Verbs like be, have, do and their different forms when used before a main verb are called auxiliary verbs (e.g. I have read the book). Modals are also treated as auxiliaries.

Base form: The term is used to refer to the main part of a word that does not use any prefix or suffix. The word like is the base form of the words likely, unlike or unlikely.



CHECK YOUR PROGRESS

Q1. Change the voice of the following sentences

(a) The work was being done by me.

(b) They had done the work.

(c) Did you write the letter?

(d) They have brought the puppy from Shillong.

12.4 GLOSSARY : CLAUSE TO DIRECT SPEECH

Clause: It refers to a group of words which form a syntactic constituent. In English, the most central grammatical constituent of a clause is the verb. This verb and all its possible noun phrases, preposition phrases that the verb must occur with, constitute the clause. A clause forms a simple sentence (e.g. I shall not go) or a part of a complex sentence (e.g. If it rains I shall not go) or a compound sentence (e.g. I shall not go but you must go).

Cleft sentence: A cleft sentence is a sentence which has been divided into two parts, each with its own verb, to emphasise a piece of information. Cleft sentences usually begin with an It - clause (e.g. It was John that/who came yesterday). If we want to focus particular attention on certain information in a sentence, we can also use a what clause (e. g. What I need is a good holiday.) Sentences using this pattern are referred to as pseudo-cleft sentences.

Comparative: It is a form of an adjective or an adverb which is used to show comparison between two things in English the comparative is formed with the suffix -er or more (e.g. stronger, more beautiful).

Complement: It refers to that part of a sentence which follows the verb and which thus completes the sentence. The verb is usually the linking verb 'be' in its different forms. The commonest complements are :



CHECK YOUR PROGRESS

Q3. Rewrite the following sentences correctly.

(a) The flowers smell sweetly.

(b) He was very surprised by the news.

(c) We searched the lost bicycle.

(d) No sooner had I reached the station when the train left.

12.6 GLOSSARY : LEXICAL VERB TO WORD

Lexical verb: The term is used to refer to full verbs. These are verbs that can be used as the only verb in a sentence e.g. I work in a school. The primary auxiliaries be, have, do can also be used as lexical verbs. Here are a few examples: (a) She is a teacher. (b) She has a car. (c) She does her work properly.

Lexical word: It is a term used to refer to content word that contrasts with grammatical word or function word. Nouns, verbs adjectives and adverbs are word classes belonging to this category of words.

Modal: Also called modal verbs, modals are a type of auxiliary verbs that contrast with the primary auxiliaries be, have and do. The following are the modals in English: can, could, shall, should, may might, must, will, would, dare, used to.

Pre-determiner: It is an element that occurs before a determiner in a noun phrase. The pre-determiners include: half of, some of, all of, each of, etc. e.g. half of the students in the class, some of the students, most of the countries etc.

Preposition: It is a word class in English referring to a close set of items (e.g. of, in, with, by, at, to, for, on, from etc.) Prepositions are used with nouns, pronouns and gerunds to link them grammatically to other words.

Prepositional phrase: A preposition normally precede noun phrases (or single nouns or pronouns) to form a single constituent structure. The resulting prepositional phrase can thus be described in terms of distribution e.g. their use following a noun as in, the man in the corner.

Subordinate clause: It is a type of clause that is the constituent of a complex sentence and contrasts with the principal clause in the sentence structure.

Gender: It is a grammatical category used for the analysis of word classes displaying contrasts such as masculine (e.g. boy, man, bull, he, etc), feminine (e.g. girl, woman, cow, she, etc), neuter (e.g. child, it etc).

Genitive: It refers to the forms that nouns and pronouns can take to express possessive relationship by means of inflections (e.g. a boy's shirt, a girls' hostel, a tiger's tale, John's book.)

Idiom: It is a term used in grammar to refer to a sequence of words which functions as a single unit. The expression 'blow one's own trumpet' is an idiom. The individual meaning of each of these words do not help us to get the idiomatic meaning of the sequence as a unit.

Imperative: It is a term used in the grammatical classification of sentence types, and usually seen as contrasting with declarative, interrogative and exclamatory sentence types. Imperative sentences are in the form of a command (e.g. Pick up the letter.) or request (e.g. Please close the gate.)

Infinitive: An infinitive is a non-finite form of the verb. It can be a bare infinitive (e.g. I'd rather sit at the back of the room) or it can be a to-infinitive (e.g. I want to sit here.)

Inflection/inflexion: It is a process of adding suffixes to a word. We make plural of a singular noun by adding -s, -es, etc as in book - books, horse - horses. The -s and -es are called plural inflections. Similarly, we make the past tense of a verb by adding past tense inflection -ed, as in played. We make comparative degree of an adjective by adding a comparative degree inflection -er, as in stronger.

Irregular verbs: Irregular verbs refer to a category of verbs that are distinguished from the category of verbs known as regular verbs. Irregular verbs form their past tense and past participle by a change of vowels. The following are a list of a few of the verbs of this category:

Present Tense	Past Tense	Past Participle
begin	began	begun
break	broke	broken
cling	clang	clung

- Subject complement: the complement linked to a subject by a linking verb - She is a teacher.
- Object complement: the complement linked to an object - He made her happy.

Complex sentence: A sentence that consists of a main clause and one or more subordinate clauses is a complex sentence. For example: 'When Franz reached school, the teacher had already started his lessons." In this sentence, the clause 'when Franz reached school' is a subordinate clause while the remaining part is the main clause.

Compound word: It refers to a combination of two or more words which function as a single word. For example self-styled is a compound adjective (e.g. He is a self-styled leader); blackboard is a compound noun (e.g. Please clean the blackboard).

Compound sentence: It refers to the sentence structure that consists two or more coordinate clauses joined by one or more special words called conjunctions such as and, but, either...or. example: ' He worked very hard but he could not pass the examination.'

Conditional clause: It refers to an adverbial clause of condition that begins with an 'if' or an 'unless' or a conjunction with similar meanings, where a state or situation in one clause is dependent on something that may or will happen, and which is described in another clause. For example:

- If it rains, we will not go out.
- Unless you wear a helmet, you cannot ride a bike in the city.

Conjugation: It refers to a way in which a particular verb changes for tense (e.g. past, present and future), person (e.g. 1st person, 2nd person and 3rd person) and number (e.g. singular and plural).

Conjunction: It is a word class that refers to an item or a process whose primary function is to connect words or other constructions. A distinction is made between coordinationg conjunctions (e.g. and, or, but) and subordinating conjunctions (e.g. because, when, unless etc) also referred to as coordinators and subordinators respectively. Certain types of adverbials are often referred to as conjuncts (e.g. however, hence, moreover etc).

Continuous: It is a term used in the grammatical description of verb forms that are handled under the category of aspect. The usual contrast recognised is between continuous and progressive (e.g. I am playing) and non-progressive simple (e.g. I play). The term progressive is preferred to continuous tense which has some degree of oversimplification.

Contraction/ contracted forms: It is a term that is used in the context of fusing a sequence of forms so that they appear as single forms. For example, 'I have' is contracted to 'I've', 'I am' is contracted to 'I'm' etc.

Copula: It is a term used to refer to a linking verb, i.e., a verb that has little independent meaning and whose main function is to relate other elements of clause structure, especially subject and complement. In the sentence 'She is a teacher', the verb 'is' can be called either a linking verb or a copula.

Countability: It is a term used in the grammatical classification of nouns and contrast with uncountability. Countable nouns are those nouns that take the plural suffix. Besides, these nouns can be preceded by articles in a noun phrase construction (e.g. a book). On the other hand uncountable nouns normally do not take plural suffixes (e.g. water, information).

Declarative sentence: It is a type of sentence that is usually seen in contrast with imperative, interrogative and exclamatory sentences. A declarative sentence is a statement. In declarative sentences the normal structures are: SV, SVA, SVO, SVC, SVOA, SVOC, SVOO.

Degree: It is a grammatical category that is used to specify the extent of a comparison between adjectives and adverbs. A three-way contrast of adjectives and adverbs is usually recognised. We use the following three degrees of comparison: positive, comparative and superlative as in strong - stronger - strongest or beautiful - more beautiful - most beautiful.

Determiner: It is a word class in English grammar whose main role is to co-occur with nouns to express a wide range of meanings. The determiners include articles (e.g. a, an, the), possessives (e.g. my, your, his, her), demonstratives (e.g. this, that, these, those), quantifiers (e.g. some, any, much many, little, a little, the little, few, a few, the few) and wh determiners (e.g. what, which).

Direct speech: It refers to speech that is written by using the exact words of the speaker, without any change. The direct speech is put within quotes.

It contrasts with indirect speech where the exact words are modified by the reporting verb, pronouns and adverbs and sentence forms and no quotes are used.



CHECK YOUR PROGRESS

Q2. Rewrite the following dialogue in indirect speech.

(a) "What do you want?" he said to her.
"A fountain pen", she replied.

(b) He asked me, "How is your father?"
"He is fine", I said.

(c) The man said to me, "What are you doing?"
"Waiting for the bus", I replied.

12.5 GLOSSARY : ELLIPSES TO IRREGULAR VERBS

Ellipses : It is a term used in English grammar to refer to a sentence which for reasons of economy or style, is modified by removing a part of the sentence which is recoverable form the context. (e.g. John: When did you come? David : Yesterday.) The complete sentence of David ' I came yesterday' is shortened to provide only the word 'yesterday' which is the new information in this context.

Finite verb: It refers to a type of verb that can occur on its own in an independent sentence (e.g. He bought the book). A finite verb can be modified by tense, number and person. It contrasts with the non-finite forms of the verb which include infinitives, participles and gerunds.

Form: In grammar the term form refers to the structure of a word, phrase, clause or a sentence. We can say that the be verb can have the following forms: am, is, are, was, were. We say that in terms of form or structure, sentences can be simple, complex and compound. The term form contrasts with the term function.

Function: It is a term in grammar that contrasts with the term 'form' to refer to how a grammatical element functions in the language. For example, a noun phrase can function as the subject, object, complement etc of a sentence.