PGJMC (S2)-02

Editing

SEMESTER - 2

JOURNALISM AND MASS COMMUNICATION

KRISHNA KANTA HANDIQUI STATE OPEN UNIVERSITY

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JOURNALISM AND MASS COMMUNICATION

EDITING

DETAILED SYLLABUS

UNIT- 1: CONCEPT OF EDITING **Page 7 – 10**

What is editing? Concept, Definition of Editing

UNIT- 2: NEWS ROOM SET-UP **Page 11 – 17**

News room set-up of news organisation, Role of editiors.

UNIT- 3: BEING A GOOD EDITOR **Page 18 – 30**

Concept and Qualities of a good editor, duties and responsibilities of an editior.

UNIT- 4: NEWS EDITING **Page 31 – 40**

Concept and principles of news editing

UNIT- 5: HEADLINES **Page 41 – 52**

Headline types and styles

UNIT- 6: PHOTO EDITING **Page 53 – 59**

Photo editing – qualitites of a good photograph, cropping and scaling

UNIT- 7: NEWS AGENGY AND EDITING OF AGENCY-COPY **Page 60 – 78**

News agency- concept, role, functions, important news agencies, history, editing were copy

UNIT- 8: EDITING SYMBOLS AND PROOF READING **Page 79 – 89**

Language editing, Language for explaining graphs, charts, maps, proof reading

UNIT- 9: PAGE MAKE-UP AND LAYOUT **Page 90 – 99**

Page layout, page make-up

UNIT- 10: REVIEW AND COLUMN WRITING **Page 100 – 122**

Techniques of writing reviews – writing book review, film review, play review, musical review, column writing

UNIT- 11: GRAMMAR AND USAGE **Page 123 – 177**

Sequence of tenses, voice, narration, punctuation, common errors, vocabulary

COURSE INTRODUCTION

In this course we are going to learn about editing in details. The concept and principles of editing have been discussed in this unit. We have also discussed about the role of editors and news room set-up. Photo editing has also been discussed in this unit.

The course is divided into eleven units, which are as follows –

UNIT- 1: CONCEPT OF EDITING

In the first unit of this course we will introduce you to the concept of editing.

UNIT- 2: NEWS ROOM SET-UP

This unit is going to cover the news room set-up of a news organization.

UNIT- 3: BEING A GOOD EDITOR

This unit focuses on the duties and responsibilities of an editor and his/her functions.

UNIT- 4: NEWS EDITING

The concept and principles of news editing have been discussed in this unit in detail.

UNIT- 5: HEADLINES

In this unit we are going to discuss the various types of headlines and styles.

UNIT- 6: PHOTO EDITING

This unit deals with photo editing and other terms related to it.

UNIT- 7: NEWS AGENGY AND EDITING OF AGENCY-COPY

This unit explains to you the concept of news agencies, their role and functions. Wire editing is also discussed in this unit.

UNIT- 8: EDITING SYMBOLS AND PROOF READING

In this unit you will be familiarized with the editing symbols, their proper usage and proof-reading.

UNIT- 9: PAGE MAKE-UP AND LAYOUT

This unit discusses about editing with respect to design. It emphasizes on page make-up and page layout.

UNIT- 10: REVIEW AND COLUMN WRITING

This unit provides an idea of such important concepts as column writing, types of column, and review writing.

UNIT- 11: GRAMMAR AND USAGE

This unit gives a fair comprehensive idea of different grammatical items including vocabulary.

Each unit of this course includes some along-side boxes to help you know some of the difficult, unseen terms. Some “EXERCISES” have been included to help you apply your own thoughts. You may find some boxes marked with: “LET US KNOW”. These boxes will provide you with some additional interesting and relevant information. Again, you will get “CHECK YOUR PROGRESS” questions. These have been designed to self-check your progress of study. It will be helpful for you if you solve the problems put in these boxes immediately after you go through the sections of the units and then match your answers with “ANSWERS TO CHECK YOUR PROGRESS” given at the end of each unit. This will help you in making your learning more active and efficient. And, at the end of each section, you will get “CHECK YOUR PROGRESS” questions. These have been designed to self-check your progress of study. It will be better if you solve the problems put in these boxes immediately after you go through the sections of the units and then match your answers with “ANSWERS TO CHECK YOUR PROGRESS” given at the end of each unit.

UNIT - 1 : CONCEPT OF EDITING

UNIT STRUCTURE

1.1 Learning Objectives
1.2 Introduction
1.3 What is Editing?
1.4 Definition
1.5 Let Us Sum Up
1.6 Further Reading
1.7 Answers to Check Your Progress
1.8 Possible Questions

1.1 LEARNING OBJECTIVES

After going through this unit you will be able to:

- understand the concept of editing
- define editing

1.2 INTRODUCTION

In a news organization, editing plays a vital role. News reports written in a hurry by reporters have to be checked and improved by a team of editors. These copies are checked for grammar, syntax, facts, figures and sense. Editing is tailoring news items or a news story to the required shape and size using the right kind of expressions and symbols. A copy is edited to highlight the 'news sense' in a story and to bring uniformity of language and style in an issue of a newspaper. Editors look out for certain news values in a copy like proximity, timeliness, prominence, consequence and human interest while selecting a news item for publication. A news item is selected keeping in view its interest to a large number of readers and its impact on them. As you know that we have dealt extensively in unit 4 and unit 5 and also in unit 6 about the concept of editing and principles of editing, so in this unit our main focus is on language editing.

In the editing process, each newspaper has its own set of rules that are enforced. These rules are contained in a small book called the stylebook. The copy editor handling a news copy also has to write the headline for it, using limited words within the allotted space. Similarly, layout editors have to allot space for photographs, maps, charts and graphs to go along with the news items. The language of photo captions, maps, graphs and charts are different from the language used in the text and headline and have to be mastered. A copy editor has to be well-versed in editing symbols to correct the copy, besides, he should be capable of rewriting a poorly written story if it is of interest to the readers.

1.3 WHAT IS EDITING

As you know that editing is tailoring news items or a news story to the required shape and size using the right kind of expressions and symbols, so let us now take a quick recap on editing and its intricacies. On the new desk all incoming news items are sorted by a senior journalist to achieve a balance between news originating within the organisation and those pouring in from outside. In the process, unwanted copies get weeded out. Only copies having news value are selected. These are checked for grammar, syntax, facts, figures, sense and are improved upon and condensed for economy of space. A copy is edited to highlight the 'news sense' in a story and to bring uniformity of language and style.

If you refresh your learning of the previous course, you may recall that news has a number of characteristic elements. Five conventional determinants of news values are:

(i) Proximity : The nearer the origin of news, that is, the closer it is to home, the more is its impact.

(ii) Timeliness: News grows old quickly. The more recent its occurrence, the more worthy it is.

(iii) Prominence: Names make news and newspapers like to use as many local names as possible. News about public figures and celebrities make more, interesting reading.

(iv) Consequence: A reader's interest is aroused if an event or occurrence affects him. He is eager to know how it will affect him and his family. Say for instance a news item on proposed hike in fuel prices.

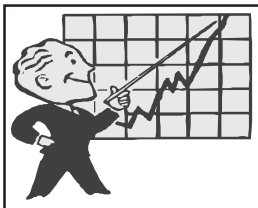
(v) Human interest: Any interesting story about people and their peculiarities make for wider readership.

A news story has to be newsworthy and interest a large member of readers. A story's worth is determined by its impact on the readers. All these factors have to be kept in mind while editing. In the next section, we will discuss about editing from the point of view of language.

1.4 DEFINITION

The Advanced Learner' Dictionary of Current English defines editing as 'preparing,(another person's writing) for publication (especially in a newspaper or other periodical); doing the work of planning and directing the publication of a newspaper, magazine, encyclopedia etc; preparing a cinema film, tape recording by putting together parts in a suitable sequence. '

Prominent American theorist and Editor-at-large of American monthly magazine 'commentary' Norman Podhoretz says 'editing is to improve an essentially well-written piece or to turn a clumsily written one into, at the very least, a beautifully shaped effective essay which remains true to the author's intention and which realizes that intention more fully than he himself is able to do.'



CHECK YOUR PROGRESS

Q.1: What are the characteristics of news ?

_____

_____

Q.2: Define editing ?

_____

_____



1.5 LET US SUM UP

- Editing is tailoring news items or a news story to the required shape and size using the right kind of expressions and symbols.
- Five conventional determinants of news values are proximity, timeliness, prominence, consequence and human interest.



1.6 FURTHER READING

Basic Journalism, *Rangaswamy Parthasarathy, Macmillan India Ltd., New Delhi*



1.7 ANSWERS TO CHECK YOUR PROGRESS

Ans. to Q. No. 1: News has a number of characteristic elements. Five conventional determinants of news values are proximity, timeliness, prominence, consequence and human interest.

Ans. to Q. No. 2: The Advanced Learner' Dictionary of Current English defines editing as 'preparing,(another person's writing) for publication (especially in a newspaper or other periodical); doing the work of planning and directing the publication of a newspaper, magazine, encyclopedia etc; preparing a cinema film, tape recording by putting together parts in a suitable sequence. '



1.8 POSSIBLE QUESTIONS

Q.1: What is editing?

Q.2: Why is editing essential?

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UNIT - 2 : NEWS ROOM SET-UP

UNIT STRUCTURE

2.1 Learning Objectives
2.2 Introduction
2.3 Newsroom Set-up
2.4 Role of editors
2.5 Let Us Sum Up
2.6 Further Reading
2.7 Answers To Check Your Progress
2.8 Possible Questions

2.1 LEARNING OBJECTIVES

After going through this unit you will be able to:

- describe the newsroom set up and the newsroom personnel
- analyze the functions of each person

2.2 INTRODUCTION

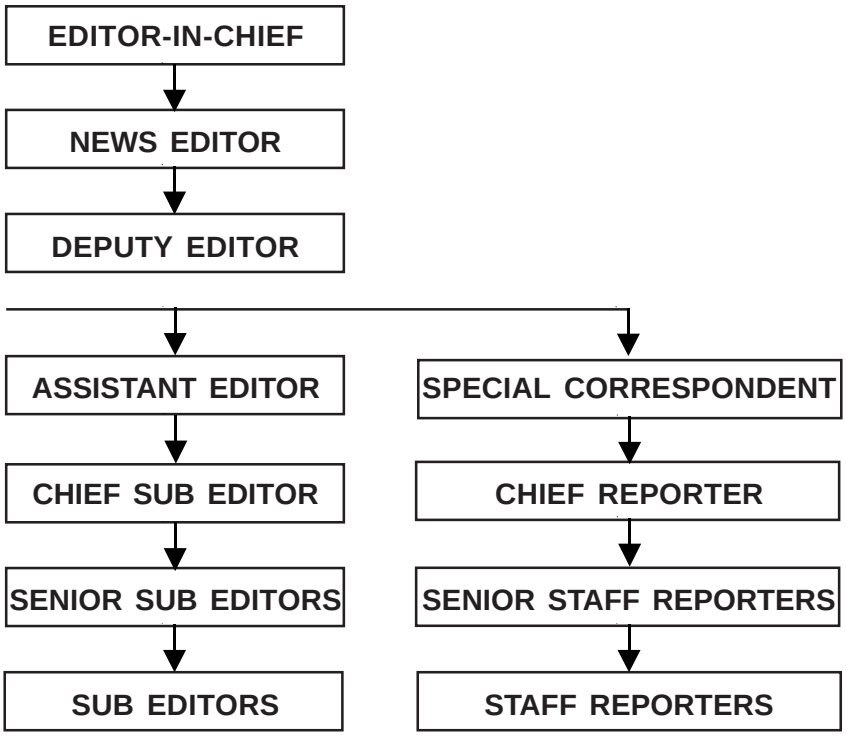
In the previous unit we have discussed the concept of editing. Here, we shall discuss about the news room set up in a news organization, the different editors and the roles played by the editors in the final presentation of news in a newspaper.

2.3 NEWS ROOM SET-UP

The news room is headed by an editor or editor-in-chief or chief editor. The editor-in-chief is the leader of the editorial as well as the reporting team. In addition to the Editor, many news organizations also appoint a Chief Editor, Managing Editor or an Executive Editor to look after important policy decisions of the organization and carry out other important activities that come under the purview of the editor. The person next in line after the editor is the News editor. The News editor is assisted in turn by a number of sub-editors or copy editors. Sometimes there might be senior sub editors

also. There are usually different copy editors for different pages like page 1, sports page, international page, national page, city page, business page, entertainment page etc. There are also different sub editors responsible for different editions of the newspaper and for different supplements. The reporters responsible for different beats report back to the concerned copy editor for their beats.

A flow chart representing the new room set up of 'The Assam Tribune', a leading daily newspaper of Assam, has been provided below for your better understanding.



2.4 ROLE OF EDITORS

The Editor:

It is the editor who is responsible for the entire content of a newspaper. He also takes the responsibilities of planning and directing various operations that are carried out in a day. Being the leader of the entire team of news men, the editor has to shoulder huge responsibilities. He not only has to plan, direct, supervise and take important decisions, but also has to ensure

smooth functioning of different activities in a news organization. He also should be aware of the taste of the readers and shape the content of the paper according to the reader's taste and needs. The image creation of the newspaper is in the hands of the Editor. He should be able to enhance the acceptability, credibility and popularity of the paper and contribute towards increasing the readership base of the newspaper. The editor also writes the editorial for the newspaper through which he needs to reflect the editorial policies and ensure respectability of the paper among the masses. The editor has to strive to create and enhance the newspaper's brand loyalty among its readers and often decide the paper's editorial policy keeping this factor in mind. (Editorial writing has been explained in details in Course 5 of your BMC programme.)

The News Editor:

The News Editor plays the most important role in the shaping of a newspaper after the editor. A News Editor's responsibilities are quite important as he or she is supposed to be in the overall charge of making sure that no important item is missing from the newspaper or the bulletin at any cost. He or she is also responsible for maintaining a steady and continuous flow of up-to-the-minute news items. He must get the best out of the news agencies and his own correspondents and see that they do not miss an important news. He has to coordinate the activities of the newspaper in its various sections like reporters, the different news desks and the picture and feature departments. Usually, this position is reserved for someone with long years of experience and a lot of 'connections and sources' in the field of news gathering. This is because he or she bears the ultimate responsibility for adequate coverage of all important news items.

The News editor must be able to spot an interesting news item when others may have failed. Then again, even if the reporters or other journalists of that organization miss anything of importance, it is the responsibility of this person to spot it and instruct his or her colleagues for getting the news out from the potential sources. A person in this position has to be literally 'on his toes' round the clock as anything may break out at any moment of the day. He must also keep a watch on what appears in the rival newspapers and

evaluate the performance of his newspaper in relation to those newspapers. The news editor has to play the role of the eyes and ears of the Editor and act as a liaison between him and the newsroom.

Sub-Editor / Copy-Editor:



Deadline :
The stipulated time during which the assigned work should be finished at all accounts by the professionals.

The sub-editor or the copy editor is by far the most hard- working person in a newspaper. It is the sub-editor through whom all news, articles and features meant for the newspaper passes and it is the job of the sub-editor to sift through all the material, discard unnecessary copy, select important and relevant matter and finally edit the copy to create the readable and publishable news content. The sub-editor has to rewrite defective passages, reduce lengthy reports to precise matter, and write proper headlines and leads. The sub-editor has to be well versed with the newspaper's style book and ensure that every news report fits this prescribed style. The sub-editor must have the stamina and the speed to be able to meet **deadlines**. The job of the sub-editor can be summarized in the following points:

1. He reads the story for clarity of language and meaning and rewrites whenever necessary.
2. He shortens the story while retaining the essentials and maintaining consistency.
3. He combines several reports from different sources to produce a single intelligible report.
4. He corrects grammatical mistakes and implements the house style.
5. He checks for errors of facts and figures.
6. He checks for legal errors like **libel**, contempt of court etc which could land the newspaper in trouble.
7. He adds important background information to place the story in a context.
8. He writes headlines and sub-headlines, when necessary,



CHECK YOUR PROGRESS

Q.1: Who heads the editorial department in a newspaper organization?

_____

_____

_____

Q.2: Explain the role of the following persons:

a. Editor

_____

_____

_____

b. News Editor

_____

_____

_____

c. Sub-Editor

_____

_____

_____



ACTIVITY 2.1

1. Take an appointment with the editor of a local daily. Find out from him what duties he has to perform. Also find out from him the newsroom structure of the newspaper and the functioning of the editorial department.



2.5 LET US SUM UP

Let us now have a quick recap of what we have learnt in this unit:

- The editorial department consists of both reporting desk and editing

desk and is headed by the editor. The editor is the ultimate decision - maker, guide, coordinator, and motivator and he is responsible for all the content of a newspaper.

- Editorial team is headed by the editor followed by the executive editor, assistant editor(s), deputy editor, news editor, senior sub-editors, and sub-editors. They all have specialized role to play and help the news-paper achieves its aims and objectives in the finest possible way.



2.6 FURTHER READINGS

1. **Essentials of Practical Journalism**, *Vir Bala Agarwal, Concept Publishing Company, New Delhi*

2. **Basic Journalism,** *Rangaswamy Parthasarathy, Macmillan India Ltd., New Delhi*



2.7 ANSWERS TO CHECK YOUR PROGRESS

Ans. to Q. No. 1: The Editor

Ans. to Q. No. 2: a) The Editor: The editor is responsible for the entire content of a newspaper. He also takes the responsibilities of planning and directing various operations that are carried out in a day. He not only has to plan, direct, supervise and take important decisions, but also has to ensure smooth functioning of different activities in a news organization.

b) The News Editor: The news editor is responsible for maintaining a steady and continuous flow of up-to-the-minute news items. The News editor must be able to spot an interesting news item when the others may have failed. Then again even if the reporters of other journalists of that organization miss anything of importance it

is the responsibility of this person to spot it and instruct his or her colleagues to get the news out from the potential sources.

c) The Sub - editor: All news, articles and features meant for the newspaper pass through the sub-editor and it is the job of the sub-editor to sift through all the material, discard unnecessary copy, select the important and relevant matter and finally edit the copy to create readable, publishable news content. The sub-editor has to rewrite defective passages, reduce lengthy reports to precise matter, and write proper headlines and leads.



2.8 POSSIBLE QUESTIONS

Q.1: Describe the newsroom set up in a news organization

Q.2: Explain the role of the different editorial staff in a news organization?

*****

UNIT - 3: BEING A GOOD EDITOR

UNIT STRUCTURE

3.1 Learning Objectives

3.2 Introduction

3.3 Concept of a Good Editor

3.4 Qualities of a Good Editor

3.5 Duties and Responsibilities of an Editor

3.6 Ethics of an Editor

3.7 Let Us Sum Up

3.8 Further Reading

3.9 Answers to Check Your Progress

3.10 Possible Questions

3.1 LEARNING OBJECTIVES

After going through this unit you will be able to:

- define whom editor is in a newspaper
- analyze the concept of being a good editor
- explain the qualities of a good editor
- discuss the duties and responsibilities of an editor

3.2 INTRODUCTION

Though there is a boom of electronic and new media, still in this 21st century, the popularity of print media, especially the newspaper does not fade out. The sole responsibility goes to the employees of the organization. Along with others, the editor plays a very delicate role there. In this unit you will learn about the concept of a good editor. Here we would like to introduce to you the various qualities, duties and responsibilities of an editor.

3.3 CONCEPT OF A GOOD EDITOR

Field Marshal's Baton very wisely explained 'who is the editor' in his Knapsack (cited by MV Kamath in Professional Journalism)-

He is not, as is commonly believed, the man who writes the editorials. He is the man, who conducts the newspaper. Usually at the bottom of the last page of every paper, is what is known as the Imprint Line. The Imprint Line is mandatory and pins responsibility on what goes into print, on the men who bring out a daily. Let us take an example of the Imprint Line of The Assam Tribune:

'Printed and published by Ganesh Ch Das on behalf of Assam Tribune Pvt Ltd at the Tribune Press, Tribune Buildings, P:O- Assam Tribune……Editor: Prafulla Govinda Baruah'.

So it is clearly explained that if the newspaper in any way contravenes the law, the men responsible- the editor, the printer and the publisher- can easily be identified and located and will have to obey the court's summons. The editor's chair in the circumstances is not necessarily a comfortable one. The man, who occupies it, does not have an easy job to perform. He bears a heavy responsibility and often has been called upon to pay a heavy price in discharge of that responsibility.

Let us have a look on some factors for being a good editor.

1. Knowing the employees

The editor must be good at grammar and spelling. It's not that he/she has to be perfect at it, not just okay, not just decent, actually good. If he looks material up every five minutes to see what is correct, he is not going to be competent enough to get the job done in the actual world. He must know the quality and capacity of his colleagues.

2. Organizing capacity

An editor gets used to hectic schedules. He always has a deadline to meet, and often-times, the continuance of production relies solely on him. If he does not get work done on time, the rest of the team cannot, and that means publication is delayed. It is a lot of pressure, but the upside to it is that he has constant motivation. So those who do well under pressure could easily excel at this.

3. Communicate with everyone involved

As with pretty much every business, a lack of communication will quickly cause the entire building and staff to burst spontaneously into flames.

Sometimes it does cause a tremendous amount of stress, unnecessary mistakes, and wasted time. It is vitally important that the editor maintains proper communication with the author of the piece at all times.

4. Double-check work

Double-check work sounds annoying, but it makes for a lot fewer headaches down the road. As an editor, he will be expected to catch as many mistakes as possible so that they can be corrected before any production actually takes place. If he lets a big enough error slip through, there could be some major problems down the road.

5. Keep it simple

There may be some jargons in the piece of writing that he will get in editing. So when he is going through a piece and making suggestions, that should be understood by everyone.

6. Suggestion match the piece

Editor's comments should do the piece justice. Every author and every piece may be completely different. Everyone has a unique way of writing, and everyone is at a different level. So, likewise, he needs to hone the suggestions so that they match the piece he is working on.

7. Balanced professionalism

Many editors start out by editing their friends' pieces, and there is nothing wrong with that. In fact, it is a great way to get experience without running the risk of losing a client, money, or be defamed. But while doing the job as an editor, he must remember that he is doing just a job. When an author hands their piece over to an editor, they are essentially giving away their own creativity. It is important that he should be polite and tactful when giving input about the piece. However, one of the most crucial factors in good editing is *honesty*. If he cannot be honest, he would not make a good editor. The author is relying on him to spot things that they missed themselves. And he cannot just gloss over that. A mistake is a mistake. But it's all about how he approaches the mistake that determines the outcome of the piece and the continued relationship between author and editor.

8. Enjoy the job

Sometimes the job- editing demands more patience for the concerned person. So if he is not enjoying the job that can affect the perfection of the job.

3.4 QUALITIES OF AN EDITOR

The editorship is not a bed of roses and has never been. Easy as his life may seem, he works under all manners of pressures and not all necessarily coming from the management. Because it is the final responsibility in bringing out the paper he has to bear the brunt of wrath whether of advertisers or existing governments.

So, to run the organization smoothly, editor needs a few qualities-

- He should be well read
- He should have strong current affair knowledge.
- He should know the readers' interest, of the circulation area
- He should have an analytical mind
- He should have the capacity to visualize the story developing idea as well as its impact on the readership.
- He should have the idea on news production
- He should have an eye for accuracy and authenticity of news
- He should have the readership quality and comprehensible capacity
- He should have a good grasp of press laws
- He should have command over language, as many as possible, along with the writing skills
- He should have the quality to organize and manage his institution
- He should have an infinitive capacity for taking pains and doing hard work. Develop ability to persuade people by cogent reasoning
- He should be honest, hard working and sincere to his job
- He should have the quality to research into the public opinion, attitudes and expectations
- He should be able to establish and sustain a two way relationship among the employees, management and the target audience

- Taking care of the organizational house policy, interest, profit, he should also have the capacity to maintain his social responsibility
- He should have the capacity to take immediate decision if required
- He should be witty and wise
- He should have far sightedness
- He should have tremendous will power
- He should have the capacity to manage the crisis situation and to uphold the team spirit at that particular time



CHECK YOUR PROGRESS

Q.1: Define Editor.

_____

_____

Q.2: What are the three basic qualities of an Editor?

_____

_____



ACTIVITY 3.1

1) Take interview of the Editor of a regional daily newspaper. Identify his qualities and prepare a report.

3.5 DUTIES AND RESPONSIBILITIES OF AN EDITOR

B.N Ahuja explained the image of an editor in his book 'Editing' very nicely. According to him, editor plays a dynamic role. There were a few newspapers, where the editor was regarded as a potentate who ruled by the force of his personality and was a terror for his opponents. The editorial board of a large newspaper carried more power, as it does now. Present day newspapers are more led by the public opinion than they lead it. The reason is that a newspaper has become a commercial organization. The editor, in order to maintain and increase the circulation, has to compute the public mind and express opinions in the light of popular trends prevailing

from time to time. Editors give out ideas and opinions on current issues after gauging the public mind. The individual opinions of an editor are subject to all the views of his colleagues, correspondents and members of the editorial board. No newspaper allows one man control, how-ever intelligent the editor may be.

.The eventual success of a newspaper organization's public and media relations efforts depends mainly on how often news releases are issued and, more importantly, how often the news they contain is selected to run. The latter decision is in the hands of a person whose title is usually *editor*.

The newspaper editor's job varies in small and big newspapers. In a regional or a newspaper restricted to certain areas, they should assume overall responsibility for the content, accuracy, authentication and verification of news, management of their staff. An editor's job in a leading newspaper involves mainly dealing with the staff of journalists and meeting deadlines. It includes many jobs like selecting, condensing, correcting, verifying and reorganization of data from various sources and help in the day to day printing of the newspaper.

Let us have a look on the duties and responsibilities of an editor very briefly-

- Have to sometimes work closely with editors and journalists depending upon the situation and at untimely hours. He also decides their work-schedule and assignments.
- Should have a clear knowledge of the public opinion and know the pulse of the general public.
- Responsible for the main headlines of the newspaper. They should have a clear view of the viewers' likes/dislikes and the news which are popular according to the current events.
- Should take decisions in the placement of articles and selection of photographs according to the incident/happening.
- May write once in a while, based upon a specific topic upon their opinion which is known as op-ed pieces or on a particular event.

The editor is a very important ally in public relations. The editor (whose title might also be *managing editor* or *editor-in-chief*) has overall responsibility for the publication's content. Below him or her, depending on the periodical's size, are subject editors who are assigned to specific beats (often called "departments"). These editors oversee the content for their departments. Sometimes each editor has additional staff, such as reporters, freelancer writers, photographers, copy writers, copy editors, etc.

The information contained in news releases is the primary source of information for most editors. Newsworthy releases are selected and edited or worked into an article. The selected releases are the lucky ones; most never see the light of day. When you consider that the editor at a daily publication receives upwards of 500 news releases on any given day, gauging the statistical possibility of an individual release being picked up for coverage is easy.

Newspapers don't mean just the regular daily newspapers targeted at the general public. There are special-interest newspapers for business, computers, information technology, telecommunications, and other fields. The specialty papers may run weekly instead of daily, but, like their daily counterparts, they are primarily news-driven rather than feature-driven (which is more the case with magazines).

Newspaper editors reject many more releases than they use. The larger the paper's circulation or the more active the area being covered, the more releases the editor has to sort through.

Most newspapers have a space budget, which is not to be confused with a financial budget. The space budget consists of the total number of pages printed, divided between advertising and news articles. Advertisements are the lifeblood of a newspaper; ads consistently provide the largest portion of income. The ads must be accommodated first, after which the issue's remaining space is allocated to specific stories and departments by the key editors.

The selection of news releases to cover is based on the editor's personal and professional judgment. The main factor in that judgment can be summed up in a single word: "newsworthiness". Unfortunately,

newsworthiness is defined by individual editor's opinions. Newsworthy stories are generally those that offer the most information with the most urgency to the most people.

If a news release issued on a particular day is not covered in the following day's paper, this does not mean the news will not appear at all. Releases not considered newsworthy enough to appear in a weekday edition may be suitable for the weekend paper, where there is more room and less emphasis on breaking news. Even if a news item is selected for use, the article may still get pulled at the last minute. Perhaps an advertiser cancelled a large insert just prior to deadline, necessitating a layout change, or a big story emerged late in the day. When this happens, more expendable news is sacrificed.

Other than these, there are a few very significant responsibilities laid on the editor's shoulders-

Working with Reporters

With the assistance of supporting editors, the editor of a publication entrusts reporting duties to the writers who are assigned to a certain beat. Although the editor knows what each beat requires, the editor's place is to ensure that all aspects are reported on fairly. When reporters miss an important story on their beat, the editor steps in to make sure the story is completed. The editor also works closely with reporters on special story assignments and enterprise pieces.

Knowledge of the Law

Editors usually have the final say in what stories, photos and graphics are run in a publication. The duty of the editor in this role is to ensure that laws are not violated through the use of the above-mentioned materials. Monitoring content for copyright, slander and libel infringements fall under the editor's jurisdiction. In addition, editors must understand when it is acceptable for reporters to file a motion with the state's Freedom of Information office.

Organization Counts

The tasks assigned to an editor require an individual who is able to handle multiple duties effectively at the same time. An editor is an

administrator and coach who helps subordinates tackle questions related to their jobs. In smaller publications, the editor's job and duties spread beyond the newsroom, which will require a greater amount of multitasking. Editors who also serve as publisher exhibit knowledge in areas of circulation, advertising sales and production.

Part of the Team

Under normal circumstances, the editor is the representative for the editorial department in situations such as planning meetings with other publication department heads. As strong editor is one who will not buckle under pressure. Editors will always go to bat for their staff members. Since editors must possess a strong reporting, writing and editing background, editors must be willing to fill in when reporters, assistant editors or copy desk members are unable to perform their jobs.

Setting a Trend

Editors must monitor changes in the field and media management. Editors often attend workshops and conferences to acquire knowledge of what is new in the field. An effective editor will understand what worked 10 years ago in the field may not apply anymore. In today's web-based world, the editor must thoroughly understand how to merge the print and online publications to serve its readers. Publications that fail in this area will not survive tough markets.

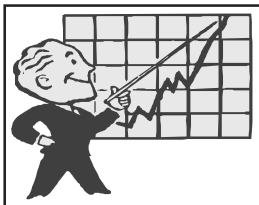
3.6 ETHICS OF AN EDITOR

The editor is a person who edits. An editor supervises the reporters and improves his reports for publication. An editor also plans about what to report, how to cover and the relative importance to be given to each story. In a newspaper, the top post is that of a Chief Editor. The Chief Editor or Editor heads all departments in a newspaper and is in charge of the overall supervision. Next to this post, there are managing editors. For assisting him, there are assistant managing editors or deputy managing editors. Then there are news editors. They are directly in charge of the news desks. The desk is the place where reports are edited and sent for printing. Under the news editors are chief sub-editors or desk chiefs. Once the news editor

selects the reports to be published, the desk chief gives that to sub-editors under him to polish, correct, edit, put a headline, select the type phase and add pictures or graphs if required. This is the main process of editing. Modern newspapers have editors for every section. The sports editor looks after sports news. The feature editor looks after the features section. Picture editors are in charge of photographers. Like that business editors look after business news. Then there are city editors who are in charge of the local areas. In big cities they are called metro editors.

The duty always demands the ethics of the concerned profession. Here we would like to discuss briefly the ethics of editorial duties and responsibilities.

Press freedom is a word that is commonly used. By this, we mean the right to publish news without any restriction or control. But this does not mean that anything about anybody can be published. There are certain rules of conduct or principles of morality which we have to follow while reporting. The editor should check and verify that the news which he publishes is correct, accurate, and factual. He should not publish anything that is misleading, inaccurate, defamatory, vulgar or obscene. Media should not intervene into the privacy of individuals. Also media should not report anything that harms national interest. The government of India has passed from time to time several Acts connected with the press and press freedom. The Press and Registration of Books Act 1867 is the oldest among them. According to this Act, every newspaper or magazine printed in India shall print the name of the printer and publisher and the place of printing in the publication. If a report published in the paper defames the reputation of a person, that individual can file a defamation case in the court of law. The editor, printer or publisher is liable to be punished either individually or jointly.



CHECK YOUR PROGRESS

Q.3: What is the key responsibility of an editor?

_____

_____

Q.4: Do you think the Editor should have knowledge of the law?

_____

_____



ACTIVITY 3.2

1) Visit a regional daily newspaper office and prepare a chart on the hierarchy of editorship. There you also try to make a report on the duties of the Chief Editor of that newspaper.



3.7 LET US SUM UP

In this unit you have learnt the concept of editor, his qualities, duties, responsibilities, etc. Let us now have a look some of the important points:

- The editor is a person who edits. An editor supervises the reporters and improves his reports for publication. An editor also plans about what to report, how to cover and the relative importance to be given to each story.
- In a newspaper, the top post is that of a Chief Editor. The Chief Editor or Editor heads all departments in a newspaper and is in charge of the overall supervision. Next to this post, there are managing editors. For assisting him, there are assistant managing editors or deputy managing editors.
- Then there are news editors. They are directly in charge of the news desks. The desk is the place where reports are edited and sent for printing. Under the news editors, are chief sub editors or desk chiefs.
- Once the news editor selects the reports to be published, the desk chief gives that to sub editors under him, to polish, correct, edit, put a headline, select the type phase and add pictures or graphs if required. This is the main process of editing.

- Modern newspapers have editors for every section. The sports editor looks after sports news. The feature editor looks after the features section. Picture editors are in charge of photographers. Like that business editors look after business news. Then there are city editors who are in charge of the local area. In big cities they are called metro editors.
- The responsibility of the editor highlights a few factors like - enjoy the job, balance professionalism, suggestion should match the piece, keep it simple, double-check the work, communicate with everyone involved, organizing capacity and knowing the employees.



3.8 FURTHER READING

1. **Professional Journalism** - *MV Kamath, Vikas Publishing House, New Delhi*
2. **Hand Book of Journalism & Mass Communication** - *Virbala Agarwala and V S Gupta, Concept Publishing Company, New Delhi*



3.9 ANSWERS TO CHECK YOUR PROGRESS

Ans. to Q. No. 1: The editor is not, as is commonly believed, the man who writes the editorials. He is the man, who conducts the newspaper. Editor is the person who is responsible for the overall newspaper.

Ans. to Q. No. 2: The three basic qualities of an editor are :

- He should be well read
- He should have strong current affair knowledge.
- He should know the readers' interest, of the circulation area

Ans. to Q. No. 3: The key responsibility of an editor is to maintain and increase the circulation, to compute the public mind and express opinions in the light of popular trends prevailing from time to time.

Ans. to Q. No. 4: It is necessary for the editors to possess knowledge of law. Editors usually have the final say in what stories, photos and graphics are run in a publication. The duty of the editor in this role is to ensure that laws are not violated through the use of the above-mentioned materials. Monitoring content for copyright, slander and libel infringements fall under the editor's jurisdiction. In addition, editors must understand when it is acceptable for reporters to file a motion with the state's Freedom of Information office.



3.10 POSSIBLE QUESTIONS

Q.1: Do you think a reporter can be the editor one day? Give briefly three reasons.

Q.2: What are the key qualities of an editor which are not required in a reporter?

Q.3: Briefly write an essay on 'editor's job'.

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UNIT - 4 : NEWS EDITING

UNIT STRUCTURE

4.1 Learning Objectives

4.2 Introduction

4.3 Concept of News Editing

4.4 Principles of Copy Editing

4.5 Let Us Sum Up

4.6 Further Reading

4.7 Answers To Check Your Progress

4.8 Possible Questions

4.1 LEARNING OBJECTIVES

After going through this unit you will be able to:

- define news editing
- explain the principles of news editing

4.2 INTRODUCTION

In this unit we will discuss the final stage of processing of news, i.e., editing. This unit willl introduce you to the concept of news editing.

A person enters the journalism profession either as a reporter or as a desk person. While reporters are responsible for the collection of news, the responsibility of selection and arrangement of news lies with the editorial team. In this unit we will discuss this chunk of people who comprise the editorial desk and their job which we call ‘editing’.

Here, we shall discuss what is news editing, why editing of news is necessary and what principles are to be followed while editing news.

4.3 CONCEPT OF NEWS EDITING

In order to understand the term ‘editing’, we first need to know what we are editing, and why we are doing so. If you think properly, you will realize that all we edit is information. Every information or communication is edited

for effect, so that they are better expressed and consequently, better understood. The information can be for publication or for broadcasting. It can be the content of a book, a magazine, a newspaper in case of print media. And in case of electronic media, it can be the content of radio, television, cinema or a website.

The Advanced Learner' Dictionary of Current English defines editing as 'preparing,(another person's writing) for publication (especially in a newspaper or other periodical); doing the work of planning and directing the publication of a newspaper, magazine, encyclopedia etc; preparing a cinema film, tape recording by putting together parts in a suitable sequence. '

Prominent American theorist and Editor-at-large of American monthly magazine 'commentary' Norman Podhoretz says 'editing is to improve an essentially well-written piece or to turn a clumsily written one into, at the very least, a beautifully shaped effective essay which remains true to the author's intention and which realizes that intention more fully than he himself is able to do.'

Here, in this unit, we shall discuss editing only in the context of print media journalism, i.e., we shall discuss news editing in print media. Many people misunderstand the term editing. They think that editing is only removing the typographic mistakes in a text. But news editing is certainly a lot more than this. As veteran journalist Dasu krishnamoorty puts it, 'Editing is a whole concept around which a message is conceived, perceived, designed and communicated.'

It is a chain of activities that starts with the assigning of beats to the reporters and culminates in the final publication of the newspaper. News editing is all about building bridges with mass audiences by eliminating blocks in that process. Editing makes the copy suitable for publication.

The exercise of editing, especially in print media, can broadly be divided into four stages:

- Conceptualisation and planning
- Visualisation
- Dummy Preparation
- Handling of copy

Of the four stages, the most exhaustive stage is the fourth stage, i.e., handling of copy. It involves the following:

1. Selection of news items
2. Cutting and pruning
3. Removal of mistakes
4. Rewriting when necessary
5. Headlining

Newspaper offices receive news from various sources. Reporters and correspondents are positioned at various important places by the organizations for the purpose of collecting news. The newspaper offices also receive a bulk of news from different news agencies whose task is to supply up-to-date information round the clock. Then, there are other sources as well, from where the newspaper offices get the information. The volume of incoming news items far exceeds what can be actually accommodated in the newspaper and not all of these are truly newsworthy. Therefore, the first activity, i.e., selection, is basically a gatekeeping process. It involves sifting through the entire incoming news items, i.e., the copy and sorting out the newsworthy stories in accordance with the newspaper's editorial policy.

The second, third, fourth and fifth stages together form what is popularly known as copy editing. It includes cutting the news, tailoring and shaping them for publication. It also includes checking for inadequacies in grammar, syntax, facts and figures and, of course, news sense. It is also the job of the copy editor to cross-check facts. If required, corrections are made and at times the story is even rewritten. Finally, the news report is topped with a suitable headline. (Headlining has been discussed in detail in the next unit).

In a publication house, copies are filed by different reporters with ununiform writing skills. Therefore, an important function of copy editing is to bring uniformity of language and style in conformity with the stylebook, so that readers get a uniform reading experience.

The desk people are highly skilled in carrying out this specific job of editing. They sit at the desk or in the office and work in shifts. Their role is

very specialized and demands immense creativity and concentration. It is because of their contribution that news becomes worthy of publication. They scan through all the news items, select the ones that are newsworthy and relevant for their readers, look for factual and qualitative errors, correct them, cut them to fit into the limited space without tampering the actual meaning of the news and finally give the news the shape and style that is followed by their newspaper. Therefore, the newsroom is the hub of the entire activities, and the Editorial Desk (also known as the Editorial Department or Copy Desk or News Desk) is the nerve centre of a newsroom.



CHECK YOUR PROGRESS

Q.1: Define the term editing.

_____

_____

_____

Q.2: What are the four stages of news editing?

_____

_____

_____



ACTIVITY 4.1

1. Visit a local newspaper office and collect unedited news copies filed by reporters. Identify the flaws in the copies and make a note of them. Now, edit and if necessary edit the copies according to your own understanding.

4.4 PRINCIPLES OF COPY EDITING

In the previous sections, you have received some basic idea about what editing is, who constitutes the editorial team and what is the role of

each person. Let us now study the basic principles of editing. We shall begin with the principles of writing headlines.

Headline:

Headline writing is perhaps the most difficult part of news editing. Most stories come without a proper headline, and providing the appropriate headline which not just truly represents the story, but also catches the eye of the reader is indeed a challenge. While explaining the story accurately, the headline must also fit into a limited space. Some copy editors approach headline writing by looking for a key word or two that expresses the high point of the story. Then they add other words until they have a headline. Other copy editors begin by forming a sentence that contains the essential elements of the story. Then they edit out excess words (adverbs, adjectives, articles, and so forth) and minor details until all that is left is a well-tailored headline that tells the story's essentials.

A headline has to be appropriate not just in terms of sentence construction or being suitable for the news story, but even from the point of view of typography and layout considerations. And it is the copy-editor's responsibility to ensure this. Earlier, during the period of **letterpress printing**, headlines had specific word counts and had to be written and sized keeping in mind the availability of space. However, with the changed scenario of computerized newsroom, the editor is no more faced with such constraints.

We have already discussed the basic rules for writing headlines in the previous unit 'News Writing'. Here are a few more simple points for editors to keep in mind for writing satisfactory headlines:

- It must be appropriate
- It must tell a story
- It must conform to the paper's standard
- It must not just be a label
- It must not commit the paper to an opinion



Letterpress printing:
A method of printing which uses metal type that contacts or presses the paper directly. In this method, printing area is above the non-printing area. Presently it has been replaced by modern printing technology and is almost obsolete.

Lead:

As discussed in the earlier units, the 'lead' is written in an inverted pyramid style, accommodating the most important points in it followed by the lesser important details. No matter how the reporter has written the copy, the sub-editor handling the copy has to arrange the lead in that manner after extracting the main points of the news. The lead should contain all the 5 W's and 1 H that we have discussed in the previous unit. But in case of a major story when it becomes difficult to club all the W's and H, then at least the lead should answer what, when and where. The rest of the elements should be dealt with in the subsequent paragraphs.

In writing the lead, the copy editor has to keep in mind the economy of words. Ideally a lead should not contain more than 30 to 35 words and each sentence should not exceed more than 15 words.

The lead should be short, crisp and precise. It, however, does not mean that the lead should be devoid of facts. The lead should contain limited words within which the most important facts should be carried. Ideally the lead should give the summary of what has happened in a nutshell. The reader should get the entire information in the lead itself, at least the crux of the story. It enables the hurried readers to get the main essence of the story in the first paragraph, without needing to go further. This kind of lead which summarises the story is called the **summary lead** or **news lead** or **multiple element lead**.

A short lead, telling all the vital points, using simplest possible words and maintaining the order of importance, is the key to the success of a story.

Apart from the normal summary lead, the copy editor can also, make use of different other kinds of lead for special impact in case of certain stories. For instance, the **narrative lead** (also known as descriptive lead or picture lead) can be used in order to attract the reader's attention by drawing a vivid picture of a particular situation, place, person, object or unusual phase of action that the story may deal with. Again, if in a news story, the time element consists of fast action or the intervals are separated by a series of related events, which needs to be emphasized, then the **staccato lead** can

be used. It consists of several small broken sentences punctuated either by periods or dashes.

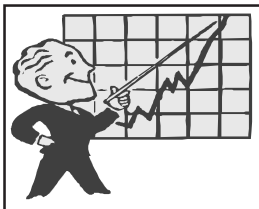
Again if the news story deals with a situation that presents some kind of contrast, say a contrast between the present and former situations, two people or say, between two events happening in two different places, then the **contrast lead** can be used. Sometimes, the lead can start with a question **(question lead)** and sometimes the reader can be directly addressed in the lead **(directly addressed lead)**. While reporting important speeches or public statements by important people, the lead may begin with a quote. This is called **quotation lead**. So, in this way, different types of leads can be used to enhance the impact of the story.

Body:

The body elaborates what has been established in the lead. Points which have not been accommodated in the lead are elaborated in the body. Mostly the body deals with the element of 'how'. But while constructing the body the sub editor should remember that he maintains the logical order of facts in the body. Or in other words he has to follow the inverted pyramid style of news writing. In case of features, on the other hand, the pyramid style is used. (You will learn more about feature writing in Course 5 of your BMC programme.)

Conclusion:

As mentioned earlier, a hard news story does not have a conclusion. Mostly, in case of soft news stories the conclusion is an essential element. Nevertheless, in the conclusion part the sub editor should weave out the vital points of the entire story and give a suitable conclusion.



CHECK YOUR PROGRESS

Q.3: What are the four composing elements of a news report?

_____

_____

_____

Q.4: What are the qualities of a good headline?

_____

_____

_____

Q.5: What are the points to be kept in mind while editing the lead?

_____

_____

_____



ACTIVITY 4.2

1. Take 10 headlines from a newspaper. Analyses whether the headline actually fits the news item? Do you think the headlines could have been improved? Write your own headlines to suit the news stories.



4.5 LET US SUM UP

Let us now have a quick recap of what we have learnt in this unit:

1. Editing involves cutting, cropping, shaping, checking for grammatical errors, sizing etc. Every media organization keeps an army of people to render this specialized job of editing. They are called as the desk people or subbing people etc. The desk is also referred to as the newsroom.
2. In the editing process the news are first scanned for news worthiness by the desk. The selected news items are then checked for factual and grammatical errors.
3. The hurried reporters in the pursuit of meeting deadlines are bound to make mistakes which needs proper corrections in terms of facts, figures, grammatical mistakes such as sentence construction, usage of words, punctuations etc.
4. Most of the times the desk looks for redundancies and clutter in the news copy. Moreover stories are trimmed in order to fit into the space available.



4.6 FURTHER READING

1. **Essentials of Practical Journalism**, *Vir Bala Agarwal, Concept Publishing Company, New Delhi*
2. **News Writing,** *George A. Hough, Kanishka Publishers & Distributors, New Delhi*
3. **Basic Journalism,** *Rangaswamy Parthasarathy, Macmillan India Ltd., New Delhi*



4.7 ANSWERS TO CHECK YOUR PROGRESS

Ans. to Q. No.1 : Editing is the process of cutting the news, tailoring and shaping them in order to make them worthy of publishing in the newspapers.

Ans. to Q. No.2 : The four stages of news editing are:

a. Selection of news
b. Evaluation of quality of content
c. Correction and rewriting
d. Final checking to remove redundancies and bringing uniformity of language and style.

Ans. to Q. No.3 : The four composing elements of news are – headline, lead, body and conclusion.

Ans. to Q. No.4 : The qualities of a good headline are:

a. It must be appropriate
b. It must tell a story
c. It must conform to the paper's standard
d. It must not just be a label
e. It must not commit the paper to an opinion.

Ans. to Q. No.5 : The points to be remembered while editing the lead are:

a. It should be written in inverted pyramid style

b. It should contain the most important of the 5Ws and H

c. It should not be more than 30 – 35 words

d. It should be kept short, crisp and informative.



4.8 POSSIBLE QUESTIONS

Q.1: Briefly describe the different stages of editing.

Q.2: Discuss the principles of copy editing.

*****

UNIT - 5 : HEADLINES

UNIT STRUCTURE

5.1 Learning Objectives

5.2 Introduction

5.3 Headline types and styles

5.4 Let Us Sum Up

5.5 Further Reading

5.6 Answers To Check Your Progress

5.7 Possible Questions

5.1 LEARNING OBJECTIVES

After going through this unit you will be able to:

- describe the different types of headlines.

5.2 INTRODUCTION

In the previous unit, we have learnt some of the basic concepts of editing. But editing does not only refer to editing the contents of a copy. Editing is a far broader concept. In this unit we shall try to go a little deeper into this.

As we have already learnt, headlining is a very important part of editing. In this unit we shall deal with a few more aspects of headline writing and editing. iin this unit we will learn the types of headlines.

So let us start off by learning a little more about headlines.

5.3 HEADLINE TYPES AND STYLES

The ability to write good, appropriate and catchy headlines is certainly a valuable skill for an editor. However, headline writing is not merely about using the right words in the right order to frame the sentence but also about the physical placement of the headline on the page in the story and distribution of the constituent words, attributing it with the proper length, font, font size etc, keeping in mind the factors like the type of the story (Hard news? Soft

news? Feature? Article?) , relative importance of the story compared to other stories, the space the story has occupied etc. As such, there are a number of ways in which a headline can be written. While some of these are stylistic devices (font type, style and size, font colour, use of artwork in headlines etc.) used in order to make the headline catchier, some others are used to make the headline fit within the available **space**. There are some headline styles and types commonly seen in the newspapers. Headlines are classified based on number of lines used, alignment of the lines, and special headlines which use different stylistic devices to achieve different purposes. These categories are not independent of each other and the definitions are overlapping. Almost every headline will have one of the characteristics of each of the categories.

BASED ON NUMBER OF LINES

SINGLE LINE HEADLINE

When the headline contains just one sentence and extends along the same line only, then it is called a single-line headline. Look at the example given below.



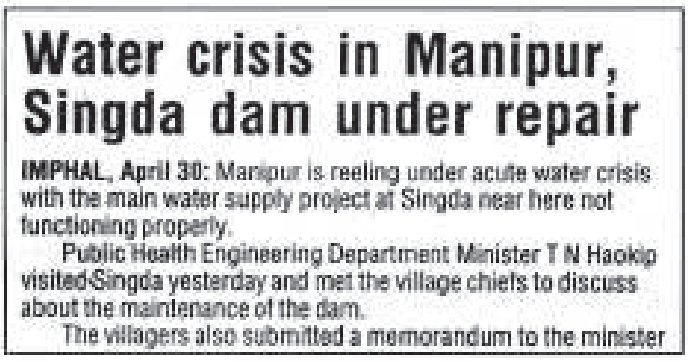
Govt apathy over forest protection flayed

By A Staff Reporter
GUWAHATI, March 25 – Opposition members in the Assembly today alleged apathy by the smugglers has been adding to the problems of rise in the riverbeds and man-animal conflict. But the Government of the forest officers are lacking in their commitment to their assigned responsibilities, he said.

the cut motions on the demand for grant of Rs 20,865.52 lakh for the Forest Department in the State Assembly today, de-

DOUBLE- LINE HEADLINE

In case of some headline, the sentence extends to two lines. This type of headline is called double-line headline.



Water crisis in Manipur, Singda dam under repair

IMPHAL, April 30: Manipur is reeling under acute water crisis with the main water supply project at Singda near here not functioning properly.

Public Health Engineering Department Minister T N Haokip visited Singda yesterday and met the village chiefs to discuss about the maintenance of the dam.

The villagers also submitted a memorandum to the minister

MULTIPLE LINE HEADLINE

When the same sentence extends to three lines or more, then it is called a multiple line headline.



Medicinal plant garden inaugurated

From our Correspondent

BARPETA, April 28: In a financial aid provided by the Ministry of Central Forest and Environment Department in coordination with Assam Science Society a medicinal plant garden was inaugurated, to preserve the biodiversity here recently.

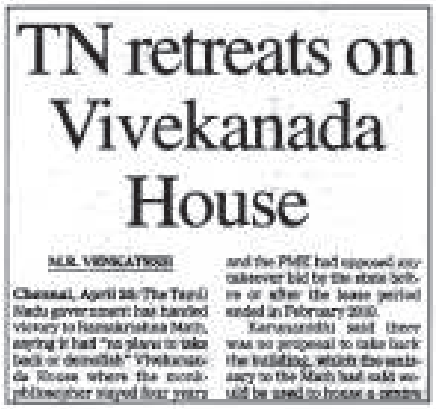
Arivan Chandra Das, former principal of MC



Sino-Indian trade at Nathu La postponed

GANGTOK, May 1 – The annual Sino-India border trade at Nathu La, which was to be reopened today, has been postponed following the Commerce Ministry's communique to the Sikkim government, official sources said here.

"We have received a fax message from the Union Commerce



TN retreats on Vivekanada House

M.R. VENKATESH

Chennai, April 28/The Tamil Nadu government has handed victory to Ramakrishna Math, saying it had "no plans to take back or demolish" Vivekananda House where the monk-philosopher stayed four years and the PMK had opposed any takeover bid by the state before or after the lease period ended in February 2000.

Karunanidhi said there was no proposal to take back the building, which the assistancy to the Math had said would be used to house a centre

BASED ON ALIGNMENT

FLUSH LEFT HEADLINE

When a single or multiple line headline is aligned to the left margin, it is called a flush left headline. The white space at the right is considered enhancing, because it allows “air” into the otherwise stuffy column spaces and makes it more pleasing to the eye. Flush left is the most commonly used headline today. When in a flush left headline, every next line is longer than the previous one, it is called a **stepped headline**.



New HAKP committee formed

From our Correspondent

HATSINGIMARI, April 28: The oath taking ceremony of the newly formed committee of Hatsingimari Anchalik Karmachari Parishad (HAKP) was held in the Press Club, here yesterday.

The meeting was presided over by Abdul

Medicinal plant garden inaugurated

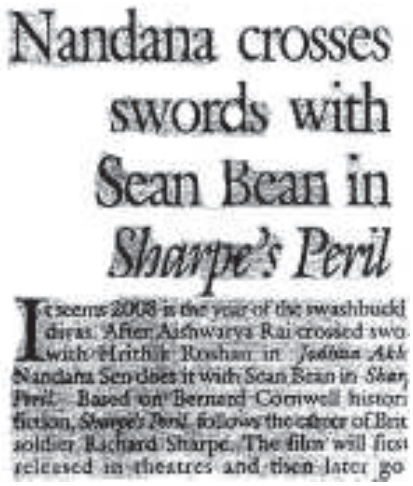
From our Correspondent

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Arivan Chandra Das, former principal of MC

FLUSH RIGHT HEADLINE/ REVERSE STEP HEADLINE

It is reverse of the flush left head. Here the lines are pushed against the right margin to create a stepped effect on the left. It is not a very commonly used headline.



Nandana crosses swords with Sean Bean in *Sharpe's Peril*

It seems 2008 is the year of the swashbuckl divas. After Aishwarya Rai crossed swo with Hrithik Roshan in *Jodhaa Akb* Nandana Sen does it with Sean Bean in *Shar Peril*. Based on Bernard Cornwell histori fiction, *Sharpe's Peril* follows the career of Brit soldier Richard Sharpe. The film will first released in theatres and then later go

FLUSH CENTRE HEADLINE/ CENTRED HEADLINE

This is also a headline of more than one line where all the lines are centre aligned.

INVERTED PYRAMID HEADLINE

This is a headline style of three or four lines aligned centre, where each successive line is shorter than the one above. Its use is relatively less.



Sino-Indian trade at Nathu La postponed

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"We have received a fax message from the Union Commerce



Badrinath to open for visitors on May 9

DEHRA DUN, May 1: A trip to the four most holy pilgrimages in Uttarakhand - the Yamnotri, Gangotri, Kedarnath and Badrinath, collectively referred to as the *Char Dham*, will now be costlier and

SPECIAL HEADLINES

BANNER HEADLINE

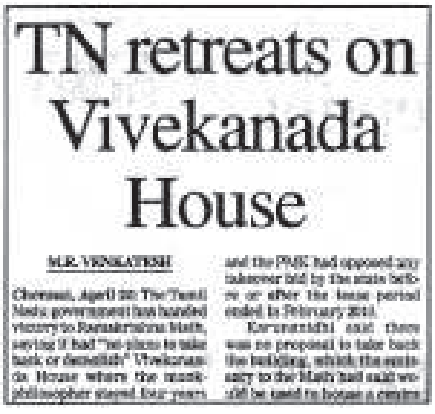
The banner headline is a large headline of one or more lines extending across the entire page. It is so called because this headline looks like the **banner or flag** of the newspaper. It is also known as the ***streamer***. It is used only in case of very important news in order to draw attention. Now-a-days some feature stories also use this kind of headline.

In very rare cases the banner headline runs above the flag. It is called the ***skyline***. It is used sparingly and the news has to be really very big to merit such a headline.

Banner/ Flag: The designed title of newspaper. The name of a newspaper or magazine as it appears in large letters on top of the front page or cover.

CROSSLINE OR BLANKET HEADLINE

The cross line head is very similar to a banner headline but it does not cover the full width of the page. It however covers all the columns of the story.



TN retreats on Vivekanada House

M.R. VENKATESH

Chennai, April 30: The Tamil Nadu government has handed victory to Ramakrishna Math, saying it had "no claim to take back or demolish" Vivekananda House where the multi-philosopher stayed four years

and the PMK had opposed any takeover bid by the state before or after the lease period ended in February 2010.

Karunanidhi said there was no proposal to take back the building, which the state-run to the Math had said would be used to house a centre

KICKER

When two important pieces of information are to be carried in the headline, then the headline is broken into two sentences. The second line of the headlines is apparently bolder and bigger in size. Above this there is another sub-ordinate headline which is half the size of the one below and also with different font style. It is called **kicker** or **eyebrow line** or **strapline.** It adds a new thought but does not repeat the words or information in the main line below. To add white space, the kicker is always underlined.


TIMES NATION

Filmmakers Stay Away From Shooting Outdoors In Mumbai Because Of Red Tape And The Constant Dev-and-Fer Bribes

A LOT OF TROUBLE SHOOTING

THE FAVE FIVE

THE HATE FIVE

PERMISSION

PERMISSION

REVERSE KICKER OR HAMMER HEADLINE

As the name suggests, this headline is exactly the reverse of the kicker headline. Here the kicker over line is set twice the size of the hammer headline below. Although the over line is bigger than the hammer, the hammer is still considered to be the main headline. This headline was originally used mainly in feature stories only, but now-a-days it is used for hard news stories as well.

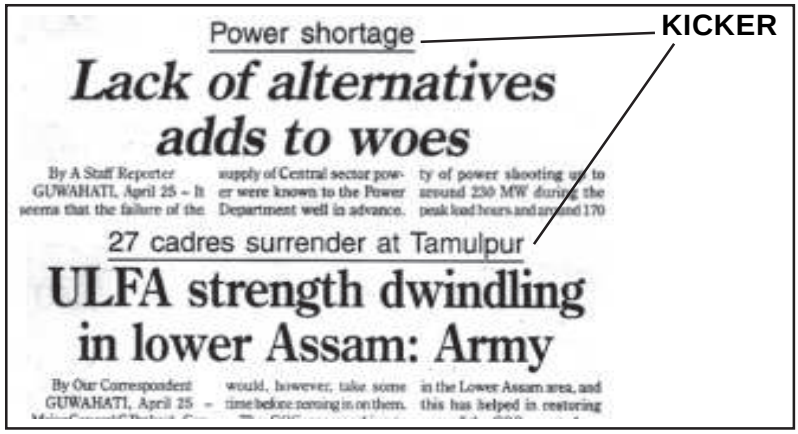

'Paresh in B'desh, Rajkhowa traceless'

Key Ulfa Cadre Surrenders To BSF In Meghalaya, Spills Beans About His Top Leaders

An IED expert, Ranjit is a member of Ulfa's special task group and is believed to be close to the top

TRIPOD HEADLINE

The tripod head is a single, short line of larger type set to the left of two or three lines of smaller type. The tripod portion (larger wording) should be twice the size of the definition or main headline. For example, a 36-point tripod would dictate that the main head be set in 18-point type to give the true tripod appearance. Punctuation in the form of a colon is required when the tripod conveys a separate thought.



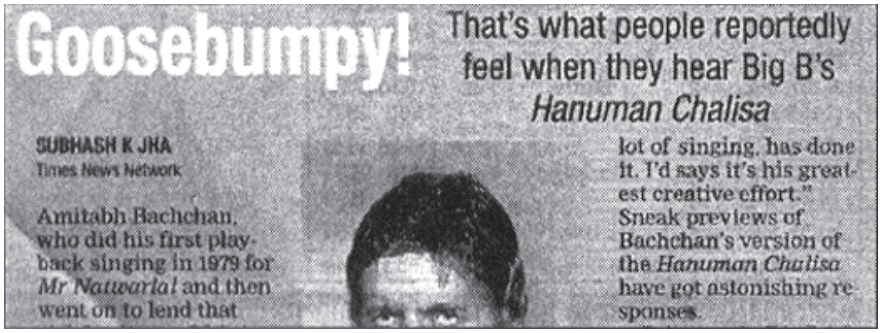
WICKET HEAD

The wicket head is a tripod in reverse — short line of larger type set to the right of two or three (or more) lines of smaller type. The colon is not used in the wicket. This headline is seldom used and its actual design varies from newspaper to newspaper.



NOVELTY HEAD

The novelty head features typographical tricks, such as setting part of the head upside down, using an ornate typeface or substituting artwork as characters. It is used sparingly and is appropriate for feature articles only.



Goosebumpy!

That's what people reportedly feel when they hear Big B's *Hanuman Chalisa*

SUBHASH K JHA
Times News Network

Amitabh Bachchan, who did his first playback singing in 1979 for *Mr Natwarlal* and then went on to lend that lot of singing, has done it. I'd says it's his greatest creative effort." Sneak previews of Bachchan's version of the *Hanuman Chalisa* have got astonishing responses

SIDE HEAD

The side head is a headline form that runs alongside a story. It is normally three or four lines and looks best when set flush right. A side head is usually placed slightly above the center of the story.

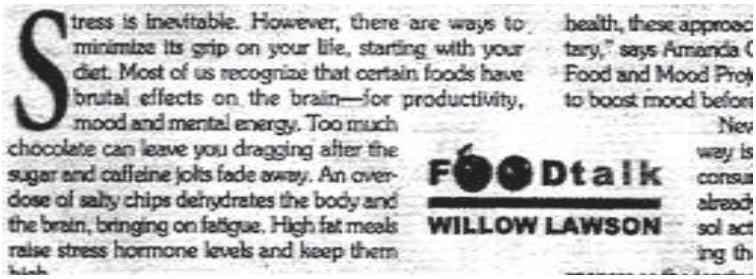
JUMP HEAD

This headline is designed to help the reader find a portion of a story continued from another page. The jump head uses one or two key words from the headline that introduced the story. It is set flush left followed by the words "Continued from Page ##," usually set in boldface body type or at times in italics.



Dharmaraj Joshi gets into the mood of celebrating a day when mothers around the world are feted.

A special woman



Stress is inevitable. However, there are ways to minimize its grip on your life, starting with your diet. Most of us recognize that certain foods have brutal effects on the brain—for productivity, mood and mental energy. Too much chocolate can leave you dragging after the sugar and caffeine jolts fade away. An overdose of salty chips dehydrates the body and the brain, bringing on fatigue. High fat meals raise stress hormone levels and keep them

health, these approac
tary," says Amanda C
Food and Mood Proj
to boost mood before

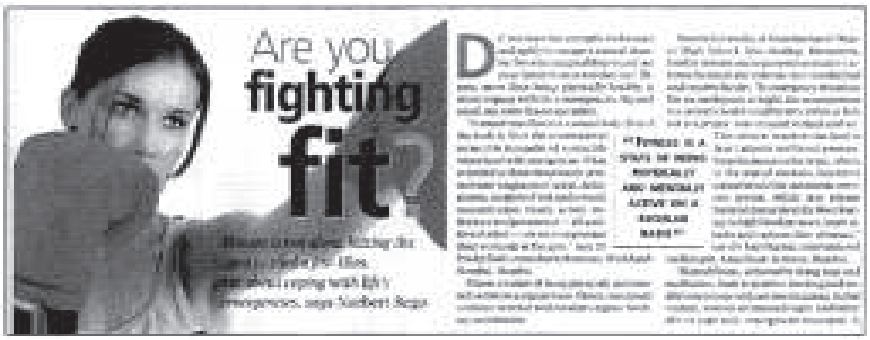
Nev
way is
consu
alread
sol act
ing th

FOODtalk

WILLOW LAWSON

STANDING HEAD

The standing head is essentially a label used for regular or recurring content, such as sports, science columns etc. It does not change from issue to issue.


Are you
fighting
fit?


The Reality of Mumbai
ON THE SPOT
Tavleen Singh


quiZONE
Picture clue:


science
ZONE
Regular intake of



CHECK YOUR PROGRESS

Q.1: What are the different factors based on which headlines can be classified?

_____

_____

_____

Q.2: What are the different types of headlines based on number of lines?

_____

_____

_____

Q.3: What are the types of headlines based on alignment?

_____

_____

_____

Q.4: Which headline spreads across all the columns of a newspaper?

_____

_____

_____

Q.5: Which headline spreads across all the columns occupied by the news?

_____

_____

_____



ACTIVITY 5.1

1. Take any newspaper and make a note of the different types of headlines used on the front page. Identify each headline by its type. Now check which headline has been used the most no. of times.

2. Now compare the headlines on the front page and any of the inside pages. Do you find any difference in the types of headlines used in both the pages? Make a note of your analysis. What do you think is the reason for this difference?



5.4 LET US SUM UP

In this unit we have learnt about headlines. Let us recall what we have learnt.

- Headline writing is a specialized skill which involves not only writing the headline but also its placement and arrangement within the news story, and attribution of different stylistic elements to create the desired effect.
- There are different types of headlines based on the number of lines that constitute the headline, the alignment of the lines and the style used for writing the headline.



5.5 FURTHER READINGS

1. **Essentials of Practical Journalism —** *Vir Bala Agarwal, Concept Publishing Company, New Delhi*
2. **News Writing –** *George A. Hough, Kanishka Publications and Distributors, New Delhi*
3. **Basic Journalism –** *Rangaswamy Parthasarathy, MacMilan India Ltd., New Delhi*



5.6 ANSWERS TO CHECK YOUR PROGRESS

Ans. to Q. No. 1: The factors based on which headlines are classified are:

a. Number of lines used

b. Alignment of the lines

c. Use of different stylistic devices to achieve different purposes.

Ans. to Q. No. 2: The different types of headlines based on the number of lines are:

a. Single line headline

b. Double line headline

c. Multiple line headline

Ans. to Q. No. 3: The different types of headlines based on alignment are:

a. Left flush headline

b. Right flush headline

c. Centre flush headline. Centre flush headline also has a variant called inverted pyramid headline.

Ans. to Q. No. 4: Banner headline

Ans. to Q. No. 5: Crossline or blanket headline.



5.7 POSSIBLE QUESTIONS

Q.1: Headline writing is a specialized skill. Discuss.

Q.2: What are the different types of headlines?

*****

UNIT 6: PHOTO EDITING

UNIT STRUCTURE

6.1 Learning objectives

6.2 Introduction

6.3 Photo Editing

6.3.1 Qualities of a good photograph

6.3.2 Cropping and scaling

6.4 Let Us Sum Up

6.5 Answers to check your progress

6.6 Further reading

6.7 Possible questions

6.1 LEARNING OBJECTIVES

After going through this unit you will be able to:

- discuss the principles of photo editing
- explain cropping and scaling
- enumerate photograph as good or bad

6.2 INTRODUCTION

In the previous unit we have discussed about headlines, their different types and styles of writing.

In the present unit we shall look into different aspects of photo editing, the qualities of a good photograph and we will try to learn what cropping and scaling are.

So let us begin the unit with a discussion on photo editing.

6.3 PHOTO EDITING

Photographs and illustrations are gaining more and more importance today in journalism. The average reader understands news item better if there are photographs or illustrations to go with it. However, photographs cannot be used in a news item without improving its quality and doing away

with redundancies so make the photograph more meaningful and to make optimum use of the available space.

Therefore, photo or image editing is a very important activity for any publication house today. It encompasses the altering of images – digital, traditional analog, or illustrations. Traditional analog image editing is also known as photo retouching.

The first job of the photo editor is to select the photographs to be used. The photographs must be judged not only based on its technical excellence but more so on its editorial value.

6.3.1 QUALITIES OF A GOOD PHOTOGRAPH

In order to select a photograph for publication either as a standalone object or as part of a news item, there are certain criteria which the photograph needs to meet. Some of them have been discussed below:

1. The photograph must create an action. It must contain within it a story which shows life happening
2. The best action photographs are close-ups. The picture loses its drama and excitement if the main action is lost in the midst of other things in the frame.
3. The photograph must create an impact – the more emotional the impact, the better. It could arouse feelings of joy, fear, sympathy, curiosity. It could be unusual and shocking, but in must affect one emotionally.
4. It must have one striking element – one element for which the photograph cannot be missed.
5. In case it is to be used as part of a story, it needs to highlight or serve to testify some important thing written in the story.
6. Its quality must be superior in terms of resolution so that it is good enough to respond to enlarging or reducing without losing its clarity.



The photo is part of The Washington Post's Pulitzer Prize-winning entry (2000) showing how a Kosovar refugee Agim Shala, 2, is passed through a barbed wire fence into the hands of grandparents at a camp run by United Arab Emirates in Kukes, Albania. The members of the Shala family were reunited here after fleeing the conflict in Kosovo. This photograph is considered to be one of the top 10 photographs in the world ever.

6.3.2 CROPPING, SCALING AND CAPTION WRITING

Once the photographs have been selected the next step is the actual editing. Two of the most common yet essential activities to be carried out here are cropping and scaling.

Cropping:

Cropping is done in order to remove parts of the photograph on the sides which may be unnecessary. Cropping creates a new image by selecting a desired rectangular portion from the photograph being cropped. The unwanted part of the image is discarded. One of the most important reasons for cropping is to improve the composition of the new image.



Before cropping



After cropping

Scaling:

Once the picture is cropped it needs to be scaled to fit exactly into the page layout prepared by the desk. It basically means measuring the picture for size. For instance if a picture it three columns wide, then the depth of the picture also needs to be proportionate to this width.

Generally, scaling is done after cropping. But at times to avoid distortion of this proportion further cropping might be required even after scaling. Scaling is done with the help of the printer's proportion scale and in case it is not available the diagonal line method is used. At first a diagonal line is drawn from the upper left to the lower right corner on the back of the photograph. Next the desired width along the top of the photograph is measured and a vertical line is drawn from that point. The junction where this vertical line intersects the diagonal is the depth of the photograph.

Caption writing:

After the cropping and scaling, the next more important thing that remains to be done is to write a good, attractive caption and if required, a cut line too.

Caption is like a title which is given to the photograph. Cut line is a longer, more descriptive explanation of the photograph. Many photographs are given only any one of the two, while some photographs may have both a caption and a cut line. Captions and cut lines are the most read body type in a publication. Often the terms captions and cut lines are used interchangeably.

Caption: **United for Children**

Cut line: Glimpse of section of media professionals attending a workshop on the occasion of International Day of Broadcasting for children organised by UNICEF in Guwahati



CHECK YOUR PROGRESS

Q.1: What is photo editing?

_____

_____

Q.2: Define cropping and scaling.

_____

_____



ACTIVITY 6.1

Visit a newspaper house and watch the works related to photo editing there. Take few newspapers and study the photographs there alongwith their captions. Then try to write caption for some photographs of current happenings.



6.4 LET US SUM UP

- Photo or image editing is a very important activity for any publication house today. It encompasses the altering of images – digital, traditional analog, or illustrations.
- The photograph must create an action. It must contain within it a story which shows life happening.
- Two of the most common yet essential activities to be carried out in photo editing are cropping and scaling.
- Cropping is done in order to remove parts of the photograph on the sides which may be unnecessary.
- Scaling is done with the help of the printer's proportion scale and in case it is not available the diagonal line method is used.
- Caption is like a title which is given to the photograph. Cut line is a longer, more descriptive explanation of the photograph.



6.5 ANSWERS TO CHECK YOUR PROGRESS

Ans. to Q. No. 1: Photographs cannot be used in a news item without improving its quality and doing away with redundancies so make the photograph more meaningful and to make optimum use of the available space. This process is called photo editing.

Ans. to Q. No. 2: Scaling is done with the help of the printer's proportion scale and in case it is not available, the diagonal line method is used. Cropping is done in order to remove parts of the photograph on the sides which may be unnecessary.



6.6 FURTHER READING

1. Guide to Photojournalism, Brian Horton, Associated Press
2. The Photography Handbook (Media Practice), Terence Wright,



6.7 POSSIBLE QUESTIONS

Q.1: Analyze the qualities of a good photograph.

Q.2: What is a caption? Why is it necessary in a photograph?

*****

UNIT - 7: NEWS AGENCY AND EDITING OF AGENCY COPY

UNIT STRUCTURE

7.1 Learning Objectives

7.2 Introduction

7.3 News Agencies

7.4 Role and Functions

7.5 History of News Agencies in India

7.6 Important News Agencies

7.7 Editing Wire Copy

7.8 Let Us Sum Up

7.9 Further Reading

7.10 Answers To Check Your Progress

7.11 Possible Questions

7.1 LEARNING OBJECTIVES

After going through this unit you will be able to:

- define a news agency.
- describe the role and functions of a news agency.
- delineate the history of News Agencies in India.
- name and describe the important news agencies.
- explain the concept of editing wire copy.

7.2 INTRODUCTION

In the previous units we have discussed about the various aspects related to news reporting and editing which are considered to be very crucial to the profession of journalism. However, there is another important concept with regards to this profession which we will discuss in this last unit of the course on News. The concept in question is news agencies.

News agencies are integral components of the profession of journalism, without the efficient functioning of which news organizations will

find it very difficult to survive. News agencies are one of the major sources of news for newspapers and electronic media organization on whom they rely for authentic and speedy news as well as features. And without knowing about the news agency's operations, our efforts to learn about the profession of journalism will be incomplete.

Let us, therefore, start off by finding out what exactly is a news agency and how it is different from any other media organization.

7.3 NEWS AGENCIES

News agencies form a major source of news for print as well as electronic media, without which media organizations would find it difficult to operate. It is practically not possible for news media to have reporters and correspondents placed in every corner of the world as it would invite unmanageable expenses on the part of the news organisation. As such, to a large extent, even large news organisations depend on news agencies for general news coverage while the newspaper representatives concentrate on important happenings. Smaller newspapers which cannot afford to have more than a few reporters are more dependent on news agencies for news.

Like newspapers, news agencies also gather and process news, but unlike newspapers, they do so for the purpose of disseminating to the various media organizations which subscribe to their services. They distribute the copy to subscribers electronically, as by teletype (telegraph, fax) or the Internet. As such, news agencies are also known as wire services (as they use wire communication, i.e. telegraph, fax etc). Therefore, news agency copies are also called wire copy. Before the advent of the internet, telegraph and fax were the main means of delivering news by the agencies. The UNESCO has defined news agency as follows:

"News agency is an undertaking of which the principle objective, whatever its legal form, is to gather news and news material of which the sole purpose is to express or present facts and to distribute it to a group of news enterprises and in exceptional circumstances to private individuals with a view to providing them with as complete and impartial news service

as possible against payment and under conditions compatible with business laws and usage."



CHECK YOUR PROGRESS

Q.1: What is a news agency?

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_____

Q.2: What is UNESCO's definition of news agency?

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Q.3: What is the other term for news agency?

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Q.4: How do news agencies distribute news to its clients?

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_____

Q.5: What is the basic difference between newspaper and news agency?

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_____

7.4 ROLE AND FUNCTIONS

News agencies process information for use by media organisations and not for consumption of the larger masses of people. The subscribers of news agencies include different newspapers, magazines, radio stations, and television channels, media institutes, who have to pay a certain amount as subscription fees on monthly, quarterly or yearly basis.

In addition to news service, news agencies also provide photo service and features service. Today, their services are available to the subscribers through the internet also. In this system, the subscribers are allotted a specific 'password' or 'codeword' and the subscriber can access online the news items, photographs and features from the pool made available by the agency according to its necessity and download whatever is found to be important.

News agencies do not issue customized reports to newspapers or TV channels. They distribute the same account of an event to all its clients. They always try their best to provide demonstrably correct information. Objectivity and neutrality are the two philosophies that form the core of any news agency. Just like any newspaper or broadcast channel, news agencies are also responsible for news credited to their name and can be susceptible to **defamation** or libel.



Defamation:
It is the communication of a statement that makes a false claim, expressively stated or implied to be factual, that may give an individual, business, product, group, government or nation a negative image. Defamation is legally punishable.

Politics and economics usually form the staple of news agency reports. They also provide human interest stories and entertainment news in addition to politics though usually fewer in number. Now-a-days, however, this trend is changing and many news agencies are seen covering such news also with interest. The major news agencies now-a-days have special financial services, stock and market watch, sports services, special services in different languages, international services and a host of other specialized services in other to attract more customers and survive the growing competition. Most news agencies now-a-days cover news for not just print media but also for web and broadcast media. Such news agencies are known as multi media news agencies.

The lifeblood of any news agency is speed and accuracy. In order to survive in the market, they have to try to provide the information ahead of competitors and at the same time ensure accuracy of information.

Here are some of the important recommendations of the Kuldip Nayar Committee on the role and functions of news agencies in India. The committee was constituted in the year 1977 to suggest what the future set up of news agencies in India should be:

1. Objectivity, adequacy and independence are the three main attributes needed for the news agency system of the country.
2. The news agency system should adequately cover all aspects of the country's life and not merely political events and the news from urban areas. The rich milieu of contemporary Indian life should be fully reflected.
3. Consequently, the dissemination of news by the agencies has to take place increasingly through the different Indian languages.
4. Govt. must follow a self-denying policy of not interfering in any way with the work of news agencies.
5. It is necessary that the news agency system also covers news which is not only outside the orbit of government functioning, but which may imply criticism of authority. It is essential in a democracy that dissent should get adequate coverage.
6. The news agency system should not get identified with any vested interests: economic, social, communal or political.
7. The news agencies should maintain a high standard of performance, which would itself be a protection against interference from outside sources, including government.
8. News agencies, even during such situations as hostilities or international tensions and disputes, should strive to keep the people informed of the realities of the situation and not confine themselves only to the so-called popular view of events.
9. Different techniques of internal checks and supervisions, as well as evaluation of the news supplied to the subscribers, should be developed by news agencies in order to maintain a high standard of performance.
10. Programmes for professional training of the staff should be organised on an adequate scale. These should include training in managerial functions also.
11. Since news-reporting is a creative activity, selection of personnel should always be made strictly on merit, and there should be opportunities for promotion of talent.

12. An element of social responsibility in the building and function of a news agency system has to be recognised as a part of the concept of freedom of press.



CHECK YOUR PROGRESS

Q.6: Why are news agencies important for media organizations?

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Q.7: What are the main services provided by news agencies?

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_____



ACTIVITY 7.1

1. Fix up an appointment with a local correspondent of an important news agency and interview him on how reporting for newspaper or TV is different from reporting for agency. Also find out about the functioning of a news agency.

7.5 HISTORY OF NEWS AGENCIES IN INDIA

The earliest news agencies in India that existed before Independence were the United Press of India (UPI), Free Press News Agency and the Associated Press of India (API), a subsidiary of Reuters, a news agency of Britain. API was founded by K.C. Roy. It was indeed the first Indian news agency and as such K.C. Roy is also known as the father of Indian news agency journalism.

API was acquired by Reuters in 1915. Since India was under the British rule at that time, API dominated the scene for a long time. The UPI and the Free Press News Agency were formed by Indian nationalists who

were dissatisfied with the coverage given by the API to the Indian struggle for freedom but could do hardly anything to counter the API monopoly.

After independence, the API was transferred into Indian hands and a new news agency, the Press Trust of India (PTI), which was a cooperative effort of newspaper owners of India, was formed in 1948 after taking over the interest of API completely. In 1961 the United News of India (UNI) was formed. UPI, however, collapsed in 1958.

All of these news agencies were English language agencies and the Indian newspapers translated all agency copies before editing and publishing the news. The first Indian Language news agency was Hindustan Samachar and after that came Samachar Bharati.

When Emergency was declared in our country in 1975, all the four agencies - UNI, PTI, Hindustan Samachar and Samachar Bharati were merged and a new agency Samachar was formed. However, after the emergency was over, the four news agencies became separate again. Hindustan Samachar and Samachar Bharati could not sustain themselves for long and had to be closed down, but PTI and UNI geared themselves up and are the two major news agencies of our country today making their presence felt across the world. PTI's Hindi language service Bhasha and UNI's Hindi service Varta are the major Hindi language News Agencies in India today.



CHECK YOUR PROGRESS

Q.8: Name India's earliest news agencies.

_____

_____

_____

Q.9: Which news agency dominated the scene before Independence?

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_____

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Q.10: Which news agency took over API after Independence?

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_____

Q.11: Name India's first Hindi language News Agency.

_____

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_____

Q.12: What was the name of the news agency which was formed during the emergency of 1975 by the amalgamation of the existing news agencies?

_____

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_____

7.6 IMPORTANT NEWS AGENCIES

There are a number of small and big news agencies functioning across the world today. The biggest and the most important transnational news agencies are Reuters of U.K., Agence France Press (AFP) of France, Associated Press (AP) of America, and United Press International (UPI) of America. Apart from these four there are also many other foreign agencies operating in India and accredited to the Government of India. They include Tass of Russia, Kyodo of Japan, Deutsche Presse Agentur of Germany, Ansa of Italy, Central News Agency of China, Bangladesh Sangbad of Dacca among others.

Among the Indian News Agencies, the most important are United News of India (UNI), Press Trust of India (PTI) and their corresponding Hindi services Varta and Bhasha, Asian News International (ANI) and Indo-Asian News Service (IANS). There is also a news agency exclusively covering the North-east named North East News Agency (NENA).

Let us have a quick backgrounder of the important news agencies.

Agence France Presse (AFP):

Agence France-Presse (AFP), founded in 1835 by Charles-Louis Havas under the name of Agence Havas, is the world's oldest news agency and one of the world's top three. At first, Agence Havas used traditional news distribution methods, such as carrier pigeons, horse-drawn carriages and coaches, and mounted couriers to transmit news. The invention of the telegraph in 1845 gave Agence Havas its first taste of modern news transmission and quickly became a primary means of distribution throughout France and across Europe as well. By the end of its first decade, Agence Havas was already an international news distribution service. Today, the company has 200 photographers, 1,200 reporters, and more than 2,000 stringers, located in over 160 countries. Each day the company distributes more than two million words in French, English, German, Spanish, Portuguese, and Arabic. Moreover, AFP is the leading supplier of news and images to the Asian, African, and Middle Eastern regions. Its archive of seven million photographs, dating back to the 1930s, is one of the world's largest.

Reuters:

Reuters was set up in a small room in Paris by Paul Julius Reuter, a German by birth in the 1940s with the help of his wife. In 1950 he moved to London and by 1960 he had established himself as the chief supplier of foreign news to almost every newspaper in Britain and of news from Britain to newspapers in other countries. From this modest beginning, Reuters has today risen to become the largest international multi-media news agency reporting extensively from around the world on a large variety of topics. But it is a specialist in financial news service, with 90% of its revenue coming from this area. Reuters today has over 50,000 employees in over 93 countries worldwide. In 2008 Reuters merged with another company Thomson Corporation and has been renamed as Thomson Reuters.

Associated Press (AP)

AP was founded in 1948. It is a co-operative, non-profit making cooperation and its entire source of revenue is subscription by members. AP is owned by its 1,500 U.S. daily newspaper members. AP has more than 4,000 employees working in more than 240 worldwide bureaus in 97

countries. 3,000 of AP's worldwide staff are journalists. AP supplies a steady stream of news around the clock to its domestic members, international subscribers and commercial customers.

United Press International (UPI)

UPI was founded in 1907 by E.W. Scripps under the name of United Press (UP). By 1921, UP eroded AP's hold on the European newspaper market and began servicing newspapers in Cologne, Frankfurt and Vienna. In 1922, UP began servicing newspapers on the Asian mainland. In 1935, UP became the first major American news service to supply news to radio stations. Ultimately, UP became the first North American news agency to provide compelling and comprehensive wire copy to newspapers in Europe, South America and the Far East. It became known as UPI when the UP merged with the International News Service in 1958, which was founded in 1909 by William Randolph Hearst. Today, side by side with many of the oldest and emerging media giants, UPI faces a new technological frontier with a passion to preserve the best of journalistic practices while engaging a citizenry of lay reporters, photographers, and videographers, and a plethora of sources to publish and receive information.

Press Trust of India (PTI)

PTI is India's largest news agency. It is a non-profit sharing cooperative owned by the country's newspapers. PTI subscribers include 450 newspapers in India and scores abroad. All major TV/Radio channels in India and several abroad, receive the PTI Service. It has a staff of over 1,300 including 400 journalists. It has over 80 bureaus across the country and foreign correspondents in major cities of the world including Beijing, Dhaka, Jerusalem, Johannesburg, Islamabad, Kathmandu, Kuala Lumpur, London, Moscow, New York, Washington and Sydney. In addition, there are about 475 stringers who contribute to the news file at home. It has arrangements with the Associated Press (AP), Agencies France Presse (AFP) and Bloomberg for distribution of their news in India, and with the Associated Press for its Photo Service and International commercial information. PTI exchanges news with nearly 100 news agencies of the world as part of bilateral and multilateral arrangements, including Non-Aligned

News Agencies Pool and the Organization of Asia-Pacific News Agencies.

United News of India (UNI)

UNI was launched in March, 1961, and has grown into one of the largest news agencies in Asia. Apart from news covering a wide range of topics, it also provides subscribers with a rich choice in features, interviews and human interest stories. UNI has more than 1000 subscribers in more than 100 locations in India and abroad. They include newspapers, radio and television networks, web sites, government offices and private and public sector corporations. UNI has more than 325 staff journalists around the country and more than 250 stringers, covering news events from remote corners. It also has correspondents in major world cities such as Washington, London, Dubai, Colombo, Kathmandu, Islamabad, Dhaka, Singapore, Sydney and Vancouver. UNI has collaboration agreements with several foreign news agencies, including Reuters and DPA. It also has news exchange agreements with Xinhua of China, UNB of Bangladesh, Gulf News Agency of Bahrain, WAM of the United Arab Emirates, KUNA of Kuwait News Agency, ONA of Oman and QNA of Qatar. UNI's wire service is available in three languages — English, Hindi and Urdu.

Varta

Varta is UNI's Hindi news service. It was launched in 1982. It is a complete news service for Hindi newspapers and is today considered to be the biggest and most comprehensive service of its kind in the country, serving nearly 300 newspaper and non-newspaper subscribers in several states across India. Besides spot news, UNIVARTA provides news features on a wide variety of topics, including Art and Culture, Science, Agriculture, Economy, Heritage and India's neighbors.

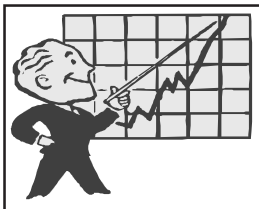
Asian News International (ANI)

ANI was launched in the year 1975 by Mr. Prem Prakash, a pioneering TV journalist. ANI is today one of South Asia's leading multimedia news agencies with over 100 bureaus in India , South Asia and across the globe. Its range of products encompass loosely edited news feeds and customized programmes for television channels, audio bytes for radio stations, live web casting and streamed multimedia / text content for websites and mobile

carriers, and news wire services for newspapers, magazines and websites. It also provides a range of facilities for foreign and domestic channels to package their reports in India and uplink via satellite. These include provision of professional crews, editing and post production facilities, access to our archives, unlinking facilities, coordinators, producers and correspondents, if required. Today's digital era is seeing ANI fast emerging as a 'Complete Content House' providing text, video and picture content for TV, print, mobile and online media, all under one roof.

Indo-Asian News Service (IANS)

Indo-Asian News Service (IANS) - formerly India Abroad News Service - was instituted in 1986 to act as an information bridge between India and North America and chronicle their growing ethnic, business and cultural links. IANS's USP is the coverage of the Indian diaspora, numbering about 25 million in 110 countries. IANS has carved a niche for itself not only in reporting India, South Asia and the large Indian diaspora spread across the world, but also global events that are of interest to and having impact on India, its geopolitics, its economy, its culture, society and national aspirations. Their team of journalists produce a steady output of news, features, analysis and commentaries. The subjects span politics, foreign policy, strategic affairs, corporate affairs, science, health, aviation, energy, technology, environment, the arts, literature, entertainment, social trends, human interest, religion and sports. In 1995 IANS started a Hindi Service. Today its subscriber base encompasses all leading newspapers, websites and other news outlets in Hindi. In 1998 IANS broke new ground with the launch of an Arabic Service for the Gulf and the Middle East.



CHECK YOUR PROGRESS

Q.13: Name the world's largest 4 news agencies.

_____

_____

_____

Q.14: Name four important Indian news agencies.

Q.15: What is the name of UNI's Hindi Service?

Q.16: What is the name of PTI's Hindi Service?

Q.17: Name the world's oldest news agency.

Q.18: Write the full form of the following:

a. UNI b. PTI c. ANI d. IANS

e. AP f. AFP g. UPI

Q.19: Name the founder of the following news agencies.

a. Reuters c. UPI b. APF d. ANI



ACTIVITY 7.2

1. Visit the websites of the mentioned news agencies and find out more about their history, growth and their different services.

7.7 EDITNG WIRE COPY

In the previous units, we have already learnt about copy editing. Just as the copy coming from the reporters and correspondents employed by the newspaper need to be edited for removal of inadequacies and for tailoring to fit the newspaper's style, wire copy too has to be edited. The agencies do some amount of editing, but that editing is usually not adequate to fulfill the newspapers' requirement since it is done in a hurry as the agencies are very hard pressed to meet the deadlines. Since wire copy usually comes in huge quantities, in order to relieve the pressure of the regular copy editors, most newspapers engage a copy editor for exclusively handling wire copy. He is known as the wire editor.

Besides looking after the normal process of copy editing, the wire editor also has a few other responsibilities. The wire editor has to first filter through the huge quantity of wire copies and separate copies which carry 'publishable' matter'. Apart from the 'very important events that cannot be eliminated' the wire editor should also look for stories that present inspiring features, illuminate social trends, offer clear analysis of complicated issues or of stories that are of particular local interest that's connected in some way to the community. The wire editor also has to select good photographs for publication.

Then comes the actual process of editing the copy. In case the newspaper is subscribing to more than one wire service (which most newspapers do), the wire editor has to compare the copies for the same news sent by different agencies to check for inconsistency of facts, additional information and details. Most certainly the copies will differ to a certain extent in terms of approach, amount of information and even in facts and figures.

As per necessity, the wire editor might have to combine two agency copies or compile all the information available from the different copies with more first hand information before structuring a full report.

It is most important for wire editors to remember that wire Information is a first step, not a final say. It must be supplemented, wherever possible, with first hand details from people in the field, and details have to be verified and as much digging to be done as there's time to do it. Sometimes when there is nothing but wire information available, then the only way for the editor to come up with a good copy is to treat the wire story as just a fact sheet arranged in prose form. Once he has understood the facts completely, he can completely forget about the wire copy and write the story in his own way.

A wire editor has to be extra careful not to copy the style of the wire copy. He has to remember that the wire service sends the same copy to scores of other news organizations. Just imagine the embarrassment the newspaper will have to face if exactly the same copy is reproduced by another newspaper also on the same day. Therefore, the agency copy has to be considered to be an information sheet only. And in case the exact copy/ photo of the wire service is used, the wire editor has to ensure that the copy/ photo is duly credited to the wire service.



CHECK YOUR PROGRESS

Q.20: What are the responsibilities of the wire editor?

_____

_____

_____

Q.21: What is the best way to edit wire copy?

_____

_____

_____



ACTIVITY 7.3

1. Visit a newspaper office and collect some old news agency copies. Now chose a few copies and rewrite the news in your own style to make a proper news report.



7.8 LET US SUM UP

In this unit we have learnt about the concept of news agencies. Let us have a quick recap of the important points.

- News agencies form a major source of news for print as well as electronic media.
- News agencies also gather and process news exclusively for the purpose of disseminating to the various media organizations who subscribe to their services. They distribute the copy to subscribers electronically or through the Internet. News agencies are also known as wire services.
- In addition to news service, news agencies also provide photo service and features service.
- The biggest and the most important transnational news agencies are Reuters of U.K., Agence France Press (AFP) of France, Associated Press (AP) of America, and United Press International (UPI) of America.
- Among the Indian News Agencies, the most important are United News of India (UNI), Press Trust of India (PTI) and their corresponding Hindi services Varta and Bhasha, Asian News International (ANI) and Indo-Asian News Service (IANS).



7.9 FURTHER READING

1. **Essentials of Practical Journalism —** *Vir Bala Agarwal, Concept Publishing Company, New Delhi*
2. **Mass Communication and Journalism in India –** *D. S. Mehta*

3. **Here is the News! Reporting for the media –** *Rangaswami Parthasarathy*



7.10 ANSWERS TO CHECK YOUR PROGRESS

Ans. to Q. No.1: A News agency is an organisation that gathers and processes news exclusively for the purpose of disseminating to the various media organizations who subscribe to their services. They do not publish news for direct consumption by the masses.

Ans. to Q. No.2: The UNESCO definition of News Agency is:

"News Agency is an undertaking of which the principle objective, whatever its legal form, is to gather news and news material of which the sole purpose is to express or present facts and to distribute it to a group of news enterprises and in exceptional circumstances to private individuals with a view to providing them with as complete and impartial news service as possible against payment and under conditions compatible with business laws and usage."

Ans. to Q. No.3: News agencies are also known as wire services.

Ans. to Q. No.4: News agencies distribute news to its clients electronically, i.e., by telegraph, fax or through the Internet.

Ans. to Q. No.5: The basic difference between newspaper and news agency is that while newspapers gather news for consumption by the people, news agencies gather news for distribution to its client newspapers and other news organizations which publish or broadcast the news.

Ans. to Q. No.6: It is not possible for news organizations to meet the expense of collecting all the news from every corner of the world by hiring reporters and correspondents. Therefore, in order to get news from fields and places where the news organization cannot place its own correspondents, they use the services of a news agency or several news agencies that collect news from every field across the world.

Ans. to Q. No.7: The different services provided by News Agencies are news services, feature services and photo services.

Ans. to Q. No.8: Associated Press of India, United Press of India, Free Press News Agency.

Ans. to Q. No.9: Associated Press of India (API)

Ans. to Q. No.10: Press Trust of India (PTI)

Ans. to Q. No.11: Hindustan Samachar

Ans. to Q. No.12: Samachar

Ans. to Q. No.13: Agence France Presse, Reuters, Associated Press and United Press International.

Ans. to Q. No.14: United News of India, Press Trust of India, Asian News International, Indo-Asian News Service.

Ans. to Q. No.15: Varta

Ans. to Q. No.16: Bhasha

Ans. to Q. No.17: Agence France Presse

Ans. to Q. No.18: UNI – United News of India

PTI – Press Trust of India

ANI – Asian News International

IANS – Indo Asian News Service

AP – Associated Press

AFP – Agence France Press

UPI – United Press International

Ans. to Q. No.19: Reuters — Paul Julius Reuter

AFP — Charles-Louis Havas

UPI — E.W. Scripps

ANI – Prem Prakash

Ans. to Q. No.20: A wire editor has several responsibilities. At first he has to go through all the wire news coming in from the different agencies and separate the important or publishable news. He also has to select from the photographs coming by wire. Then he has to edit or rewrite the news as per necessity. Using the wire copy as the basic information, he has to take more inputs from the field wherever possible, gather first hand comments if necessary and compile the final story. He has to verify facts before getting the story done. At times he also has to combine two or more different stories to make a single story.

Ans. to Q. No.21: The best way to edit wire copy is to consider the wire copy as just a fact sheet and then write the story in one's own words. The style and language used in the wire copy should never be copied. Instead the information available in the wire copy should be properly utilized to compile a good story.



7.11 POSSIBLE QUESTIONS

Q.1: News agencies are indispensable sources of news for any new organization. Justify.

Q.2: What are the roles and functions of a news agency?

Q.3: Write a brief note on the history of news agencies in India.

Q.4: Write short notes on:

a. Reuters

b. Press Trust of India

c. Associated Press

Q.5: Do you feel the job of a regular copy editor is different from the job of a wire editor? If so how?

*****

UNIT - 8: EDITING SYMBOLS AND PROOF READING

UNIT STRUCTURE

8.1 Learning Objectives

8.2 Introduction

8.3 Language Editing

8.4 Language for explaining graphs, charts, maps

8.5 Proof Reading

8.6 Let Us Sum Up

8.7 Further Reading

8.8 Answers to Check Your Progress

8.9 Possible Questions

8.1 LEARNING OBJECTIVES

After going through this unit you will be able to:

- describe the intricacies of editing,
- explain the art of illustration and proof reading.

8.2 INTRODUCTION

In a news organization, editing plays a vital role. News reports written in a hurry by reporters have to be checked and improved by a team of editors. These copies are checked for grammar, syntax, facts, figures and sense. Editing is tailoring news items or a news story to the required shape and size using the right kind of expressions and symbols. A copy is edited to highlight the 'news sense' in a story and to bring uniformity of language and style in an issue of a newspaper. Editors look out for certain news values in a copy like proximity, timeliness, prominence, consequence and human interest while selecting a news item for publication. A news item is selected keeping in view its interest to a large number of readers and its impact on them. As you know that we have dealt extensively in the previous units about the concept of editing and principles of editing, so in this unit our main focus is on language editing.

In the editing process, each newspaper has its own set of rules that are enforced. These rules are contained in a small book called the stylebook. The copy editor handling a news copy also has to write the headline for it, using limited words within the allotted space. Similarly, layout editors have to allot space for photographs, maps, charts and graphs to go along with the news items. The language of photo captions, maps, graphs and charts are different from the language used in the text and headline and have to be mastered. A copy editor has to be well-versed in editing symbols to correct the copy, besides, he should be capable of rewriting a poorly written story if it is of interest to the readers.

8.3 LANGUAGE EDITING

Words are the basic building blocks of journalism. One should respect the words and follow the way these are arranged and strung together. Misplaced words could twist the meaning of a sentence. Hence, one should pay attention to punctuation marks, grammar and syntax. All these are important in sentence construction.

The comma plays an important role in punctuation. This little mark causes more trouble than the rest put together. Consider these examples :

Ram says Raj is an idiot.

Ram, says Raj, is an idiot.

Observe how the placement of the comma has changed the meaning of the sentence. We should remember that commas define relationships within a sentence.

Punctuation marks bring in clarity and make a piece of writing readable. However, too many punctuation marks may clutter up a story. There should be no comma after a verb, unless it is immediately followed by a parenthesis.

One of the areas of punctuation in which mistakes are often made is the dash and the hyphen. These serve two nearly opposite purposes, but are often mixed up. A dash is used to create a pause for emphasis, or to provide an abrupt change of thought, or to introduce a phrase or clause in parenthesis. Hence, a dash separates and is spaced; whereas, a hyphen

joins the two, often unconnected, ideas. It is not spaced, and is half the size of a dash.

Newspaper language has to be simple and precise. A copy editor or sub-editor editing a news story has to remove the rough edges from the copy and polish it to make it presentable. The language has to be adjusted to the style of the newspaper.

Newspapers and news organisations follow their own style. It is used to maintain consistency and credibility of a newspaper. If 'p' in the word parliament is written in capital letters at some places and in small letter at other places, it may affect the reader sub-consciously.

For example:

Doom Dooma	Doomdooma
Analyse	Analyze

Only one of the above should be followed consistently.

A newspaper reader in the morning is in a great hurry. A news story should be in a familiar language so that it runs smoothly through the average reader's mind. Simple, direct sentences are more attractive. Long sentences with clauses, exclamations, interjections, quotations, allusions, metaphors etc. should be avoided.

Unfamiliar words and jargon (expressions used in a particular discipline like law, medicine etc) should be avoided as far as possible. Words not commonly used should be explained in simple language.

Some Latin and Greek expressions used in law, medicine, biology etc. have become part of the English vocabulary through usage. If these are readily understood they may be used without explanation, but if they have a popular English equivalent that should be preferred.

Obscene and vulgar language should be totally avoided. They should be cut out even from direct quotations. Slang and colloquialism should at best be avoided.

Active voice is preferred to passive voice in writing as passive voice have a deadening effect. For example, the sentence, 'The directors will meet next week' is preferable to 'A meeting will be held by directors next

week'. However, in certain circumstances the passive voice is useful, where the deed is more important than the doer. 'A general strike has been called for tomorrow by …… to protest against ……' is better than 'The …. has called a general strike for tomorrow in protest against…'.

All names in the copy should be properly identified as far as possible. Where the subject of a copy has multiple identification, that is, he or she is currently holding should be mentioned in the first instance, the others can be suitably mentioned in later parts of the copy. If the subject does not hold any office currently, he or she has to be identified by the former office.

Adjectives and epithets should be used in proper context and sparingly. No adjective or any other expression that smacks of bias, involves a value judgment should be used. For example, while reporting a police firing one can say, 'The police had to open fire….', or '…. was forced to open fire'. The correct way to give a factual narration is, 'The police opened fire'. However, if a minister or an official states that the police had to open fire, it may be reported as such. Quotations should be used sparingly to highlight important aspects of a story. Sometimes a couple of words within quotation marks are more effective than a whole sentence.

In reporting statements or speeches the safest verb is 'said'. There is no harm if it appears repeatedly in a copy. Verbs that can be substituted for 'said' are : stated, declared, remarked, observed, averred, affirmed, pointed out, told, informed, admitted, alleged, denied, rejected, disclosed, revealed.



CHECK YOUR PROGRESS

Q.1: Explain the importance of comma in language editing?

_____

_____

Q.2: What should be the language of newspaper?

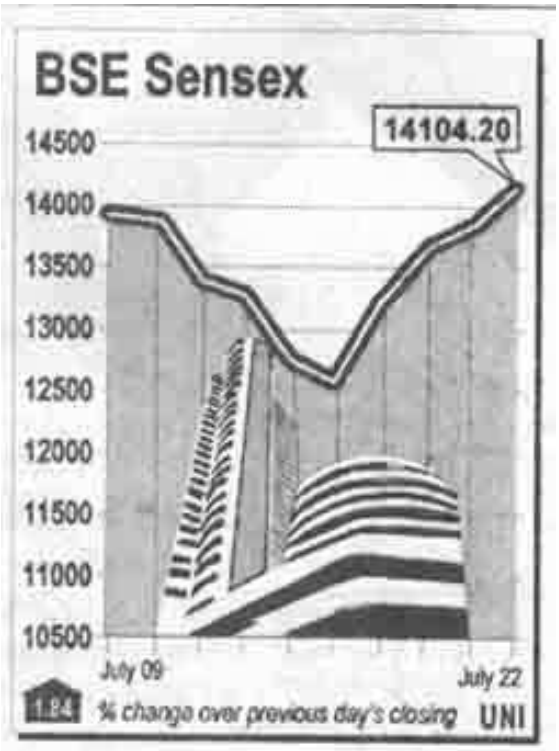
_____

_____

8.4 LANGUAGE FOR EXPLAINING GRAPHS, CHARTS, MAPS ETC

In most news coverage's, photographers reach the spot only after the incident takes place and is able to take only the result or consequences if what had already happened. In such cases, the newspaper or magazine might have to depend upon graphic illustrations to detail the activities that had taken place at a particular spot earlier.

The news desk, with the help of illustrators or artists, sketches out from the information available, the original sequence, so as to give the reader the reader a clear idea of what the news story is about, such graphic illustrations have been used in depicting incidents of varying degrees like accidents, fire incidents etc. In an assassination case, a graphic illustration could show the position of the assassin, the victim and others in the vicinity. For mountaineering expeditions, the routes taken by the mountaineers could be sketched out, adding all the necessary information regarding the routes. Similar, graphic illustration could be made for space exploration rockets. The language used in such graphics are simple and highlight different aspects of the incident or expedition.



World's top 10 varsities

1	Harvard University
2	University of Oxford
3	University of Cambridge
4	Yale University
5	Imperial College, London
6	Princeton University
7	California Institute of Technology
8	University of Chicago
9	University College, London
10	Massachusetts Institute of Technology

Ranking of Indian varsities

Delhi University	254
IIT-Bombay	269
IIT-Delhi	307
IIT-Kanpur	431
IIT-Madras	432
IIT-Roorkee	433
University of Calcutta	410
University of Mumbai	456
University of Pune	469

Charts are now widely used in newspapers, magazines and the television to explain the comparative position during elections, to show inflationary trends of rising prices, to depict deteriorating crime situation, production trends of commodities, population growth, sample surveys and different aspects of the society to the readers and viewers.



Maps also serve as an important input for the media to illustrate the spot where clashes have broken out on the international border, to specify the spot of an accident where large number of people has lost their lives and so on.



Srei keen to invest in North East

BUSINESS REPORTER

GUWAHATI, Sept 22: Srei Group of companies, a leading Kolkata based company, is now exploring opportunities in the infrastructure and food processing sector in the North East. The company has already prepared detailed project reports for future investments in the region.

"This region is a potential area and therefore we are keen to investment in productive and viable projects," Subrata Ghosh, director of Srei Group of Companies told this correspondent over phone from Kolkata today. He informed that Srei Group has been executing leading infrastructure projects in Arunachal, Nagaland and Assam for the last couple of years.

Asked about his nature of investment in the North East, Ghosh said that the company had already conducted feasibly studies on various areas for setting up projects. "Fund is not a problem as we have tied up with leading financial institutio invest i East. " ture pr in the f ed.

Prov food-pr that fo area in gion ca the foo

frastructure is a must at the earliest. Moreover, market linkage and cold storage facilities should be created so that the farmers can get proper price," he observed.

On North East, he informed that Srei has approached various states in the region for carrying out infrastructure de-

Graphics come in handy for the tabloids and magazines where detailed stories are published with illustration - pictorially and graphically.

8.5 PROOF READING

Starting from the days when the first printing press came into existence, proof readers have played an important role in ensuring that a clean and correct copy came out of the printing presses. With the advent of the newspaper, proof readers also became an integral part of the newspaper.

The proof readers have to compare the 'printed' copy with the original, to find any possible mistakes. The proof reader's task is to ensure that the proof tallies with the copy. Proofs come in different forms depending on the kind of publication process. Proofs appear as single-columns of type printed on long strips of paper in case of letterpress or offset newspapers using typeset copy. Typed stencil serves as the proof for mimeographed papers, while for offset papers prepared with a computer, the finished job of typing must be proofread. It has to be noted that the methods of marking for the last two processes is different from that used with a printed proof.

Proofreading is usually done by a team of two, a copyholder and a proofreader. The copyholders read aloud from the copy, indicating paragraphs, commas and other punctuation and spelling out proper names. The proofreader follows on the proof, marking corrections.



CHECK YOUR PROGRESS

Q.3: What is the role of proofreader?

_____

_____

Q.4: When do we use graphics?

_____

_____



ACTIVITY 8.1

Ask your friend to write down roughly about any happenings around your locality. Edit that roughly compiled news item using various editing symbols in your own way.

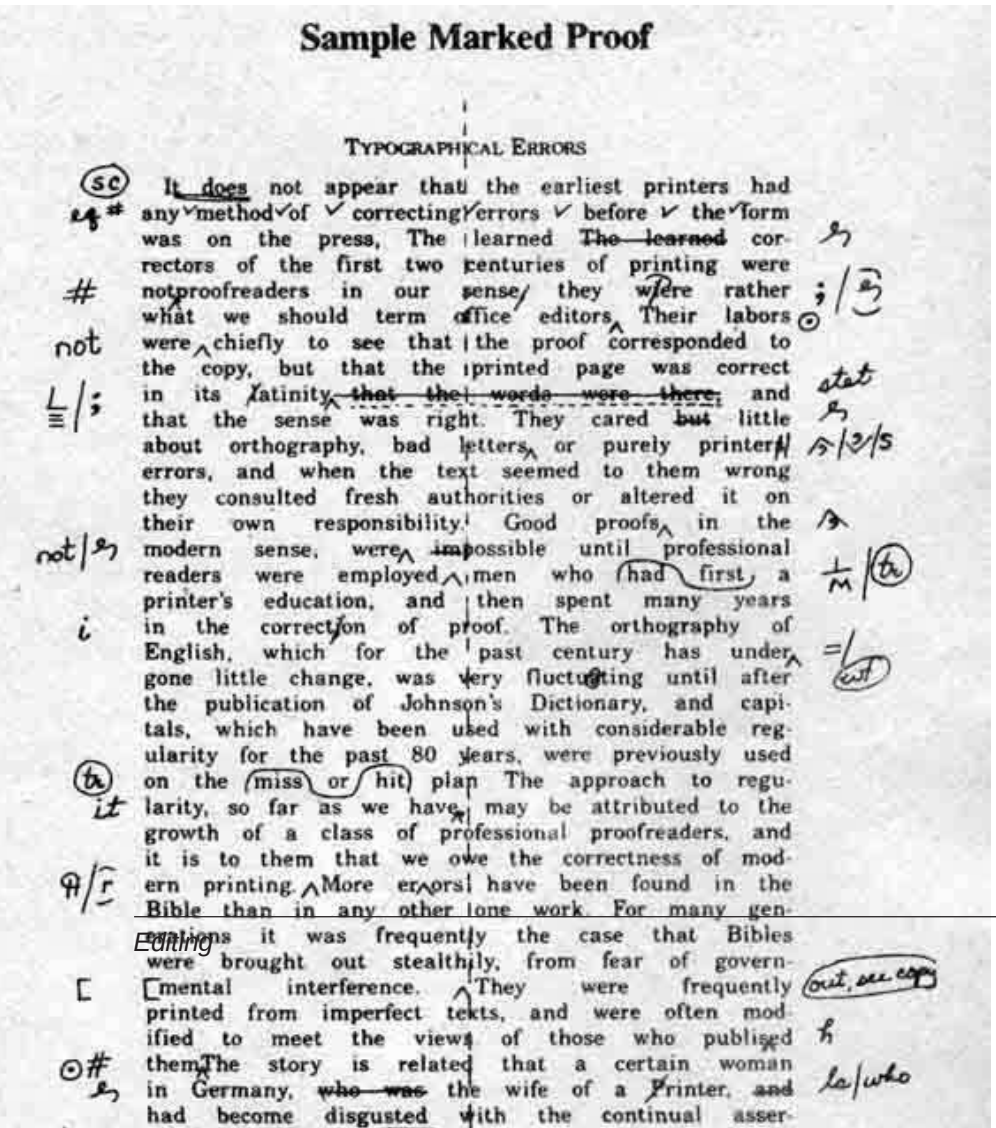


PROOFREADER'S MARKS

The following marks are standard for printers but are also often used in correcting early drafts.

⊙	Insert period	a. c.	Small caps—used in margin
⁄	Insert comma	═	Small caps—used in text
:	Insert colon	rom	Roman type
;	Insert semicolon	caps	Caps—used in margin
?	Insert question mark	═	Caps—used in text
!	Insert exclamation mark	c+sc	Caps & small caps—used in margin
=/	Insert hyphen	═	Caps & small caps—used in text
⁄	Insert apostrophe	l.c.	Lowercase—used in margin
⁄⁄/⁄⁄	Insert quotation marks	/	Used in text to show deletion or substitution
⊣⊢	Insert 1-en dash	⁀	Delete
⊣⊢	Insert 1-em dash	⁀	Delete and close up
=#	Insert space	wf.	Wrong font
ld>	Insert ( ) points of space	⊂	Close up
∨	Superior	⊐	Move right
∧	Inferior	⊏	Move left
(/)	Parentheses	⊓	Move up
[/]	Brackets	⊔	Move down
□	Indent 1 em	‖	Align vertically
□□	Indent 2 ems	═	Align horizontally
¶	Paragraph	⊐⊏	Center horizontally
no¶	No paragraph	⊓⊔	Center vertically
tr	Transpose—used in margin	eq#	Equalize space—used in margin
∼	Transpose—used in text	∨∨∨	Equalize space—used in text
sp	Spell out	.....	Let it stand—used in text
stet	Italic—used in margin	stet.	Let it stand—used in margin
═	Italic—used in text	⊗	Letter(s) not clear
b.f.	Boldface—used in margin	∧	Caret—General indicator used to mark position or error.
∼∼	Boldface—used in text		

Sample Marked Proof



TYPOGRAPHICAL ERRORS

It does not appear that the earliest printers had any method of correcting errors before the form was on the press. The learned ~~The learned~~ correctors of the first two centuries of printing were not proofreaders in our sense; they were rather what we should term office editors. Their labors were chiefly to see that the proof corresponded to the copy, but that the printed page was correct in its latinity ~~that the words were there~~ and that the sense was right. They cared ~~but~~ little about orthography, bad letters, or purely printer's errors, and when the text seemed to them wrong they consulted fresh authorities or altered it on their own responsibility. Good proofs in the modern sense, were ~~impossible~~ until professional readers were employed, men who had first a printer's education, and then spent many years in the correction of proof. The orthography of English, which for the past century has undergone little change, was very fluctuating until after the publication of Johnson's Dictionary, and capitals, which have been used with considerable regularity for the past 80 years, were previously used on the miss or hit plan. The approach to regularity, so far as we have, may be attributed to the growth of a class of professional proofreaders, and it is to them that we owe the correctness of modern printing. More errors have been found in the Bible than in any other one work. For many generations it was frequently the case that Bibles were brought out stealthily, from fear of governmental interference. They were frequently printed from imperfect texts, and were often modified to meet the views of those who published them. The story is related that a certain woman in Germany, ~~who was~~ the wife of a printer, ~~and~~ had become disgusted with the continual asser-



8.6 LET US SUM UP

In this unit you have learnt the intricacies of editing, which plays an important role in bringing out an error-free newspaper which presents a uniformity of style in text, layout and headlines. As language is the mainstay of a newspaper, utmost care has to be taken to ensure that the language used in the newspaper is simple and correct- free from grammatical errors. Moreover, the editorial desk should also take care to see that nothing libelous is published which may attract litigation in the courts. Headlines of news items attract the readers to the story. Care should be taken to write headlines with economy of words within a limited space. Graphs, charts and maps are today being widely used in the print media to help the readers understand better the subject in the news. These are important inputs to counter the challenge posed by the electronic media. Proof Reading which has been an integral part since the days of inception of the printing press is the first stepping stone of editing. You have also learnt the use of editing symbols which is essential for all aspiring journalists. By now you must have developed the skill of editing and its nuances.

8.7 FURTHER READING

1. **Essentials of practical journalism** — *Vir Bala Agarwal, Concept Publishing Company, New Delhi*
2. **Art of Editing—***Manohar Puri, Pragun Publications, New Delhi*
3. **News Reporting and Editing; *An Overview*** — *Suhas Chakravarty, Kanishka Publishers and Distributors, New Delhi*



8.8 ANSWERS TO CHECK YOUR PROGRESS

Ans. to Q. No. 1: The comma plays an important role in punctuation. This little mark causes more trouble than the rest put together. For example:

Ram says Raj is an idiot.

Ram, says Raj, is an idiot.

Observe how the placement of the comma has changed the meaning of the sentence. We should remember that commas define relationships within a sentence.

Punctuation marks bring in clarity and make a piece of writing readable. However, too many punctuation marks may clutter up a story. There should be no comma after a verb, unless it is immediately followed by a parenthesis.

Ans. to Q. No. 2: Newspaper language has to be simple and precise. The language has to be adjusted to the style of the newspaper.. Obscene and vulgar language should be totally avoided. They should be cut out even from direct quotations. Slang and colloquialism should at best be avoided.

Ans. to Q. No. 3: Proof readers have played an important role in ensuring that a clean and correct copy came out of the printing presses. With the advent of the newspaper, proof readers also became an integral part of the newspaper.The proof readers have to compare the 'printed' copy with the original, to find any possible mistakes. The proof reader's task is to ensure that the proof tallies with the copy.

Ans. to Q. No. 4: Graphics are used for the tabloids and magazines where detailed stories are published with illustration - pictorially and graphically.



8.9 POSSIBLE QUESTIONS

Q.1: Discuss the importance of language editing for print media.

Q.2: Discuss some of the editing symbols used by a proofreader.

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UNIT - 9 : PAGE MAKE-UP AND LAYOUT

UNIT STRUCTURE

9.1 Learning Objectives

9.2 Introduction

9.3 Page layout

9.4 Page make-up

9.5 Let Us Sum Up

9.6 Further Reading

9.7 Answers To Check Your Progress

9.8 Possible Questions

9.1 LEARNING OBJECTIVES

After going through this unit you will be able to:

- analyze the importance of page design.
- describe the basics of page layout and page make up.

9.2 INTRODUCTION

In the previous unit, we have learnt about editing symbols and proof reading. But editing does not only refer to editing the contents of a copy. Editing is a far broader concept. In this unit we shall try to go a little deeper into this.

Another important part of editing is page designing and make-up. Without having a clear picture about these areas the knowledge of editing is truly incomplete. Therefore, in this unit we will learn more about the process of editing and many other important concepts related to the field of journalism, like page make up and design, essential for an editor.

This unit will help you get a more complete picture of the editing process.

9.3 PAGE LAYOUT

In this age of stiff competition among publications, content alone is

not the criterion that makes a newspaper or magazine sell. Newspaper is today like any other commercial product and readers have to be lured into buying the product not simply by giving them good quality of content but also packaging it in an attractive manner. That is why creating an attractive layout and ensuring attractive page make-up for the newspaper is very important for any publication.

The layout is the look of the newspaper page. It is the blue print showing the placement of all the elements of the final product, designed to attract the readers and acquire a position in the market. It is the complete get-up and personality of a newspaper. Hence, it is considered as one of the most vital processes in newspaper production. Whether it is a newspaper or magazine, all publications give due importance to this aspect. Designers in some newspapers are very highly paid professionals. Many publications, particularly the big ones, have an art department where experts and art designers make up the pages with the help of sub-editors.

Preparing the layout of a newspaper is not an easy task as it involves many considerations operating upon the person making the layout. It involves judicious placement of news and pictures at the rightful places, so that the value of the news remains intact and pictures supplement and add credibility to the news. Laying out pictures is an art in itself and requires high degree of aesthetics. The right impact of a picture can be created only by the selection of the right picture, proper size, proper cutting and its proper placement within a page. As such, some publications even have picture editors at a very senior level. Layout also means usage of appropriate headline fonts and style so that the news items get properly highlighted. Placement of advertisements also comes under the purview of the layout artist, even though the positions of the advertisements are decided well in advance by the advertising department.

Again, the layout of every page will not be the same. The layout of the first page will be very different from that of the inside pages as the first page will have some additional elements like the flag, **ear panels**, the **anchor story**, and in most newspapers, there is also a cartoon, the weather report, and brief news capsules/snippets. These elements will not be found in the



Ear Panel: Small box in the upper corner of a news page, usually on page 1.



Anchor Story: The news story (usually feature type) carried at the bottom middle position of the front page of newspapers. The position is called the anchor position.

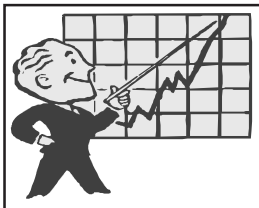
inside pages. Again, the editorial page is also different from the rest of the pages. It has the editorial, letters to the editor and usually two articles. As such the layouts will also be different.

For most readers, ease of reading is very important. No one likes to read a newspaper carelessly crammed with news and pictures. A good, well-planned and well-executed layout is also indication of good and meticulously prepared content inside. For a publication which does not make the effort to present the newspaper properly will most likely do the same to the content inside as well. Again, when one buys a newspaper from the news-stand, he or she first scans the newspapers stocked in the news-stand. He or she would perhaps end up buying the one that stands out among the rest and which catches his attention first with an attractive pleasant design with colors and variety and which, with all the constituent elements, still looks balanced and soothing to the eyes.

Another thing which a layout designer has to keep in mind is the creation of enough breathing space in the pages. White space is very crucial to the look and readability of a newspaper. It not only makes the page look neat and elegant, but also makes it soothing to the eye and increases its readability. Many newspapers ignore this aspect and in their attempt to accommodate maximum matter leave very little white space. The result is a fully packed page which often repels the readers.

A newspaper's layout can be static or dynamic. When a newspaper always uses the same kind of layout everyday, then it is said to have a static layout. On the other hand, if the newspaper experiments with different kinds of layouts all the time, then it is said to have dynamic layout. Both types have their own advantages and disadvantages. While a static layout establishes a style and identity for the newspaper, it can at times become monotonous for the readers who see the same layout day after day. But it can also guide the reader, as the regular reader will know exactly where to look for what, if the layout remains static. The dynamic layout, on the other hand, infuses an element of surprise and consequently expectation and excitement in the reader as they can never predict what is new about the newspaper that will greet the readers the next morning. But, at times, it can

be confusing and irritating also, if the newspaper overdoes it. Dynamic layout is good, but within limits.



CHECK YOUR PROGRESS

Q.1: What do you mean by page layout?

_____

_____

_____

Q.2: What are the building blocks of a news page?

_____

_____

_____

Q.3: Define the following:

a. Ear panel

_____

_____

_____

b. Anchor position

_____

_____



ACTIVITY 9.1

1. Consider two major regional dailies and make a comparison of their layout. Which one is better and why?

2. Make a comparison between an important regional daily and a national daily. Find out the points of difference in their layout.

9.4 PAGE MAKE-UP

Once the layout is prepared, the layout artist sits to make up the page with pre-conceived design in hand. Preparing the layout of a newspaper

page is like preparing the architectural blue print of a house, while the **page make-up** is constructing the house with bricks, cement, sand, tin, stones etc. The only difference, here, is that the layout artist uses news, advertisements, photographs etc as his raw material to construct the real page from the structure he has in ha

Now with all these materials the layout person attempts to strike a balance between news, photographs, advertisements etc. This balancing act is very important as the look of the newspaper is as vital as its content. The basic objectives of page make-up are to - indicate the importance of the news, make the page easy to read and make the page attractive.

Extensive research has established that the eye enters a newspaper page at the top left corner. It is called the **Primary Optical area**. After entry the reading eye moves downward at a southeasterly incline until it reaches the bottom right of the page. The line that is thus formed from the top left to the bottom right is called the 'Line of Reading.' If this theory is adequately followed while placing the different items, the newspaper can itself act as a guide to the readers and ensure that the news which it wants to be read most are placed in more visible positions. It can emphasize through their placement, the relative importance of stories and photographs in the newspaper. Through its proper placement, the lead news of the day is made to look like the lead news and remain prominent among the rest. It is also important that every news should also get their rightful positions, without any important news getting buried in the process.

In order to achieve this, when he is placing the news, the layout person has to be aware of the practices which readers of every English and other left-to-right languages automatically follow while reading a newspaper. He has to analyze the eye behaviour and decide how he should arrange the different items so that the page is not only balanced, but also dynamic. For instance, each page of a newspaper has a **focal point** - a point on the page to which the reader normally looks for the most important story. Any area can be the focal point, depending on the chosen design. Advertisements can also dictate the focal points of the inside pages of a newspaper.

During the early times, many newspapers placed the focal point in the upper right-hand corner. Through the use of banner headlines that extended more than half the width of the page, readers were trained to seek the upper right-hand corner of the front page. This was based on the assumption that newspaper readers start reading by following the banner headline across the page and continue down the right-hand side of the page. Therefore, it was inferred that newspaper readers came to expect the most important story in each issue to appear or touch in the upper right-hand corner of the front page.

However, the right-hand focal point is not as important to make-up editors today, as in the past, since fewer newspapers use banner headlines on the lead story unless the story is extremely important. But there are still many newspapers which carry the most important story in the upper right-hand corner of the front page because of established practices.

Today, a large number of newspaper editors use the upper left-hand corner as the focal point. These editors think that readers, trained in school to read other literature from left to right, prefer their newspapers to be designed that way too. A few editors still use other areas, such as the upper center of the front page as the focal point.

Choosing the appropriate headline font and font style for each news is also an important consideration for the layout artist. Font size is often an indicator of a story's importance. Even a very important story may get buried if the headline is not significantly played up.

Another important purpose of make-up is to attract the buyer so that he will be impelled to select one newspaper as more appealing over others. The make-up has to be such that there is variety and an artistic appearance so that there is no monotony. For all these acts the layout artist should have the sense of aesthetics and a vision for creativity. Else, he will fail to deliver a beautiful, well-balanced and standard product of newspaper to the people.

Now-a-days, most of the work of layout preparation is done on computer. Two popular editing softwares are Quark Express and Adobe Page Maker.



LET US KNOW

There are four basic types of lines used in make-up. They are vertical, diagonal, circular and horizontal. The vertical line is used to make the reader read up and down the page. The line is carried out on the page by displaying stories, headlines and pictures vertically on the page. The diagonal line makes the reader read through the page. The line is carried out on the page by displaying headlines and pictures so together they form a diagonal line from the upper left-hand corner to the lower right-hand corner of the page. The circular line gets the reader to read around the page. The line is carried out on the page by displaying stories, headlines and pictures on the page so that the reader can see each as being equally important. This creates a tendency on the reader's part to read all the stories. The horizontal line is used in newspaper make-up to get the reader to read back and forth on the page. The line is carried out by displaying stories, headlines and pictures horizontally on the page. The horizontal line is a post-World War II development and it is probably the most striking change in the appearance of newspapers in this century. It is a characteristic of many present-day newspapers.



CHECK YOUR PROGRESS - B

Q.4: Define page make-up.

_____

_____

_____

Q.5: What is the relationship between page layout and page make-up?

_____

_____

_____

Q.6: What is the importance of page make-up?



9.5 LET US SUM UP

In this unit we have learnt about a few more aspects of editing. Let us recall what we have learnt.

- Preparing the layout of a page is also another part of editing. A ideal layout is that which is balanced in terms of presentation of news, pictures, cartoons, advertisements and judicious use of white space which offer the readers a free flow to their eye movement.
- Once the layout is prepared by the layout artist, it is then filled up with necessary details. This process is called page make-up and involves making the page look attractive and the different elements stand out.
- Now-a-days, the entire process, from layout preparation to page making, is accomplished with the help of computers. There are especial software for this purpose like Page Maker, Quark Express etc.



9.6 FURTHER READING

1. **Essentials of Practical Journalism —** *Vir Bala Agarwal, Concept Publishing Company, New Delhi*
2. **News Writing –** *George A. Hough, Kanishka Publications and Distributors, New Delhi*
3. **Basic Journalism –** *Rangaswamy Parthasarathy, MacMilan India Ltd., New Delhi*



9.7 ANSWERS TO CHECK YOUR PROGRESS

Ans. to Q. No. 1: The layout is the look of the newspaper page. It is the way the newspaper page is arranged or laid out complete with news, advertisements, photographs, cartoons etc. so as to attract the readers and acquire a position in the market. It is the complete get-up and personality of a newspaper.

Ans. to Q. No. 2: The building blocks of a newspaper page are:

a. News (including headlines)
b. Photographs
c. Advertisements
d. White space

Ans. to Q. No. 3: a. Ear panel: Ear panel is a small box in the upper corner of a news page, usually on page 1. It is used for advertisements for special columns.

b. Anchor Position: It is the bottom middle position in the front page of a newspaper. The story that is carried in this position, usually a feature or a special regular column, is called the anchor story.

Ans. to Q. No. 4: Page make-up is the process of actual arrangement of all the elements in a news page based on the predetermined layout to compile the final product.

Ans. to Q. No. 5: The relationship between page layout and page make-up is very profound. Once the layout is prepared, the layout artist sits to make up the page with pre-conceived layout in hand. Preparing the layout of a newspaper page is like preparing the architectural blue print of a house, while page make-up is constructing the house with bricks, cement, sand, tin, stones etc. The only difference, here, is that the layout artist uses news, advertisements, photographs etc as his raw material to construct the real page from the structure he has in hand.

Ans. to Q. No. 6: For any newspaper reader two things are very important – that the page should be attractive and that it should be easily readable and not straining to the eye. As such a neatly and attractively made up page is the key to hook the reader. The very purpose of make-up is to achieve this.

The page can be made attractive and balanced by resorting to a judicious blend of news, pictures and advertisements, innovative typefaces in certain places, particularly headlines, to attract attention and use of boxes, colour etc to highlight important news. Readability on the other hand can be achieved by using a good, simple, easily readable font, a standard font size that is neither too big nor too small and the use of the right amount of white space so that the page is neither too crammed up nor too airy.



9.9 POSSIBLE QUESTIONS

Q.1: Why a layout is important for a newspaper?

Q.2: What is the relationship between layout and page making?

Q.3: What is the difference between page layout and page make-up?

Q.4: The layout and make-up of a newspaper can sell or mar a newspaper. Comment.

*****

UNIT 10: REVIEW AND COLUMN WRITING

UNIT STRUCTURE

10.1 Learning objectives

10.2 Introduction

10.3 Techniques of writing reviews

- 10.3.1 Writing book review
- 10.3.2 Writing film review
- 10.3.3 Writing play review
- 10.3.4 Writing musical review

10.4 Column writing

10.5 Answers to Check your Progress

10.6 Further Reading

10.7 Possible Questions

10.1 LEARNING OBJECTIVES

After reading this unit, you will be able to:

- develop a rational and objective standpoint in order to evaluate books, films, plays and musical compositions,
- pass judgment on books, films, plays, and musical composition from the standpoint developed,
- understand what constitutes a good piece of writing or composition and what does not.
- familiarize yourself with the concept of column writing.

10.2 INTRODUCTION

One of the meanings of the term “review” is that it is an evaluation or a judgment on a play, novel etc. While reviewing books, films etc. generally a reviewer-

- Introduces the work to the readers by stating what the work is about

- Gives a gist of the chapters, acts, sequences and notations of the work under review.
- Takes a standpoint that enables the person to pass judgment on the work.

In this unit we shall attempt to discover the issues that a reviewer takes into account in order to pass judgments on a work. You must have seen reviews of books, films, plays and musicals published in newspaper and magazines. Some film reviewers even go to the extent of rating a film in terms of stars on a seven star scale. We shall try to see what criteria these reviewers take into account in pronouncing a work as good or bad and in rating a work. We will also try to understand the skills required for column writing.

10.3 TECHNIQUES OF WRITING REVIEWS

It may interest you to know that some reviewers even go to the extent of proscribing a book for various reasons. The film Censor Board is in a way a board of reviewers passing judgment on films and so on. You all know that the recent blockbuster Jodha Akbar was banned by reviewers from being screened in Rajasthan because the reviewers felt that the film was distorting history.

Likewise, reviewers take the extreme step of banning books on the following grounds:

1. Obscenity
2. Hurting religious feelings
3. Questioning the sovereignty of State
4. Adverse reporting on the country
5. For such writings as may cause strained relation with other countries.

A complete list of books banned under different grounds is hard to compile. However, the following list should provide a backdrop for our present study. These are the books banned in India since independence.

1. Obscenity

Kinsley et al: *Sexual behavior in the human male* (1953)

Kinsley et al: *Sexual behavior in the human female* (1953)

Lawrence, D.H.: *Lady Chatterley's Lover* (1958)

2. Hurting religions feelings

Menon, Aubrey: *The Ramayana* (1957)

Ram Swarup: *Understanding Islam through Hadi* (1983)

Rushdie, Salman: *The Satanic Verses* (1989)

3. Questioning the sovereignty of India

Beg, Aziz : *Captive Kashmir* (1958)

Lawrence. Alan : *Chinese Foreign relations since 1969* (1978)

4. Adverse reporting on India

Naipaul, V. S.: *An Area of Darkness* (1970)

Segal, Ronald: *Crisis in India* (1970)

5. Relations with other countries

Hagen, Tony: *Nepal* (1965)

These are only a very few of the books that have been banned in post-independence India.

10.3.1 WRITING BOOK REVIEW

The term "book review" is likely to raise a number of questions notably: What type of book is being referred to? Are we referring to narrative texts or are we also referring to "scientific" texts? Then what about non-fictional texts on diverse subjects ranging from social science to religion? Do we need different methods, approaches and techniques for reviewing these diverse genres of texts?

Let us begin by taking a close book at the term "narrative text" Note that the word "narrative", more than anything else, refers to a technique or a strategy for representation that contrasts with "scientific" modes of explanation. A scientific text can explain the atmospheric processes that account for snow fall rather than rain; but it takes a narrative to convey what it is like to walk along a peak in fresh fallen snow as the afternoon turns to evening.

Ronald Barthes in his 1966 essay "Introduction to the Structural Analysis of Narratives" observes that the narratives of the world are numberless. He is of the view that "narrative is present in myth, legend, fable, tale, novella, epic, history, tragedy, drama……" Barthes goes on in the essay to identify key aspects of narrative – the defining traits that exist irrespective of whether the text is a novel or history, epic or drama. From this statement it can be convincingly deduced that it is possible to develop a common method or technique or approach to review narrative texts irrespective of genres.

When you take up a narrative text, a novel for example, for writing a review on the book, you will discover as you read along that the "story" in the book is in most cases an account of what happened to particular people – and of what it was like for them to experience what happened – in particular circumstances and with specific consequences. You can, for example, state what a book is about or is not about. Read the following extract of a review of Salman Rushdie's novel *Shame* by Malcolm Bradbury published in the **Guardian**:

"Shame is and is not about Pakistan, that invented, imaginary country," 'a failure of the dreaming mind'….. The theme is shame and shamelessness, born from the violence which is modern history….."

The above extract is significant for our purpose. When we sit down to write a review on a book, we can find a lead – a starting point, if you like – to approach the book with the question: What is the book about? It is a "global understanding" of the subject matter of the book. You present this account at the beginning before you move on to what happens to the people or the event in the subsequent development of the story.

However, a review is not a summary or gist of the book under review. The reviewer has to evaluate the content, the style of

presentation of the content, the layout of the content and a host of other aspects in order to pass a judgment on the work. Let us look at another excerpt of a review of Salman Rushdie's novel *Shame* to explore this point further:

"There can seldom have been so robust and baroque an incarnation of the political novel as Shame. It can be read as fable, polemic or excoriation; a history or as fiction ……..this is the novel as myth and as satire." (Sunday Telegraph)

When the reviewer evaluates the novel as 'fable', as a 'polemic', as an 'excoriation', as 'history' or as 'fiction', we understand that he is concerned with the narrative technique of the novel more than the "storytelling" aspect. The narrative technique of the novel can be analyzed in the mode of representation in specific discourse context or occasion. There is a story telling style in homely and plain language so much common in fables and stories that runs through the novel. The reviewer Malcolm Bradbury had noted this point and hence he observes: "Rushdie shows us with what fantasy our sort of history must be written – if, that is, we are to penetrate it, and perhaps save it."

The narrative technique of the novel is also analyzed in the creation of the story world of the novel. Rushdie conveys to us through his characters what it is like to live through this story world. He highlights the pressure of events on real or imagined situations.

So far, an attempt was made to examine a review of Salman Rushdie's novel *Shame* so as to draw from it a way of approaching a book and thereby identify its basic elements for reviewing a book. We have noted two broad parameters. First, we have noted a focus on the thematic concerns and, secondly, a focus on the narrative technique. Finally to bring about a close to the review work, the reviewer may like to give his overall impression on the book, as to why the book appealed to him or for that matter why the book should be proscribed as the case may be.

Having said that, let us carry out on exercise of review writing. I have picked up the book *Tea: Legend, Life and Livelihood of India* by G.P. Barooah for review writing as an example of review writing of a book of the non – fiction category. The name of the book with its particulars is generally given at the top.

G.P.BAROOAH: *Tea: Legend, life and Livelihood of India*

LBS/ Red River Publication, Guwahati, 2006

Leafing through G. P. Barooah's masterpiece of a book is an experience in itself. Every single page laced with glossy photographs by Dushyant Parashar bears the touches of first-rate professionalism. It is a very touching gesture on the part of the author to have thought to dedicate the book to the memory of the Singphow chief Bessa Gaum, the martyr Maniram Dutta Barua, the explorer Robert Bruce and the unsung workers and entrepreneurs who had braved calamities and exploitation to set up a tea industry of world repute. Indeed, each of the seven chapters and the chronology of events that make up the eighth, from a rich brew having the right proportion of strength, colour and flavour that can be a connoisseur's delight.

The first chapter "Discovering Tea" introduces Mr. Andrew Gillis Bewles, an old Englishman who was on a nostalgic trip to a tea – estate in Tezpur, his birthplace, where his father happened to be the Superintending Manager years ago. However, the presence of Mr. Bowles in the structure of the text of the book is only incidental as evident from the way the main theme of the chapter - - the colourful history of tea – is introduced. Quoting authoritative sources like Cambridge Encyclopedia of China (1982) as well as the myths and legends surrounding its history, the chapter brings out the value of tea in uniting people from all walks of life by their fondness of this remarkable drink.

The second chapter "Tea is forever" traces the Chinese origin of tea way back in the seventh century and moves on to an exploration of its Indian origin. In doing so, the chapter gives due

credit to Maniram Dewan not only for the discovery of the tea plant but also for introducing the British trader and explorer Robert Bruce to the Singphow chief Bessa Gaum and helping in making a deal with the latter to supply indigenous tea plants. The chapter records that for this role, Maniram was appointed Dewan in the Assam Tea Company prior to starting his own tea plantations, thereby, becoming the first Indian tea planter.

Chapter three dwells upon the flavour and taste of tea, its classification, process of manufacture of teas like black tea, green tea, oorlong tea, organic tea, decaffeinated tea, flavored tea, massala tea and so on. It also dwells upon the establishment of the Assam Tea Company at Nazira in Sibsagar district and the changing roles of the labourers in the development of the industry as equal partners in progress.

The phrase "Partners in progress" constitutes the core of Chapter four which looks at the contribution of the industry towards the development of a social infrastructure which include financing research on tropical diseases, setting up a state – of – the art school at Tezpur, construction of the Law Faculty building at Gauhati University, setting up the Kamal Kumari Foundation, promoting sports and employment, among others.

Chapter five titled "A colourful life and culture" is undoubtedly the most beautifully written chapter in the whole book both in terms of its lucidity and content. Highlighting the achievers from the tea background, the chapter brings together anecdotes around the lives of planters and their courage in tackling man-eaters and as well as extremists by highlighting the point that tea is much more than a commodity – it is a heritage based on values and culture, full of sentiments and commitments.

Chapter six looks at tea in terms of a health drink by referring to its anti-oxidant properties which build a defence mechanism in the human body to reduce the risk of some dreaded diseases and increasing longevity while Chapter seven records the threat that

Indian tea has been facing from other beverages. It shows how foreign teas, pressure from workers, taxes, extremists, natural hazards, low prices, archaic labour laws and so on have conspired to bring about a crisis to this once glamorous industry. However, the chapter ends with the optimistic note that with the innovations in marketing and quality in production, a new era for Indian tea will dawn.

What is impressive about the book is that it explodes the myth that local publishers can never come up to international standards in terms of quality and production. One would like to congratulate Mr G.P.Barooah for his excellent book that touches different perspectives on the theme of tea.

Observations:

1. Note that in the opening paragraph the reviewer focuses upon the thematic concerns of the book. To correlate with the subject matter, the reviewer uses words like “rich brew”, “right proportions of strength, colour and flavor” and “connoisseur’s delight” that can be associated with a decent cup of tea.
2. The remaining paragraphs except the last paragraph focus on the narrative technique of the book highlighting the contents in each chapter.
3. The concluding chapter gives an overall impression on the book.

A complete review of a novel is now taken up in the section called “Check your Progress – 1” so as to make the reading a but activity orientated.



CHECK YOUR PROGRESS –1

Read the following book review:

Khaled Hosseini: *A Thousand Splendid Suns*. Bloomsbury, Price £5.99, Pages 372

Hosseini’s first novel, the splendidly sentimental The Kite Runner was quite the rage and deservedly so; this one, the story of two wives,

is guaranteed to go the bestseller route as well. It's dramatic, even soap operatic, providing an insider's view of the plight of the girl child, and of the Afghan wife.

The book begins with the story of Mariam, confined with her epileptic mother, to a tiny hut on the outskirts of Herat. For Mariam is harami, an illegitimate child of a rich businessman. When her mother hangs herself, Mariam is married at 15 to a 45 year old shoemaker Rasheed of "crowded teeth …. nails yellow – brown, like the inside of a rotting apple" , and dispatched to far– away Kabul, where wives are only valued for their procreating potential. And Miriam only miscarries.

Here's when the pretty Laila, who lives down the street in Kabul, comes in. The rocket – bomb death of her parentts pushes her, pregnant and protector– less, into the wife– beating arms of Rasheed. The two women soon warm up to each other, their courtyard cups of chai and halwa together becoming one bright spot in the day. "Women like us. We endure", Miriam's mother had told her years ago and their friendship helps them to do exactly that. "There isn't a court in this god– forsaken country that will hold me accountable for what I do," Rasheed declares, in perfect sync with a Taliban regime that will soon chillingly announce: "Attention, women, you will stay inside your house at all times…. If you are caught alone on the streets, you will be beaten and sent home".

Sadly, such tales are all too true, even if much of the history and politics in the novel seems plastered on. A Thousand Splendid Suns is pulp fiction at its emotive last.

Sonya Dutta Choudhury

Answer the following questions:

Q.1: How does the reviewer focus on the thematic concerns of the novel?

……

……

Q.2: How does the reviewer focus on the narrative technique of the novel

……

……

Q.3: What conclusion does the reviewer arrive at?

……

……

10.3.2 WRITING FILM REVIEW

In his book *Films as Film* (Pelican, 1972), V. F. Perkins observes that in the early years of films even prominent film – makers like William De Mille didn't expect films to develop into anything which could be called art. Even as late as 1947, film reviewers regarded films as bits of celluloid and wire and it could not be considered art. However, today no one will deny that film constitutes a new kind of art that goes by the term "recording art".

This changed attitude towards films has been due to the fact that film developed by a process of replication of the novel, painting, drama and music. Anything that happens in life that is seen or heard can be recorded on film, tape or disc. Because of this advantage, film has not only achieved immense popularity but also posed a challenge to other arts. In fact, the novel and the stage drama had to redefine themselves in terms of the new artistic language of films.

You will note that there is a film version of a good number of novels. Dr. Bhabendranath Saikia's *Antarip* has a film version tilled *Agnisnan*. Atulananda Goswami's *Namghoria* has a tele film version serialized in the television. The major works of Defoe, Swift, Stevenson, Dickens and a host of other novelists have film versions. The narrative potential of film is so marked that it has developed a close bond with the novel. Both films and novels tell long stories with a wealth of details and they do it from the point of view of a narrator. Whatever can be told in print in a novel can be roughly

pictured or told in film. One can see a high degree of correlation between pictorial narrations as in film with language narration as in a novel.

In writing a review for a film the steps that we follow in writing review for books are not so stinking by different. Here is a film review published in ***India Today***.

Mera Pehla Pehla Pyaar: starring – Hazel ,Ruslaan Mumtaz. Directed by Robby Grewal

It is a tiny little film with no stars and a story of young love. Neither is a promising premise. But there is something endearing in its simplicity in a world where sex is supreme. Mumtaz is the son of an actor (Anjana Mumtaz), but he is not a star son. He is however, quite delightful as a young boy falling in love with the new girl in class.

The milieu is borrowed from Grewal's own adolescence and the school doesn't look as if it has stepped out of an Archie's comic book. The story needed a little more energy, though the climax – a frenetic 20 minute trip on the Parisian Metro to Eiffel Tower – tries to make up for it.

This is not exactly Dilwale Dulhaniya le Jayenge but it is an effort to show parents as they are now (friends rather than fuddy – daddies), fights as they happen (invariably in discothèques and always about a girl), and love as it grows (on borrowed credit cards and daddy's chauffeur driven cars). Grewal, who made the taut Samay, knows his subject. Now he needs a little more style.

By Kaveree Bamzai.

Observations:

1. The name of the film, the stars and the director is given in the same way that you introduce a book.
2. The review begins by stating what the film is about in general terms. We learn that "it is a story of young love……"
3. From general terms the writing moves to mark specific areas in the second paragraph to highlight some aspect of the film.

4. The review concludes with a general impression on the film. A comparison is made with a mega- starrer blockbuster *Dilwale Dulhaniya le Jayenge* and gives the suggestion that director Grewal “needs a little more style”.

Notice that these are the four steps (a – d) that we have identified in Check your Progress – 1 and you will find how comfortably these steps fit to the review of a film.



CHECK YOUR PROGRESS- 2

Select a feature film in any language and write a review of that film. Follow the steps given below for your review work.

(a) Write the names of the film, the cast and the director

(b) Begin by stating what the film is about in general terms introducing the prominent actors in their roles.

(c) From general terms you move on to specifics to highlight some notable scene or episode of the film.

(d) Conclude your review writing with a general impression on the story, the east on the film.

10.3.3 WRITING PLAY REVIEW

On the surface, a play that is staged (we call it stage drama here) seems most closely comparable to film. The theatre companies of Assam notably Awahon makes use of technology in stagecraft that brings a stage drama very close to a film. Certainly the roots of the commercial film in the early years of the twentieth century lie there. ***My Fair Lady*** is a film version of G.B. Shan’s famous play *Pygmalion*.

However, while reviewing a play we must bear in mind that a play differs from a film in several ways. The film has the vivid, precise visual potential of the pictorial arts; and it has much greater narrative capability which the stage drama lacks. But the most salient

difference between staged drama and filmed drama is in point of view. We watch a play as we will; we see a film only through a filmmaker's point of view. Another difference between the two is that a stage actor acts with his voice, while a film actor acts with his looks. A film actor, thanks to dubbing, doesn't even require a voice of his own, dialogues can be added later. But the face must be extraordinarily expressive especially when it is magnified as much as a thousand times in close ups.

But theatre has one advantage over film and it in this point that reviewers need to focus on more than others. The advantage is that the theatre is live. One can feel a continued interaction between the audiences and the cast. Today there is an effort to abolish the stage and the auditorium and replace them by a single site without partition or barriers of any kind. A direct communication will be established between the spectators and the spectacle. The Baator Naat (Road play), so much popular in Assam, is an effort to bring the cast closer to the spectators.

An interesting point for your observation is that there is a difference between a live performance of a play and the text. It is notable that from a linguistic perspective it is both possible and easer to review a play as a written text than to review it as a live performance. In reviewing a live play obviously the focus should be both on the theatrical performance and on the text of the play. This view is slightly deferent from that of Mick Short (1996) who suggests that the object of dramatic criticism should not be the theatre performance. He considers the text of the play a legitimate object of study. He argues that.

- Teachers and students have traditionally read plays without necessarily seeing them performed and have still managed to understand them and argue about them……..
- There is a logical and terminological distinction between a play and a performance of it. Coming out of the theatre, people can

be heard making comments of the form that was a good/bad production of a good/bad play…."

It is argued here that the performance of a play is an equally legitimate and interesting object for consideration when we review a live performance of a play. Let us read a play review given below:

Flowers: Girish Karnad; cast Rajit Kapur, Director : Roysten Abel.

Girish Karnad's Flowers is a lyrical monologue for a priest torn between his devotion to God and his carnal desire for his courtesan mistress. Body and soul have always been in conflict and have made for great literature and Karnad uses this underlying theme for the priest's internal strife.

Flowers is directed by Roysten Abel with Rajit Kapur essaying the role of the priest. The experimental set is designed by Abel with lights by Arghya Lahiri making it a truly visual experience. The flip side is that the rich and lyrical text does not transcend into great performance on stage, and one is left with a static and rather detached experience instead of one that is intimate and enlightening. While the premise is interesting, the soul is missing which is why the play fails to engage you in its entirety. But definitely worth a watch.

Nirmala Ravindran

Observations:

- The name of the play, the cast and the director is given in the way you introduce a book or a film.
- The review begins by stating what the play is about in general terms. We learn that the play is a lyrical monologue for a priest torn between his devotion to god and his carnal desire for his mistress.
- The reviewer moves on from the general to specific areas in which reference is made about the protagonist, the director and the stagecraft.
- The review concludes with a general impression of the performance by drawing a comparison with the text. It leaves a

suggestion that though “the soul is missing”, the play is definitely by worth a watch.



CHECK YOUR PROGRESS- 3

Recall a play you might have seen and write a review of that play. In case you do not know the names of the actors, you may make up the names as well. You may follow the four steps given for film review writing (Check your progress – 2)

10.3.4 WRITING MUSICAL REVIEW

Before we discuss Musical Review, it is instructive to deal with music, particularly the Indian classical music which has attained a distinctive place of its own. With more and more students opting for music as an elective subject year after year at the secondary school level in Assam, it can be construed that Indian classical music has been on the ‘aroha’ scale (ascendant) for many years now. It has now almost become customary to include a classical musical item in any cultural programme. The timeless classical tunes of Ashwarir, Khamaj, Todi and Bhairavi have an abiding appeal among an audience cutting across nationalities.

An eminent musicologist Lothar Lutze draws a distinction between Indian classical music and European classical music in a very comprehensive way. He observes that Indian music is not presented as something readymade. Beginning with the tuning of the instruments, the work of art unfolds before the listener; he is made witness to a creative process. Indian music, one might put it, grows; and it is enjoyable at any stage of its growth. On the other hand, European music is built like a house into which one dose not move before it has received its finishing touches. Indian music is by nature vegetative; its western counterpart is architectonic (i.e., having a clearly defined and artistically pleasing structure).

Our ragas and raginis, therefore, do not reside in mansions made from a hest of blueprints. Rather, “they are like magic mantras

or like seeds that sprout in the minds of our musicians and rasika", observe Vithal C. Nadkarni and Gurudev Sharan. It is in the course of an actual recital that, depending on the skill, sadhana and 'mood' that the musician, like the magician, aided by the sympathetic rapport of the audience, invokes the ragas and elaborates on forms. Hence, no two recitals of the same raga by two different masters can ever be alike. All are based on "shastriya" rules; yet each differs from the other like the myriad variations of shape in a single interminable river of ragas.

Indeed, the quality of a musical performance depends as much on the ability and imagination of the performer as on the receptivity of the listener, on his sensibility. Music cannot be appreciated in terms of analysis of its acoustic features. It is well remember that music has a profound effect on the psyche and its spiritual value cannot be brushed aside. Great music induces the rapture of the body and the mind and leaves the listener with an overwhelming experience.

Let us consider a musical review now and note the points for consideration in such reviews. Here is a review of Brij Narayan's sarod album.

Brij Narayan: A review

Brij Narayan, the son of sarangi maestro Pandit Ram Narayan, chose to play the sarod instead of his father's favorite instrument. He had developed and perfected a style influenced by various features of Narayan's sarangi treatment, such as his taan sequences blended with some features of Ustad Ali Akbar Khan's sarod playing style. In this album Narayan plays the morning raga Bilakhani Todi. The jod highlights the rhythmic phraseology beginning with the simple and culminating into layers of complex expression. It is followed by raga Mishra Piloo. The flight of improvisation has the element of romanticism and playfulness.

Observations:

- It is notable that the review begins with an introduction of the performer with a reference to his parents / guru by whom he was initiated to the skill. We shall call this introduction.
- At the next stage the different *ragas* and *taals* used by the performer are introduced. We shall call it the middle.
- Finally, there is a comment on the overall performance of the performer. The focus is on the effect of the music on the listener. We shall call it the conclusion.



CHECK YOUR PROGRESS- 4

Read the following review on eminent vocalist Rashid Khan:

Hindustani vocalist Rashid Khan is sheer talent in terms of vocal range and virtuosity. He honed his prowess at a very young age under the tutelage of Ustad Nisar Hussain Khan of the Rampur Sahewan Gharana. In this album he sings short compositions and gives a flavor of the Ahir Bhairaw, Desh, Chandradwani and Bhairavi ragas. He says that Chandradwani raga is his invention by combining the purvanga of Chandrakauns and the uttaranga of Kaushidhwani. His new raga has not been played by other musicians yet. The melodic elaboration in the upper octaves is brilliant. His singing is combination of emotional content and melodic elaborations.

Read the observations on the review of Brij Narayan once again and identify the three stages in the above review.

10.4 COLUMN WRITING

Let us begin by asking ourselves what a ‘column’ is. There are several meanings of this word.

(1) It is a standard vertical division of a newspapers page, hence comes the word ‘column’ measure.

(2) The vertical division of the news page is usually referred to as a column. A standard size newspaper is divided into five to eight columns.

(3) A signed article of opinion or strong personal expression frequently by an authority or expert is also a column. Thus, we have a sports column, a political or social column and so on.

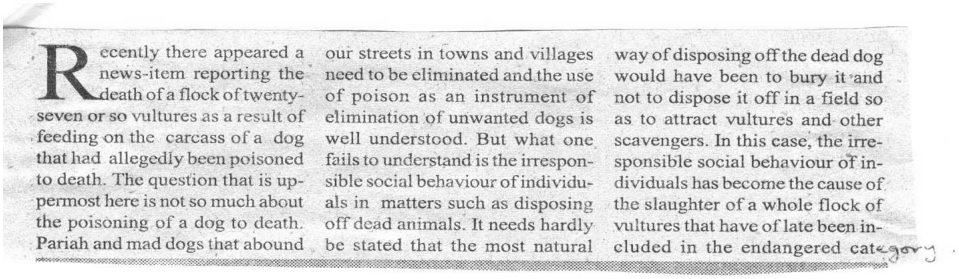
From the word 'column', we get the word columnist. A regular writer on a particular subject is a columnist. He is usually a feature writer.

We use the term 'Feature' in the context of column writing to refer to an article emphasizing the human or subjective aspects of a situation. It is differentiated from straight news. That is, a feature is not meant to deliver news first hand. It usually recaps major news that was reported in a previous issue of a newspaper. It can stand alone or be a corollary to the main story published elsewhere.

One of the important points about a feature is its timeliness. A feature to be read and appreciated must have immediate reference to what the reader knows only sketchily. A feature, in the circumstances must fill in the readers with new information of which he has been hitherto ignorant. It must provide him with all that he wanted to know but had not time to enquire about.

As an illustration, let us first of all refer to a news item that had appeared in the Assam Tribune. The news is about the death of a whole flock of vultures for repeatedly eating the carcass of a dog that had been killed by poisoning in Chaigaon area in Kamrup District of Assam. A few weeks after this news item appeared, there appeared a feature article titled "Conservation of Wildlife".

Let us take a close look at the structure of this article which, it is expected, will throw light on the techniques of writing a feature in a column. Perhaps the best way to begin a feature is to focus upon the contemporariness of the theme. The author takes this "timeliness" as the springboard to introduce the theme as illustrated below in the opening section of the feature.



Recently there appeared a news-item reporting the death of a flock of twenty-seven or so vultures as a result of feeding on the carcass of a dog that had allegedly been poisoned to death. The question that is uppermost here is not so much about the poisoning of a dog to death. Pariah and mad dogs that abound our streets in towns and villages need to be eliminated and the use of poison as an instrument of elimination of unwanted dogs is well understood. But what one fails to understand is the irresponsible social behaviour of individuals in matters such as disposing off dead animals. It needs hardly be stated that the most natural way of disposing off the dead dog would have been to bury it and not to dispose it off in a field so as to attract vultures and other scavengers. In this case, the irresponsible social behaviour of individuals has become the cause of the slaughter of a whole flock of vultures that have of late been included in the endangered category

CHECK YOUR PROGRESS – 5

1. How does the author focus upon the timeliness of the above feature (Answer in one sentence)

.....

.....

2. Choose the appropriate answer from the alternatives given In the opening section of the feature, the author stresses as

(A) the death of a flock of vultures

(B) irresponsible social behaviour of individuals

(C) killing mad dogs using poison

Ans :

.....

.....

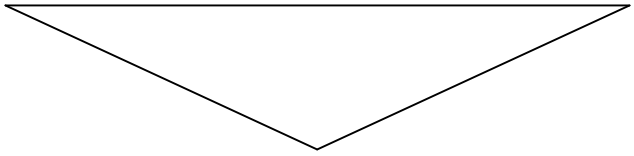
.....

You will note that in writing a Feature you have to be cautious of the style of presenting of the material. The style is different from – in fact, just opposite to – a news report. Note this difference:

- News-reports are written mostly in the inverted pyramid formal structure and style. On the other hand, Features follow the structures of essays and discussion.
- News-reports do not present the reporter's distinct point of view but a feature does. In a feature, the author presents his / her point of view.

- Unlike news-reports, features are generally longer and are not constrained by a hand news-peg although they still need some element of timeliness.
- While hard news attempts to tell what is happening, features have more room to develop why and how something is occurring and provide more perspective.

Let us ponder for a moment. What is meant by the expression “inverted pyramid”. Look at this diagram:



This is a figure of a pyramid turned upside down. A news report follows this structure. It begins with the ‘lead’ in which the entire news-story is given. What follows after the lead is merely illustration of what has been referred to in the lead; hence, the pyramid structure.

While stating that a feature follows the structure of an essay, it is assumed that the essay has a fixed structure. We shall use that structure for features also. Generally, the Feature follows a linear structure as follows:

- Introduction
- Main body
- Conclusion

If you are given a word limit – say 500 words – you might split it up thus:

Introduction: around 50 words

- Main body: around 300-350 words
- Conclusion: around 100 words

This is quite a sound plan and reflects a logical approach. You might, for example, need to define your terms or to indicate how you intend to tackle the topic. This would provide appropriate materials for an introduction.

In the main body you could deal with three or four main points, ideas, arguments, or aspects together with illustration and examples.

In the conclusion you could make your final point, recall the issues raised in the introduction, indicate a possible area for further study and review any important further implication.

CHECK YOUR PROGRESS - 6

Fill in the blanks to complete the sentences

1. A news-report follows the structure of.....
2. A feature has a ..... structure.
3. The structure of a feature can be described in..... stages.
4. The feature provides the writer with a scope to present his / her.....
5. A feature is generally ..... than a news-report.



10.5 ANSWERS TO CHECK YOUR PROGRESS

1. Check your progress – 1

1) The reviewer focuses on the thematic concerns of the novel in the first paragraph, especially in the second sentence.
2) The reviewer focuses on the narrative technique by stating the ways by which the story is developed. There is also a reference to the Taliban regime to give a local touch.
3) He calls it “pulp fiction at its emotive best”.

2. Check your progress – 4

- The introduction stage includes the first two sentences.
- The middle stage includes the next two sentences upto “uttaranga of Kaushidhwani
- The remaining part constitutes the conclusion.

3. Check your progress – 6

1. inverted pyramid
2. fixed
3. three
4. point of view
5. longer



10.6 FURTHER READING

1. David Herman: *Basic Elements of Narrative* (2009), Willey Blackwell, England.
2. Girija Kumar : *Censorship in India* (1990), Vikas, New Delhi.
3. Jame Monaco : *How to read a Film* (2009), Oxford.
4. V. F. Perkins : *Film as Film* (1972), Pelican.



10.7 POSSIBLE QUESTIONS

Q.1: Relate the grounds for banning a book. Give an example of a book that has been banned and state the reason for its being banned. (Refer to a book that has not been named in the banned list given at 1.2.)

Q.2: Contrast briefly the approach of presentation of content in a narrative text with that of a scientific text.

Q.3: Relate two points of similarities between film and a novel.

Q.4: State briefly in what way the film is different from a novel.

Q.5: What advantage does the theatre have over film?

Q.6: What is the difference between a live performance of a play and the text of a play?

Q.7: What is the difference between Indian music and European music?

Q.8: Read some book on music and write brief notes on:

- Vishnu Narayan Bhatkhande
- Vishnu Digmbar Poluskar
- Zakir Hussain
- Usted Amzad Ali Khan

- Jyoti Prasad Agarwala as musician
- Bishnu Prasad Rabha as musician
- Dr. Bhupen Hazarika's film music

Q.10: Write feature articles on the following topics:

- Global warming
- The flood problem of Assam
- Vocational education- issues and prospects
- Global terrorism and what it means in India
- Tourism and Assam- issues

*****

UNIT- 11 : GRAMMAR AND USAGE

UNIT STRUCTURE

11.1 Learning Objectives

11.2 Sequence of tenses

11.3 Voice

11.4 Narration

11.5 Punctuation

11.6 Common Errors

11.7 Vocabulary

11.8 Further Reading

11.9 Answers to check your progress

11.10 Possible Questions

11.1 LEARNING OBJECTIVES

After going through this unit, you should be able to –

- use appropriate tense forms within a context,
- report events and incidents appropriately to suit a situation,
- use appropriate capital letters and marks of punctuation to suit your writing,
- develop the knowledge of grammaticality and appropriateness of a sentence,
- learn the use of different vocabulary items as different word classes.

11.2 SEQUENCE OF TENSES

11.2.1 What is tense?

Tense is a grammatical term. It serves as an indicator of the form of a verb.

It is important to make a clear distinction between ‘tense’ and ‘time’. The notion of time – of past time, of present time and of future time – is universal. Time is independent of any particular language.

'Tense' on the other hand, is a grammatical device, varying from language to language. It refers to the verb forms that are used to express different time relations.

11.2.2 Kinds of tenses

There are in English only two 'simple' tense forms that consist of one word.

(a) Present tense

(b) Past tense

Corresponding to the verb forms in the present tense and past tense, we do not have a separate verb form to express future tense. The future tense is formed by using the auxiliaries 'shall' and 'will'. It is notable that both 'shall' and 'will' are modals. Thus, although strictly speaking, there is no separate future tense, the term is frequently used because the shall/will form is still the commonest way of expressing future time.

11.2.3 The present tense

The present tense has the following four forms or categories:

1. Simple present
2. Present progressive
3. Present perfect
4. Present perfect progressive

1. Simple present

Forms

(a) Bare infinitive generally known as the base form (play, read etc) except in third person singular.

(b) In third person singular, the base form takes an – s (plays, reads etc). We call it the – s form.

(c) In case of 'be' verb, there are the following variations: I am/We are/You are/He is/They are.

(d) In case of 'have', there are the following variations. I have/We have/You have/He has/They have.

(e) In case of 'do', there are the following variations. I do/We do/You do/He does/They do.

Functions

(a) Eternal/universal truths

The sun rises in the east.

The earth moves round the sun.

(b) Theories/principles

A triangle has three sides.

Light travels faster than sound.

(c) Habitual action

The school starts at 8.30.

I play cricket on Sunday.

(d) With verbs expressing ownership/relationship

This bicycle belongs to Pradip.

Rina has two sisters.

(e) With verbs of perception (see/feel/hear/smell etc)

I see a bird in the sky.

The rose smells sweet.

(f) With verbs of cognition (knowing)

Believe/forget/know/mean/remember/suppose/think/trust/ understand

I know French.

I understand what you say.

(g) With verbs of emotion, feeling etc.

I like fish.

I prefer tea to coffee.

2. Present progressive:

Forms

(a) am/is/are +(verb + ing)

(b) am/is/are + (have + ing)

Function

a) action going on now

It's raining.

She's watching the TV.

b) action going on presently

He is studying medicine.

I am writing a novel.

c) future plan/programme

I'm leaving for Delhi tomorrow.

The minister is meeting us next Monday.

Certain verbs use the simple form and not the continuous form, such as:

(a) Verbs of thinking:

I believe you.

I am believing you. (This sentence is incorrect.)

(b) Verbs of seeing/ feeling/ hearing:

They don't like him.

They are not liking him. (Incorrect)

I feel better.

I am feeling better. (Incorrect)

3. Present perfect:

Form

Has/have + past participle

Function

(a) Completion of an action at the time of stating

I have written a novel.

The school has reopened.

(b) Refer to an activity or experience which has occurred in the past.

I have been to England

I have visited Paris.

Contrast with: I visited Paris last year. (definite past)

4. Present perfect progressive

Form

Has been/have been + present participle (verb + ing)

Function

(a) an action began in the past and is still going on

what have you been doing?

I have been waiting for you for an hour.

(b) In questions having when, since when is used.

Since when has it been raining?

(c) Used with how long, for and since.

How long have you been standing here?

11.2.3 The Past tense

The past tense has the following four forms or categories.

1. Simple past
2. Past progressive
3. Past perfect
4. Past perfect progressive

1. Simple past

Forms

(a) Regular verbs : verb + d/ed

(b) Irregular verbs : irregular form of the verb e.g. go – went, give – gave, take – took etc.

Functions

(a) Past action when the time of action is mentioned

The meeting started at 11 O'clock

I left early.

(b) Past action when the time of action is implied, not expressed.

I bought this book in Delhi.

She gave me a present.

(c) In questions about past actions or events.

When did you come?

How was the programme?

(d) Past habits

He was always regular in his work.

The children often quarrelled.

2. Past progressive

Form

(a) was/were + (verb + ing)

(b) was/were + having

Functions

(a) to indicate that an action was in progress for some time in the past.

The boys were playing cricket

I was reading a novel

(b) To describe an on-going action in the past

While I was reading the newspaper, the phone rang.

While I was having my lunch, he knocked at the door.

3. Past perfect

Form

(a) had + past participle

e.g. had taken

(b) had + had

e.g. He had had his breakfast before I got up.

Functions

(a) to report complete actions or events that happened before another point

in the past.

The train had left before I reached the station. After I had had my tea, I went for a stroll.

(b) Simple past/past perfect becomes past perfect in the indirect speech when the reporting verb is in the past tense.

Adity said, “I bought the book yesterday”. Adity said that she had bought the book the day before.

(c) In conditional clauses to indicate non-fulfillment of a condition in the past.

If you had come yesterday you could have met him.

4. Past perfect progressive

Form

Had been + present participle (v + ing)

e.g. had been playing/reading

Functions

To report an action or event that happened before a point in the past and whose effect is still visible at that point (in the past)

e.g. I had been reading for two hours when he arrived.

e.g. The telephone had been ringing for two minutes before it was answered.

11.2.4 Future forms

Future time is expressed by means of these forms:

1. Simple future
2. Future progressive
3. Future perfect
4. Future perfect progressive

1. Simple future

Forms

(a) shall / will + base form of the verb.

(b) shall / will + be / have

Functions

(a) To indicate that something will happen as a matter of course

I shall visit Delhi next month.

He will visit us in the puja vacation.

(b) shall is used with I/we to elicit a person's opinion or wish

shall I come tomorrow?

shall we stay for some time?

(c) second/third person + will expresses pure future (is without any expression of intention/determination/promise)

He will be twenty next month.

You will see me every evening in the park.

(d) First person + will expresses strong wish or determination

I will let you know the truth.

2. Future progressive

Form

Will be + present participle (v + ing)

e.g. I will be waiting for you in the market.

Functions

To express an action in progress at some time in future

I will be typing the article all day tomorrow

She will be cooking by this time tomorrow.

To describe a future event already arranged.

I will be coming to college tomorrow- you can meet me there.

3. Future perfect

Form

Shall / will + have + past participle form of the verb

Functions

(a) To express completion of an action by the given time in future.

I will have left for England by the end of next year.

He will have had his exams by the end of this month

(b) To express past possibility

He may have left the office by now

She will have phoned him.

4. Future perfect progressive

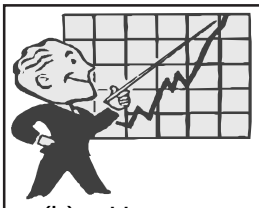
Form

Shall / will + have been + present participle (v+ ing)

Functions

To indicate an activity that will continue over a period of time.

By the end of January, she will have been working for twenty years.



CHECK YOUR PROGRESS

Q.1: Fill in the blanks with the correct tense

(a) It _____ (rain) since six this morning.

(b) He _____ (go) to Dibrugarh yesterday.

(c) You _____ (learn) music for two months now.

(d) I _____ (not meet) him for a week.

(e) My aunt _____ (stay) with us for a week.

(f) An honest person always _____ (tell) the truth.

11.3 VOICE

11.3.1 What is voice?

Voice refers to the form of the verb that indicates whether the verb is in the active voice or passive voice in a sentence.

11.3.2 Active voice

When the subject of the verb is the doer of the action, the verb is said to be in the active voice.

Dr. Saikia wrote the story –

This sentence is about Dr. Saikia – the subject. Dr. Saikia is also the doer of the action. Therefore, the sentence is in the active voice.

11.3.3 Passive voice

When the subject of the verb is acted upon, the verb is said to be in the passive voice, e.g.

The story was written by Dr. Saikia

This sentence is about the story – the subject. Dr. Saikia who wrote the story is in the place of the object of the sentence. Therefore, the verb of this sentence is said to be in the passive voice.

11.3.4 Transformation of active into passive voice

(i) The object of the verb in the active voice becomes the subject in the passive voice.

(ii) The form of the verb is changed in accordance with its tense. It becomes be + past participle of the verb,

(iii) The subject of the active voice is expressed as : by + agent in the passive.

Examples:

1. Simple present tense
   (a) Dr. Mamoni Goswami writes stories
   Stories are written by Dr. Mamoni Goswami
   (b) Does Dr. Goswami write stories?

Are stories written by Dr. Goswami?

2. Present progressive form
   (a) She is writing a story
   A story is being written by her
   (b) Is she writing a story?
   Is a story being written by her?
3. Present perfect form
   (a) She has written a story
   A story has been written by her.
   (b) Has she written a story?
   Has a story been written by her?
4. Present Perfect progressive form
   (a) She has been writing stories
   Stories have been written by her
   (b) Has she been writing stories?
   Have stories been written by her?
5. Simple past form
   (a) Dr. Saikia wrote novels.
   Novels were written by Dr. Saikia.
   (b) Did DR. Saikia write novels?
   Were novels written by Dr. Saikia?
6. Past progressive form
   (a) Dr. Saikia was writing novels.
   Novels were being written by Dr. Saikia
   (b) Was Dr. Saikia writing novels?
   Were novels being written by Dr. Saikia?
7. Past perfect form
   (a) Dr. Saikia had written novels.
   Novels had been written by Dr. Saikia.
   (b) Had Dr. Saikia written novels?
   Had novels been written by Dr. Saikia?
8. Simple future form
   (a) He will play cricket.

Cricket will be played by him .

(b) Will he play cricket?

Will cricket be played by him?

9. Future perfect form

(a) He will have played cricket.

Cricket will have been played by him.

(b) Will he have played cricket?

Will cricket have been played by him?

10. Without by + agent

By + agent is not used when the agent is vague

(a) Someone stole my watch.

My watch was stolen.

(b) One finds horses everywhere.

Horses are found everywhere.

11. Imperative forms

(a) Do not insult the poor.

Let the poor not be insulted.

(b) Close the doors.

Let the doors be closed.

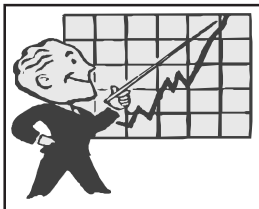
12. SVOO form (Subject+ Verb+ Object+ Object)

(a) He gave her a book.

A book was given to her.

(b) Mr. Baruah teaches us English.

We are taught English by Mr. Baruah.



CHECK YOUR PROGRESS

Q.2: Change the voice of the following :

(a) They saw the film last night.

(b) Carelessness causes accidents.

(c) We invited about four hundred people.

(d) Mr. Baruah plays tennis.

(e) Newton discovered the law of gravitate.

(f) He told us the story.

(g) They laugh at us.

(h) Keep the book on the table.

Q.3: Change into active voice :

(a) The boy was rewarded for gravery.

(b) Indiscipline should not be tolerated.

(c) The town was destroyed by an earthquake.

(d) Rome was not built in a day.

(e) He was expected to come here.

(f) The principal's speech was loudly cheered.

(g) The bridge was built by the British.

(h) The clown is being laughed at.

11.4 DIRECT AND INDIRECT SPEECH

Note the following :

In direct speech we report the words of a speaker by repeating the actual words of the speaker.

Example : Akbar said, "I have posted the letter"

In indirect speech we give the substances of the words used by the speaker, not the actual words.

Example : Akbar said that he had posted the letter

General Rules :

1. Change of Tense

When the reporting verb is in the present or future tense, the tense of the reporting verb remains unchanged. eg.

(a) The boy says, " I have posted the letters".

The boy said that he has posted the letters.

(b) The boy will says, " I have forgotten to bring my books".

The boy will say that he has forgotten to bring his books.

When the reporting verb is in the past, the tense of the verb in the reported speech is changed into the corresponding past tense.

(i) Simple present become simple past

He said to me, " I play football".

He told me that he played football

(ii) Present progressive become past progressive

She said to me. " I am writing a letter"

She told me that she was writing a letter.

(iil) Present perfect becomes past perfect

She said to me. " I have written the letter"

She told me that she has writing the letter.

(iv) Present perfect continuous becomes past perfect continuous

She said to me " I have been waiting for you for a long time"

She told me that she had been waiting for me for a long time.

(v) Simple past becomes past perfect

She said to me " I arrived yesterday".

She told me that she had arrived the day before.

(vi) Past continuous becomes past perfect continuous

She said to me " I was writing a letter then".

She told me that she had been writing a letter then.

However, when the reported speech relates to some universal truth, the tense of the reported verb does not change

The teacher said, "the earth is round".

The teacher said that the earth is round.

2. Change of pronouns

(a) If the subject of the reporting clause is the third person, the first and second persons in the reported clause change to the third person.

Dillip said to Sweta, "You must work harder".

Dillip told Sweta that she must work harder.

(b) The change of pronoun is determined by the context and the speaker's point of view.

(i) Madhuri said to her mother, "I like coffee".

Madhuri told her mother that she liked coffee.

(ii) "You look tired", she said to me.

She told me that I looked tired .

3. Change of expression of time/place

Direct	**Indirect**
Now	then
Today	that day
Tomorrow	the next day/the following day
Yesterday	the previous day
Last night	the previous night
Ago	before
Here	there
This	that
These	those
Thus	in that way

Conversion of assertive sentence

(a) The verb ‘said’ is changed to ‘told’ when an object follows it.

(b) The verb ‘said’ is not changed to ‘told’ when an object does not follow it.

Examples

(i) The teacher said to the boy, “the sum is wrong”.
The teacher told the boy that the sum was wrong.

(ii) The teacher said, “the exams will start on Monday”.
The teacher said that the exams would start on Monday.

Conversion of imperative sentences

(a) The reporting verb is usually changed into another verb such as order, tall, ask, request, suggest, warn, advise etc. e.g.
The lady said to the man, “Close the window”.
The lady asked the man to close the window.

(b) The verb of the reported speech is changed to an infinitive.
I said to the boy, “Give me the book”.
I asked the boy to give me the book.

Conversion of imperative sentences

(a) The reporting verb is generally changed into ask, enquire etc.
Arun said to her, “When did you come?”
Arun asked her when she came.

(b) The structure of the reporting speech is changed from interrogation form to assertive form.

The teacher said to me, “What is your name?”

The teacher asked me my name.

or

The teacher asked me what my name was

Conversion of imperative sentences

(a) The reported sentence is changed into an assertive sentence

She said to me, “May you be happy”.

She wished that I might be happy.



CHECK YOUR PROGRESS - 3

Q.4: Change the following sentences into indirect speech

(a) He said to me, “I have visited Agra”.

(b) She said to me, “When will you go home?”

(c) She said to the boy, “Be cheerful”.

(d) The man said to me, “Can you show me the way to the railway station?”

(e) He said, “I do not wish to see any of you today”.

(f) Mother said to me, “It is going to rain. Take an umbrella”.

(g) Parag said, “I am the first boy in the class”.

(h) Manideep said, “You are ill today. So I shall not play with you”.

Q.5: Change the following sentences into direct speech

(a) I asked Rita what she was reading.

(b) The boy told the lady that he was very thirsty and requested her to give him a glass of water

(c) I asked my friend why he looked so sad.

(d) The man said that he had been in Delhi for two years

(e) The man asked the policeman if there was a garage nearby

(f) The policeman told the man that there was a garage close to the bridge.

11.5 PUNCTUATION

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

- Mark the end of sentences
- Express joy, praise, wonder etc.
- Separate words, pairs of words, phrases and clauses
- Indicate pause, a break in a sentence etc.

1. Full stop (.)

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

(a) At the end of a statement

(i) This is my book.

(ii) I live in Guwahati.

(iii) Yes.

(iv) Indeed.

(b) At the end of a command

(i) Please close the door.

(ii) Don't go there.

(c) At the end of an indirect question

(i) She asked me where I lived.

(ii) She asked me what I was reading.

(d) With abbreviations

(i) Dr. P.K. Dutta, M.B.B.S., M.D.

(ii) Prof. M.M. Choudhury.

(e) To separate hour from minute

(i) 9.30 am

(ii) 5.15 pm

(f) To separate date from the month/year

(i) 7.7.2008

(ii) 31.3.2009

2. Comma (,)

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

(a) To separate more than two words in a series

(i) I bought a pen, a book, a packet of pins and a ruler.

(ii) John, David and Mauria are brothers.

(b) To separate phrases and clauses

(i) The village, where he lives, is five miles away

(ii) If you work hard, you will do well in the examination.

(c) To separate adverbials in a clause structure

(i) However, you may try

(ii) Therefore, the statement is true

(d) To separate question tags

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

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

3. Semi-colon (;)

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

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

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

(b) To separate a series of loosely related clauses

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

4. Colon (:)

The colon is used

(a) To introduce quotation

Shakespeare said : "All that glitters is not gold"

(b) To introduce a list of items

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

5. Question Mark (?)

The question mark is used

(a) At the end of a direct question

(i) Is she pretty?

(ii) What is your name?

(b) At the ed of a question tag

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

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

6. Exclamation mark (!)

The exclamation mark is used

(a) At the end of an exclamation

(i) How lovely!

(ii) How silly of you to do it !

7. Quotation marks ('…….')

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

(i) Single inverted commas ('……')

(ii) Double inverted commas ("……")

Quotation marks are used

(a) To enclose direct speech

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

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

(b) To enclose a quotation

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

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

(c) To enclose titles of articles, stories, poems etc.

(i) Wordsworth wrote the poem "Tintern Abbey".

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

(d) Single inverted commas are used to enclose quotations within quotations

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

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

8. Apostrophe

It is used

(a) to indicate possession

(i) Dipali's water bottle.

(ii) Her husband's scooter.

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

(i) Do not - don't

(ii) Cannot - can't

(iii) It is - it's

(iv) I will - I'll

9. Hyphen (-)

It is used

(a) In writing out compound numbers

(i) Twenty – five (not twentyfive)

(ii) Fifty – nine (not fiftynine)

(b) Between cardinal and ordinal numbers

(i) One – third

(ii) Three – fourths

(c) Between two numbers to indicate inclusion

(i) Deluxe rooms 603 – 615 (read as 603 to 615)

(ii) William Shakespeare (1564-1616)

(d) Between compound words

(i) sister – in – law

(ii) man – of – war

(e) between certain prefixes

(i) Co-operative

(ii) Non-technical

10. Ellipses (……)

It is used

(a) To indicate a break or interruption

(i) He said, " you may not . . . "

(ii) So Hardy felt . . . bored

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

Grow old along with me . . .

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

11. Capital letters

A capital letter is used

(a) At the beginning of every sentence

(b) At the beginning of sentence within quotes

(i) He said, “May you be happy“

(ii) I said, “Come here, Please”.

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

Behold her single in the field

Yon solitary Highland lass.

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

(i) John

(ii) Guwahati

(iii) The Assamese Language

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

Monday, July

Hinduism

Holi, Republic day

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

The Bible

The Times of India

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

UNO

The Congress Party

Cotton Collegiate Higher Secondary School

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

The Grand Trunk Road

The Dikhaw

The Himalayas



CHECK YOUR PROGRESS

Q.6: Punctuate the following adding capital letters where necessary

a. aparna said hello is it international hospital

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

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

d. no i didn't she said

e. you enjoyed the film didn't you

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

11.6 COMMON ERRORS

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

- ⇨ Errors of concord
- ⇨ Errors of construction
- ⇨ Errors of order
- ⇨ Errors in prepositions
- ⇨ Errors in conjunctions

1. Errors in concord

1. Two singular subjects followed by a singular verb

(i)* The principal and secretary are absent.

√ The principal and secretary is absent.

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

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

The principal and the secretary are absent.

(ii)* His power and influence are immense.

√ His power and influence is immense.

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

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

√ Bread and butter is what they have for breakfast.

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

2. Singular subject followed by a plural verb:

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

√ The cattle are grazing in the field.

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

√ The whole group do not agree on the point.

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

3. Plural subject followed by a singular verb:

* "The Human Seasons" are prescribed in class IX.

√ "The Human Seasons" is prescribed in class IX.

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

4. Subject followed by "as well as":

* Rimlee as well as Momee have arrived

√ Rimlee as well as Momee has arrived.

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

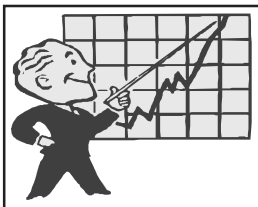
(i)* Either you or I are in the wrong.

√ Either you or I am is the wrong.

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

√ Neither he nor you were in the wrong.

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



CHECK YOUR PROGRESS

Q.7 : Correct the following sentences:

a. Many a man come and go.

b. None but 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 expect Britain.

Ans :

a. _____

b. _____

c. _____

d. _____

2. Errors of construction

1. Article

* I am studying for a MA in History

√ I am studying for an MA in History

Note : We use 'an' before a vowel sound. MA begins with a vowel sound. Otherwise, we use a. In most cases, the letters 'e' 'o' and 'u' are vowels; but sometimes they are pronounced as consonants e.g. a European, a one – hour journey, a University.

2. Adjective

(i)* I was 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. For example: 'This knife is for cutting bread'. But when we mention the purpose of an action, we normally use a to-clause.

(ii)* He behaved rather silly.

√ He behaved in a rather silly way.

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

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

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

(iii)* I pulled the string tightly

√ I pulled the string tight.

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

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

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

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

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

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

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

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



CHECK YOUR PROGRESS

Q.8: 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. _____

3. Errors of order

(i)* When you are going home?

√ When are you going home?

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

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

√ Last week something very strange happened to me.

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

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

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

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

They are normally placed at the beginning of a sentence.

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

⇨ We would naturally be delighted to see you.

⇨ You are undoubtedly in the wrong.

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

√ He told us to read the questions carefully.

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

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

(v)* I shall be every afternoon available.

√ I shall be available every afternoon.

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

Note the order: Sub + Verb + Comp + Adv



CHECK YOUR PROGRESS

Q.9: 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. _____

4. Errors in Prepositions

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

√ Last Sunday I visited the zoo.

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

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

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

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

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

√ My teachers congratulated me on my success.

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

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

Don't meddle in my affairs.

'Meddle' takes the preposition 'in' when we talk about meddle in one's affairs.

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



CHECK YOUR PROGRESS

Q.10: 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. _____

5. Errors in conjunctions

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

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

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

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

I am interested in poetry, drama and music.

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

I am interested in (poetry, drama and music)

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

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

She lost both her money and her passport.

Note that when we use co-ordinating conjunctions like

either...or,

neither...nor, both... and, not only... but also, etc., we must ensure that

they co-ordinate the two alternatives only and not the verb.

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

On the whole, the editors have scored a success.

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



CHECK YOUR PROGRESS

Q.11: 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. _____

11.7 VOCABULARY

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

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

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

11.7.1. Synonyms and Antonyms

The term synonym refers to similarity or sameness of meaning of a word. Though it is difficult to get examples of total synonymy, the

illustrations are examples of near synonymy. On the other hand, antonyms refer to oppositeness of meaning. In the list given below, you will get the synonym and antonym of the same word.

Word	**Synonyms**	**Antonyms**
abandon	leave, give up	stay, retain
abate	lessen	increase
abhor	dislike	approve
abnormal	unusual, unnatural	natural, normal
abjure	disclaim	accept
aboriginal	native	immigrant
abortive	futile, unsuccessful	successful
abridge	condense, shorten	expand, enlarge
abrupt	sudden	gentle
abscond	decamp	remain
abundant	plentiful	meagre
abuse	injure	praise
accede	assent	refuse
accomplish	finish	fail
accord	agreement	discord
acute	sharp	blunt
addicted	devoted	unaddicted
adjourn	postpone	advance
alliance	union	separation
altercation	quarrel	agreement
amiable	lovable	unlovable
analogy	likeness	difference
annihilate	destroy	restore
annul	cancel	ratify
antagonistic	opposed	friendly
anticipate	forecast	miss
antique	ancient	modern
apparent	clear	implicit/invisible
applaud	cheer	cry down

apprise	inform	keep secret
arbitrary	dictatorial	reasonable
arduous	difficult	easy, simple
ardent	fiery	calm, cool
arrogant	haughty	humble
ascendancy	superiority	inferiority
assail	attack	defend
assuage	calm	excite
audacious	bold, daring	timid, humble
augment	increase, enlarge	decrease, lessen
authentic	genuine, true	unauthentic
auspicious	lucky, favourable	unlucky, unfavourable
avenge	retaliate, punish	forgive, pardon
aversion	dislike	willingness, like
awkward	clumsy, rude	graceful, refined
baffle	puzzle	inform
barbarous	uncivilized	civilized
bare	naked	clothed, dressed
barricade	barrier	open
benevolent	charitable	malevolent
betray	deceive	loyal
bewilder	puzzle	enlighten
bleak	cheerless	warm
bliss	happiness	unhappiness
brevity	shortness	lengthy
brutal	cruel	humane
captivity	bondage	freedom
cease	stop	begin
cede	surrender	refuse
celebrated	famous	unknown
censure	blame, condemn	praise
cheer	gladden	depress
clamour	outcry	silence

coarse	rough	smooth, fine
colossal	gigantic	small
combat	fight	peace
comprehend	understand	exclude
comprehensive	inclusive	exclusive
conceal	hide	reveal
concise	short	large
concord	accord	discord
condemn	blame	praise
confer	give	refuse
conspiracy	plot	counter plot
contradict	oppose	agree
corroborate	strengthen	weaken
counterfeit	spurious	authentic
cruel	harsh	gentle
cursory	careless	careful
danger	hazard	safety
debar	prevent	allow
debase	degrade	exalt
declare	announce	conceal
decrease	decline	increase
defame	malign	praise
defray	settle	be in debt
descend	drop	climb, ascend
desist	stop	continue
destitute	needy	well-provided
devoid	empty	full
devout	pious	profane
dexterity	skill	clumsiness
diligence	industrious	laziness
discern	perceive	misunderstand
disgrace	debase	praise
dogmatic	authoritative	liberal

dreadful	awful	harmless
dwell	reside	move on
dwindle	decrease	increase
eager	keen	uninterested
ecstasy	rapture	calmness
edible	eatable	inedible
elegant	graceful	ungraceful
embarrass	confuse	enable
embezzle	steal	be honest
encroach	intrude	keep away
endorse	approve	disapprove
endow	furnish	deprive
enormous	gigantic	small
ensue	follow	precede
envy	jealousy	good-will
escape	flee	submit
exalt	raise	lower
excel	surpass	fail
explicit	express	implicit
exquisite	delicate	clumsy
extenuate	lessen	heighten
fabulous	false	real
fallacy	deception	truth
fantastic	fanciful	real
feeble	weak	strong
felicity	joy	sorrow
finite	limited	infinite
flimsy	slight	substantial
fluctuate	waver	constant
forgo	give up	preserve, keep
fortify	strengthen	weaken
fragile	brittle	strong, tough
fraudulent	dishonest	honest

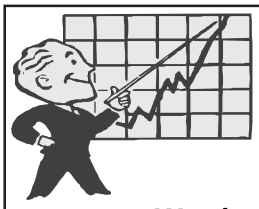
frivolous	silly	serious
furtive	stealthy	open
futility	useless	profitable
ghastly	horrible	pleasing
genuine	real	artificial
gloomy	dark	cheerful
grudge	envy	good-will
harmony	concord	discord
heed	pay attention	neglect
hobby	pursuit	profession
humane	gentle	cruel
hostile	unfriendly	cordial
humorous	comical	gloomy
immerse	plunge	draw out
impatient	restless	patient
impeach	accuse	pardon
impediment	hindrance	facility
impertinent	irrelevant	pertinent
implicate	entangle	exclude
impel	drive	prevent
implicit	implied	explicit
imposter	cheat	honest
imitate	copy	deviate
inaccessible	unapproachable	approachable
incite	arouse	hinder
inevitable	unavoidable	avoidable
infirm	sickly	strong
infinite	boundless	limited
infringe	break	submit
insanity	lunacy	sanity
insipid	tasteless	tasty
intricate	complicated	straightforward
jeopardize	endanger	secure

jolly	jovial	miserable
juvenile	youthful	old
kindle	ignite	extinguish
laborious	tiresome	easy
lack	dearth	abundance
lament	wail	rejoice
lofty	high	low
lucrative	profitable	unprofitable
luminous	bright	dark
lunacy	insanity	sanity
malice	spite	love
malign	defame	praise
massive	enormous	minute
meagre	scanty	plentiful
melancholy	sad	joyous
melodious	musical	tuneless
mingle	mix	dissolve
migrate	emigrate	remain
misery	sorrow	joy
moderate	limited	excessive
monotonous	dull	exciting
monstrous	horrible	normal
mortal	perishable	immortal
mutable	changeable	unchanging
mutiny	revolt	loyalty
mystify	puzzle	illuminate
native	aboriginal	alien
nervous	restless	steady
obedient	dutiful	disobedient
oblivion	forgetfulness	remembrance
obscene	indecent	decent
obscure	darken	clear
oppress	harass	relieve

outstanding	distinguished	mediocre
pacify	peaceful	violent
paltry	little	great
paramount	supreme	inferior
paucity	scarcity	abundance
pensive	thoughtful	active
prejudiced	biased	unbiased
prey	victim	captor
profuse	lavish	meagre
prohibit	ban	permit
prone	inclined	averse
propel	press	discourage
proscribe	outlaw	forgive
prosecute	indict	defend
provident	foreseeing	extravagant
prudent	judicious	imprudent
quash	cancel	restore
quell	calm	subdue
queues	random	casual, formal
rancid	sour	fresh
reciprocal	mutual	selfish
reckless	rash	cautious
rectify	repair	destroy
redeem	recover	return
relinquish	abandon	retain
repulsive	abhorrent	admirable
reveal	disclose	conceal
revive	renew	depress
robust	strong	weak
rustic	rural	urbane
sacred	holy	temporal
sad	dejected	happy
saucy	rude	polite

scandal	shame	praise
scanty	meagre	abundant
scatter	sprinkle	gather
seductive	alluring	repelling
sensual	carnal	spiritual
smite	strike	spare
sober	calm	excited
solace	peace	pain
solitary	lone	sociable
sordid	dirty	clean
splendid	gorgeous	shabby
squander	waste	save
stout	strong	thin
stray	wander	stay
sublime	exalted	depressed
subdue	check	incite
sumptuous	costly	cheap, simple
superfluous	redundant	useful
superlative	highest	lowest
synonymous	equivalent	dissimilar
tacit	implied	explicit
tedious	wearisome	agreeable
terse	brief	lengthy
trivial	petty	important
turbulent	stormy	calm
unanimous	agreed	discordant
valiant	brave	cowardly
vanish	disappear	appear
venerable	revered	trifling
verbose	wordy	terse
vivid	clear	hazy, dark
whimsical	fanciful	serious
wretched	misfortunate	fortunate

wrinkle	crease	smooth
yearn	long, hanker	contended
yoke	link	likely
zenith	apex, top	base, bottom



CHECK YOUR PROGRESS

Q.12: Fill in the blanks with appropriate words.

	Word	Synonym	Antonym
a.	abrupt	_____	gentle
b.	abuse	_____	_____
c.	bloom	flush	_____
d.	canvass	_____	leave alone
e.	cripple	_____	_____
f.	decrease	_____	_____
g.	grim	sullen	_____
h.	hostile	_____	_____
i.	malice	_____	love
j.	unique	unmatched	_____

11.7.2. One word expressions

In your units on précis writing of the BPP course you must have noticed how one word expressions help to reduce the length of a piece of text without affecting meaning and thereby giving a compactness to your style. Here we shall look at some one word expressions:

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

amphibian – an animal that lives both in land and water

animate – having life

antidote – a medicine that destroys the effect of poison

atheist – a person who does not believe in God.

audience – an assembly of hearers

annual – coming once a year
autobiography – life story of a person written by himself/herself
audible – that can be heard
bankrupt – a person who cannot pay off his debts
biennial – coming off after every two years
biography – life story of a person
brittle – that can be broken
carnivore – an animal that lives on flesh
changeable – that can be changed
corrigible – that can be corrected
curable – that can be cured
describable – that can be described
edible – that can be eaten
fatalist – a person who believes in fate
herbivore – an animal that lives on grass
ignorant – one who lacks knowledge
illegal – that which is against law.
illiterate – one who can neither read nor write
invisible – that which cannot be seen
irreparable – that which cannot be repaired
monotheism – a person who worships one god
movable – that which can be moved
non-vegetarian – a person who takes animal food
omnipotent – all powerful
opaque – through which light cannot pass
orphan – a child whose parents have died.
pessimist – one who looks at the dark side of life.
polytheist – a person who worships many gods
theist – a person who believes in god
widow – a woman whose husband has died.
zenith – point in heaven directly above the observer.



CHECK YOUR PROGRESS

Q.13: Give the meanings of the following expressions in one word:

a. A person who cannot pay off his debts.
b. One who is all- powerful.
c. Life story of a person written by himself/ herself.
d. Place for keeping birds.
e. An unmarried woman.

11.7.3 Words used as different word classes

Nouns	**Adjectives**	**Verbs**
ability	able	enable
activity	active	activate
advice	advisable	advise
allusion	allusive	to allude
argument (ation)	arguable, argumentative	argue
authority	authoritarian, authoritative	authorize
barbarism	barbaric	barbarize
bliss	blissful/blessed	bless
blood	bloody	bleed
capital	capitalist	capitalize
censor	censorial	censor
choice	choice	choose
clearness	clear	clarify
collection	collective	collect
compulsion	compulsory, compulsive	compel
confidence	confident	confide
courage	courageous	encourage
custom	customary	accustom

danger	dangerous	endanger
decision	decisive	decide
depth	deep	deepen
destruction	destructive	destroy
device	devisable	device
devil	devilish (diabolical)	bedevil
dew	dewy	bedew
dog	doggish (canine)	dog
economy	economic (al)	economize
emphasis	emphatic (al)	emphasize
energy	energetic	energize
enthusiasm	enthusiastic	enthuse
equality	equal	equalize
error	erroneous	err
evasion	evasive	evade
eye	(ocular)	eye
face	facial	face, to deface
falsehood	false	falsify
fame	famous	defame
fear	fearful	fear
feebleness	feeble	enfeeble
finery	fine	refine
fool (ishness)	foolish	befool
force	forceful	enforce
friend	friendly	befriend
fullness	full	fill
fury	furious	infuriate
gladness	glad	gladden
glory	glorious	glorify
gold	golden	gild
grass	grassy	graze
grief	grievous	grieve
guile	guileless	beguile

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

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

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



CHECK YOU PROGRESS

Q.14: Interchange the following words as directed. Write a sentence each to illustrate its use:

a. air (into adjective)
b. bliss (into verb)
c. capital (into verb)
d. confident (into noun)
e. deep (into noun)

11.7.4 Phrasal verbs

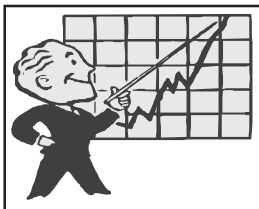
A verb can combine with an adverb or a preposition. When it combines with an adverb, it is called phrasal verb. Eg. Break out- War broke out between the two countries.

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

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

fall on-	The Assamese Army fell on the Mughals in Saraighat Battle.
fall through-	My advice fell through.
Fix up-	The club has fixed up a cultural show.
get away-	The man got away quickly after the incident.
get on-	He is geting on with his business.
give in-	He is giving in after his first attempt.
give out-	The Board has given out the names of the candidates.
go down-	Prices of essential commodities are not going down.
go for-	The two boys went for each other.
go into-	The police have gone into the murder case.
hand over-	He handed over the charge of the committee to Hari.
hold on-	He holds on the telephone to hear his brother.
hold up-	Their payments of salary has been held up. The robbers hold up the train.
keep off-	Please keep off the fire.
keep on-	He keeps on drinking liquor.
keep up-	He could not keep up his reputation.
lay out-	The architect laid out the structure.
live on-	We live on rice.
look after-	He had no time to look after his children.
make up-	He made up his mind to go there./He made up a story on the issue.
pass away-	His father passed away in June.
pass for-	He spoke English so well that he could pass for an Englishman.
pass off-	The festival passed off peacefully.
pick out-	He picked out a pen from the box.
point out-	He pointed out the bird on the tree.
put down-	The army jawans are trying to put down the ULFA militants.
put off-	We have put off our journey to Delhi.
put in-	He has put in an application for the post.

put out-	Put out the fire before it spreads.
put up with-	I can not put up with such insult.
run after-	The dog ran after the fox.
run up (against)-	The decision of the Government has to run up against a lot of opposition.
see through-	I can see though your idea.
see off-	I have gone to the aerodrome to see off my friend.
sit for-	He will sit for the HSLC examination this year.
sit out-	He sits out the theatrical performance.
set apart-	I set apart some money to buy books.
set aside-	The appeal was set aside.
set in-	The spring has set in.
set off-	My father set off to Bristol.
set up-	He has set up a factory there.
stand by-	My friend stood by me in time of need.
stand for-	He stood for his party.
sit up-	My mother had to sit up the whole night for my illness.
stand on-	Try to stand on your own foot.
stand off-	He stood off the quarrel among his friends.
stand on-	Guwahati stands on the Brahmaputra
stand to-	This does not stand to reason.
take after-	The boy is taking after his father.
take down-	The students took down what the teacher said.
take for-	I took him for Rahim.
take off-	He took off his shirt.
turn down-	The boy turned down the job of the company.
turn into-	Water may be turned into ice.
take to-	Don’t take to drinking wine.
turn over-	He turned over a page of the book.



CHECK YOUR PROGRESS

Q.15 : Fill in the gaps in the following sentences by using the appropriate phrasal verbs:

a. He _____ the Minister in the Circuit House.
(called on, called at, called for)

b. I _____ an old friend yesterday.
(ran to, ran into, ran about)

c. You must not _____ to his unreasonable demands.
(give up, give in, give out)

d. The employee refused to _____ the Principal's order.
(carry through, carry out, carry on)

e. The function _____ well.
(passed off, passed on, passed out)

11.7.5 Distinction between similar words often confused

1. accept, except:
   (a) He has agreed to accept the offer.
   (b) Everyone except Rina has come.
2. access, excess:
   (a) He has access to the Minister.
   (b) Excess of everything is bad.
3. adopt, adapt:
   (a) The government has adopted steps to remove poverty.
   (b) We must adapt ourselves to changes.
4. affect, effect:
   (a) Sunlight affects life.
   (b) Water boils under the effect of heat.
5. altar, alter:
   (a) Offerings were placed on the altar of Goddess Saraswati.
   (b) We must alter the plan.
6. aught, ought:

(a) For aught I know, he is honest.

(b) We ought to love our country.

7. bare, bear:

(a) We entered the temple with bare feet.

(b) He has to bear the burden of the family.

8. berth, birth:

(a) I reserved an upper berth.

(b) She gave birth to a boy.

9. check, cheque:

(a) He is checking the accounts

(b) He gave me a cheque for Rs. 2,000.

10. cite, site

(a) He cited an example to support his view.

(b) The school is located in a pleasant site.

11. defer, differ:

(a) The meeting has been deferred.

(b) I differ with you on this point.

12. desert, dessert:

(a) The Sahara desert is in North Africa

(b) We had fruit for dessert.

13. dose, doze:

(a) I take a dose of this medicine after food.

(b) Rina was caught dozing in class.

14. fair, fare:

(a) She is tall, slim and fair.

(b) The bus fare from Guwahati to Sivsagar is Rs. 160/-.

15. gait, gate:

(a) She walks with a graceful gait.

(b) Please close the gate.

16. heard, herd:

(a) I have heard that you are married.

(b) A herd of cows trampled on my garden.

17. idle, idol:
    (a) We should not remain idle
    (b) The idol was placed on the altar.
18. loose, lose:
    (a) The shirt is too loose for me.
    (b) Don't lose the pen I gave you.
19. mail, male:
    (a) The letter was mailed yesterday.
    (b) She gave birth to a male child.
20. oar, ore:
    (a) The boatman uses oars to paddle his boat.
    (b) Goa produces iron ore.
21. piece, peace:
    (a) A crow stole a piece of meat.
    (b) After murdering the king, Macbeth lost his peace of mind.
22. prescribe, proscribe:
    (a) The book is prescribed by the Board for classes IX-X.
    (b) Satanic Verses by Salman Rushdie has been proscribed in several countries.
23. principal, principle:
    (a) The principal is the head of an educational institution.
    (b) He is a man of principles.
24. quiet, quite:
    (a) He kept quiet.
    (b) It is quite cold outside.
25. reins, reign:
    (a) He pulled the reins to control the horse.
    (b) The Ahoms reigned in Assam for six hundred years.
26. sail, sale:
    (a) The ship sailed to the island.
    (b) The car is for sale.
27. soar, sore:
    (a) The skylark soars in the sky

(b) We were sore at his behaviour.

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



11.8 FURTHER READING

1. A Students' Grammar of English, *Sawpon Dowerah, Students' Stores, Guwahati*
2. Higher English Grammar and Composition, *P. K. De Sarkar, Book Syndicate, Kolkata*
3. High School English Grammar and Composition, *Wren and Martin, S. Chand & Company, New Delhi.*
4. English for School (A Practical Approach to English Grammar and Composition), *T. Taid and U. Dutta, Students Stores, Guwahati.*



11.9 ANSWERS TO CHECK YOUR PROGRESS

Ans. to Q. No. 1:

(a) has been raining

(b) Went

(c) Have been leaving

(d) Have not met

(e) Will stay /will be staying

(f) Tell

Ans. to Q. No. 2:

(a) The film was seen by them last night.

(b) Accidents are caused by carelessness

(c) About four hundred people were invited

(d) Tennis is played by Mr Baruah

(e) The law of gravitation was discovered by Newton.

(f) I was told the story by him.

(g) We are laughed at by them

(h) Let the book be kept on the table

Ans. to Q. No. 3:

(a) They rewarded the boy for bravery.

(b) We should not tolerate indiscipline

(c) An earthquake destroyed the town.

(d) They did not build Rome in a day.

(e) They expected him to come here.

(f) The students loudly cheered the principal's speech.

(g) The British built the bridge

(h) They laughed at the clown.

Ans. to Q. No. 4:

(a) He told me that he had visited Agra.

(b) She asked me when I would go home.

(c) She asked the boy to be cheerful.

(a) The man asked me if I could show him the way to the railway station

(b) Mother told me that it was going to rain and advised me to take an umbrella.

(c) Parag said that he was the first boy in the class.

(d) Manideep said that I was ill that day and so he would not play with me.

Ans. to Q. No. 5:

(a) I said to Rita, “What are you reading?

(b) The boy said to the lady, “ I am very thirsty. Please give me a glass of water.

(c) I said to my friend, “ Why do you look so sad?”

(d) The man said, “I have been in Delhi for two years.”

(e) The man said to the policeman, “ Is there a garage nearby?”

(f) The Policeman said to the man, “There is a garage close to the bridge?”

Ans. to Q. No. 6:

(a) Aparna said, “Hello’, Is it International Hospital?”

(b) Utpal said to Neseem, “Let us visit the Zoo next Sunday”.

(c) “Did you watch Oliver Twist in the History Channel last night?, I asked Dipali.

(d) “No, I did not”, she replied.

(e) You enjoyed the film, didn’t you?

(f) “Mr Dutta”, the Director said,” I have an important meeting today”.

Ans. to Q. No. 7:

(a) Comes, (b) deserves, (c) was, (d) has

Ans. to Q. No. 8:

(a) Cheap products are often inferrior.

(b) Some sick people refuse to take medicine.

(c) I’ll be ready to leave by 5 O’clock.

(d) I’ll telephone you when I reach the airport.

(e) She always looks beautiful.

Ans. to Q. No. 9:

(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. 10:

(a) proud of (b) eligible for (c) hanker after

(d) from (e) of

Ans. to Q. No. 11:

(a) Scarcely..... when

(b) not only.... but also

(c) not sooner.... than

Ans. to Q. No. 12:

(a) Sudden (b) ill-treat, praise

(c) decay (d) solicit

(e) disable, healthy (f) reduce, increase

(g) jolly (h) unfriendly, friendly

(i) hate (j) common

Ans. to Q. No. 13:

(a) bankrupt (b) omnipotent

(c) autobiography (d) aviary

(e) spinster

Ans. to Q. No. 14:

(a) airy- The room is very airy.

(b) bless- May God bless you.

(c) capitalize- The Indian cricket team failed to capitalize on the early lead.

(d) confidence- I have confidence in your ability.

(e) depth- Water was found at a depth of twenty feet.

Ans. to Q. No. 15:

(a) called on (b) ran into

(c) give in (d) carry out

(e) passed off



11.10 POSSIBLE 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.

Q.2: Fill in the blanks in the following sentences with the appropriate choices given in the brackets:

(a) Madam Curie ……..radium. (discovered/ invented)

(b) He ……to get the job. (turned every stone/ left no stone unturned)

(c) We should work very……to shine in life. (hard/ hardly)

(d) He has …….my application. (refused/ denied)

(e) The population of London is greater than ……..in India. (any town/ any other town)

(f) She said that she……..completed her work. (has/ had)

(g) You are taller than…….(me. I)

(h) One must do …….duty. (his/ ones)

(i) Our teacher ……us to work hard. (advised/ adviced)

(j) Hari as well as Ram ……present in the meeting. (was/ were)

Q.3: Frame sentences using the following words as nouns and verbs:

(a) prey

(b) conduct

(c) desert

(d) board

(e) chain.

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