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ENGLISH LANGUAGE

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ENGLISH LANGUAGE SYLLABUS

UNIT I

PHONETICS AND TRANSLATION

Introduction, Phonetics, Translation, Phonetic Symbols, Phonetic Transcription

UNIT II

TRANSLATION OF WORDS AND SENTENCES

Introduction, Meaning and Definition of Translation, Translation as a Mediator, Nature of Translation, Translation of 5 Simple sentences from Hindi to English, Translation of 5 Simple sentences from English to Hindi, Translation of 05 Words from Hindi to English, Translation of 05 Words from English to Hindi

UNIT III

GRAMMAR AND TRANSFORMATION OF SENTENCES

Introduction, Grammar and Usage, Elements of a Sentence, Transformation of Sentences (Direct and Indirect Narration, Active and Passive Voice), Modals, Tense, Punctuation of a Short Passage

UNIT IV

AUTHORS AND THEIR THOUGHTS

Introduction, The Life of Sujata Bhatt, About the Poem 'Voice of the Unwanted Girl', The Life of Ruskin Bond, About the Novel 'Night Train for Deoli', The Life of M.K. Gandhi, About The Excerpt 'The Birth Of Khadi', The Life of J.L. Nehru, About the Speech 'A Tryst with Destiny', The life of A.P.J. Abdul Kalam, About the Novel 'Vision for 2020'

UNIT V

COMPOSITION

Introduction, Compositional Skills, Letters-Formal and Informal, CV's Resume and Job Applications, Report Writing, Paragraph Writing

UNIT

I

PHONETICS AND TRANSLATION

STRUCTURE

- 1.1 Learning Objective
- 1.2 Introduction
- 1.3 Phonetics
- 1.4 Translation
- 1.5 Phonetic Symbols
- 1.6 Phonetic Transcription
- 1.7 Review Questions
- 1.8 Multiple Choice Questions



1.1 LEARNING OBJECTIVE

After going through this unit you will be able to:

- Know the meaning of Phonetics.
- Learn the symbols of Phonetics.
- Understand Phonetic transcription.

1.2 INTRODUCTION

Phonetics is the systematic study of speech and the sounds of language. Traditionally phoneticians rely on careful listening and observation in order to describe speech sounds. In doing this, a phonetician refers to a classificatory framework for speech sounds which is based on how they are made and on aspects of the auditory impression they make. The best known such framework is that of the International Phonetic Association. Much of our knowledge of the sounds of the world's languages comes from this kind of description, which is still an important aspect of phonetics today.

Since at least the nineteenth century, however, many techniques have been applied to speech which allow it to be measured objectively. Analysis of the acoustic speech waveform, laboriously by hand in the nineteenth century, then more rapidly by electrical and electronic machines, and in the last thirty years most conveniently by digital computers, has been central. Many techniques have been applied to study what the speaker is doing to produce speech, for instance x-rays to "see inside" the mouth and throat, masks and tubes to measure air flow and pressure, and artificial palates to record tongue contact with the roof of the mouth in different sounds.

Many experiments have also been done to discover which parts of the speech signal are most important in helping the hearer to distinguish speech sounds. A great boost to such work came around the middle of the twentieth century, when the development of flexible speech synthesis allowed researchers to manipulate different acoustic aspects of the signal to test which ones are important.

The knowledge phoneticians have accumulated from this range of approaches means that we have a much better scientific understanding now than ever before of how speech works. However, the more we learn, the more we appreciate how complex speech is; whether in terms of how skilfully we control our tongue and other speech organs, or the subtlety of sound effects which languages and dialects employ, or the multiplicity of cues which our perception can make use of in decoding the speech signal. Each answer in phonetic research raises new questions!

Phonetics is often defined with respect to phonology. Both disciplines are concerned with the sound medium of language, and it is not useful to draw a hard and fast line between them. The centre of gravity of the two fields is, however, different. In general, phonology is concerned with the pattering of sounds in a language (and in language in general), and is thus comparable to areas of linguistics such as syntax and morphology which deal with structural elements of language at other levels. Phonetics is more centred on the way those structural elements are "realised" in the world, through movements of the speech



organs which create the acoustic signal. Phonetics therefore has important links not only to linguistics but to natural sciences such as physics and anatomy.

Phonetics has always had applications. Traditionally it has been important for language teaching, and for speech and language therapy. Nowadays it contributes to speech technology, and increasingly to forensic science (in cases, for instance, where speaker identification is at issue).

1.3 PHONETICS

What is Phonetics?

Phonetics is the branch of linguistics that deals with the sounds of speech and their production, combination, description, and representation by written symbols.

There are three types of the study of the sounds of language.

- **Acoustic Phonetics** is the study of the physical properties of sounds.
- **Auditory Phonetics** is the study of the way listeners perceive sounds.
- **Articulatory Phonetics** is the study of how the vocal tracts produce the sounds. This article will only describe articulatory phonetics.

A linguist who specializes in phonetics is known as a **phonetician**. As discussed below, the boundaries between the disciplines of phonetics and phonology aren't always sharply defined.

Examples and Observations of Phonetics

"Linguistics contributes to phonetics its phonological understanding of the distinctive patterns that make up the coded, conventional aspects of speech which differentiate individual words and other units of spoken language. Phonetics contributes to linguistics its phonetic understanding of the production and perception of the detailed artefacts of speech that embody those significant phonological patterns. Each contribution is complemented by the other."

The Study of Phonemes

"In any language we can identify a small number of regularly used sounds (vowels and consonants) that we call phonemes; for example, the vowels in the words 'pin' and 'pen' are different phonemes, and so are the consonants at the beginning of the words 'pet' and 'bet.' Because of the notoriously confusing nature of English spelling, it is particularly important to learn to think of English pronunciation in terms of phonemes rather than letters of the alphabet; one must be aware, for example, that the word 'enough' begins with the same vowel phoneme as that at the beginning of 'inept' and ends with the same consonant as 'stuff.'"

Phonetics and the Brain

"Until recently, we knew little about what is going on in the brain when people are speaking, and this is why the science of **phonetics** has concentrated on the three central components of the speech chain, where observation of what is going on is fairly straightforward. However, our understanding of how the brain works in speech communications has



grown enormously in recent years. One of the most significant advances in recent research has been the development of safe and accurate brain-scanning techniques that can show us the activities of different parts of the brain when someone is speaking or listening to speech..."

Experimental Phonetics

“**Phonetics** is the study of speech. Traditionally, phoneticians have relied on their ears and eyes, and their awareness of their own vocal organs, to study pronunciation. Increasingly, however, they have been using instruments of various types to supplement the information they derive from their own sensations. *Experimental phonetics*, as the term is commonly used, includes any investigation of speech by means of instruments. It is understood here that the instruments are used to visualize some aspect of the speech event, and possibly also to provide a basis for measurements. For example, a tape recording for the purpose of repeated listening does not fall within the scope of experimental phonetics, but if the tape recording is fed into a computer and used to produce an acoustic analysis, the activity would be described as an experimental investigation.”

The Phonetics-Phonology Interface

“**Phonetics** interfaces with phonology in three ways. First, phonetics defines distinctive features. Second, phonetics explains many phonological patterns. These two interfaces constitute what has come to be called the ‘substantive grounding’ of phonology.

The orthography (spelling) of words is misleading, especially in English. One sound can be represented by several different combinations of letters. For example, all of the following words contain the same vowel sound: **he**, **believe**, **Lee**, **Caesar**, **key**, **amoeba**, **loudly**, **people**, and **sea**. The following poem illustrates this fact of English humorously (note the pronunciation of the bold words):

I take it you already **know** of **tough** and **bough** and **cough** and **dough**?
Some may stumble, but not **you**, on **hiccough**, **thorough**, **slough**, and **through**?
So now you are ready, perhaps, to learn of less familiar traps?
Beware of **heard**, a dreadful **word**, that looks like **beard**, but sounds like **bird**.
And **dead**, it’s **said** like **bed**, not **bead**; for goodness’ sake, don’t call it **deed**!
Watch out for **meat** and **great** and **threat**. (They rhyme with **suite** and **straight** and **debt**.)
A **moth** is not a moth in **mother**, nor **both** in **bother**, **broth** in **brother**.
And **here** is not a match for **there**, nor **dear** and **fear**, for **bear** and **pear**.
And then there’s **dose** and **rose** and **lose** - just look them up - and **goose** and **choose**
And **cork** and **work** and **card** and **ward** and **font** and **front** and **word** and **sword**
And **do** and **go**, then **thwart** and **cart**, come, come! I’ve hardly made a start.

The discrepancy between spelling and sounds led to the formation of the **International Phonetics Alphabet** (IPA). The symbols used in this alphabet can be used to represent all sounds of all human languages. The following is the American English Phonetic alphabet. You might want to memorize all of these symbols, as most foreign language dictionaries use the IPA.

Phonetic Alphabet for English Pronunciation

p	pill	d	dill	h	heal	ʌ	but
b	bill	n	neal	l	leaf	aj	light
m	mill	s	seal	r	reef	ɔj	boy
f	feel	z	zeal	j	you	ɪ	bit
v	veal	tʃ	chill	w	witch	ε	bet
θ	thigh	dʒ	Jill	i	beet	ʊ	foot
ð	thy	ɹ	which	e	bait	ɔ	awe
ʃ	shill	k	kill	u	boot	a	bar
ʒ	azure	g	gill	o	boat	ə	sofa
t	till	ŋ	ring	æ	bat	aw	cow

Some speakers of English pronounce the words which and witch differently, but if you pronounce both words identically, just use w for both words. The sounds /ʌ/ and /ə/ are pronounced the same, but the former is used in stressed syllables, while the latter is used in unstressed syllables. This list does not even begin to include all of the phonetic symbols though. One other symbol is the glottal stop, ʔ which is somewhat rare in English. Some linguists in the United States traditionally use different symbols than the IPA symbols. These are listed below.

U.S.	IPA
š	ʃ
ž	ʒ
č	tʃ
ǰ	dʒ
U	ʊ

1.4 TRANSLATION

The translation is the transmission of written text from one language (the source) to another language (the target). Although translation and interpretation mostly used interchangeably, by actual definition, translation refers to the written language, and interpretation refers to the spoken language. The main objective of translation is to transfer the intent of a message and original tone, taking into consideration regional and cultural differences between target and source languages.

Translations can be classified into two- non-business related and business-related categories. However, there is some kind of overlap in both categories. So let's determine the most common types of translations.

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Different Types of Translation

1. Technical Translation

A technical translation is always needed if you intend to market a technical product in some other country. In this situation, the technical documentation must be translated into the language of the specific country. Technical documentation involves product data sheets, user manuals, product descriptions, maintenance manuals, operating instructions, product descriptions, and much more besides. There is a major need of technical translation in every industry.

If your technical documents are to be considered user-friendly, they must fulfill certain criteria. Experienced technical translators can help you in adhering to these criteria in the foreign language also.

Any technical content that has to be translated- manuals, user guides, online help text, training materials, video, instruction booklets, marketing materials for technical fields such as engineering or science, manufacturing- all these come under technical translation. When selecting a translation company, it is important to analyze how well-trained they are with the jargon and terminology used in your specific industry- if they are not as familiar with the stuff as you want but they are good in the translation, it would make sense to deliver the complete information about your company so that they can get familiar with your business in general, and your business in particular. By nature, technical content translation is a little difficult, and even a tiny mistake can result in a huge loss, therefore it's ideal to use the benefits of translation services as this will assure you that you are getting the best from the best.

2. Legal Translation

Many people in the UK use a language other than English at home and with the emergence of global commerce, the requirement for multilingual forms, contracts, tenders, and other legal documents are continuously growing. Legal translation is important for businesses and public organizations.

Many organizations need legal documents translating. This is often a complicated task. Even small mistakes in the effective legal translation can lead to potential lawsuits and legal exposure, consuming time and money and putting hard-won reputations at risk.

This is the most complex translations, and involves marriage certificate and birth certificate translations, translating contracts, memorandums, agreements, wills, and so on. A professional translator needs to understand the multiple underlying texts of the document and that of the two countries or regions for which the documents are needed- the politico-legal aspects, and the socio-cultural aspects as well. They would then require translating in a certain way that the target audience can easily understand the text. Even if you are familiar with the culture and are good at translation, you may need to hire an experienced translation service company so as to make sure that your translation is error-free.

3. Book Translation

Book translation needs an excellent knowledge of the target and source languages. Only a person who knows the importance of the original tone of the book can translate its exact meaning. Book translation assists in capturing the massive crowd of the entire world. It comes to play to enable decoding of written stories, poems, books, and much such contents of literature written in foreign languages.



Getting more and more books translated initiates you to experiment with your own literature. Many authors avail book translation with an aim to communicate textually attitudes, thoughts, and intentions into another language by creating varied copies just as the original one. Furthermore, there are different types of translation for marketing that you can consider according to your needs.

4. Medical Translation

A medical translation covers many areas in the medical field, including the translation of information pertaining to pharmaceutical products, translations of essential product information for medical devices utilized for things like hip and knee replacements and research findings and patient medical reports and notes.

The benefit of medical translation is that it plays a huge role in helping healthcare providers implement the required treatment needed for patients in their care who don't speak their native language well enough to permit proper communication. This shows the value of trustworthy medical translation in the healthcare industry.

Any medical content that is related to labels, instructions, packaging, scientific papers, medical device documentation, doctor prescriptions, pharma studies and so on, generally needs translation services, It is absolutely imperative that the translation service providers are well-experienced, have the appropriate knowledge, and are in-country professionals.

Translation of medical documents can be complicated as the needs of the translation can vary from country to country; a company specialized in translation would be your profitable bet, as they would know the intricacies of all the different requirements. The professional translation company doesn't risk the quality of the translated document by using machine translation. Therefore, they avoid machine translation as this doesn't guarantee to deliver a well-translated document.

5. Patent Translation

Translation of patents is the task of translating patent documentation into another language. These are most likely to be ready by legal experts and genuine patent license in a foreign country. The patent translation should be such that a person having no prior knowledge of it also knows the invention. A small mistake can make or break the deal, so utmost care should be taken for the proper translation. Patent translation in a particular country also meets the filing country's particular patent norms.

6. Multimedia Translation

Multimedia translation is advantageous because it makes it possible to communicate effectively with the target market, which represents market penetration. Localization also makes sure that the requirements of the target market are taken into consideration. Additionally, it makes sure that the messages conveyed suit them effortlessly.

In the case of the international market, the majority of the consumers will most likely buy products from sellers or companies that deliver information in their language. Multimedia translation in health care assists to satisfy the need for the provision of information in the language of the stakeholders.

Graphics, videos, animations, infographics, GIFs- all this can be merged under multimedia; and this is very essential today, as more and more organizations are creating multimedia content to reach their audience and keep them engaged.



Localizing this content can be a little difficult though it may look very simple from the outside. It has to be relevant for the local culture, and appeal to the customers in that region.

If you don't do it efficiently, you could end up disrespecting your audience and drive them away. Obviously, you don't want this to happen so to avoid them it's good to hire multimedia translation services.

7. Script Translation

Translating your script can have numerous advantages. It can help you reach more populations all around the world and can help people understand your content. Localization is a very important factor to reach people. Translating the scripts is good for the people who don't know your native language but are interested in your script. Translating your videos or movies into the script will also assist adding subtitles to them. This is also going to help you with a wider reach. Subtitles are great for people who are either heard of hearing or deaf.

If you have your translated script ready in another language, you can easily add subtitles for your audience of that language. Subtitles will also help the people who love watching videos or movies without turning on the sound.

Many popular TV shows and movies that come out of Hollywood and Bollywood are dubbed into multiple languages and are released worldwide; sometimes the films are in Indian languages and dubbed into English like the Telugu language blockbuster, Baahubali, which was released in German and Chinese, among other languages. But for these releases to happen, first the script has to be translated into the target language.

You can count it as a literary translation, but it's not exactly the same. Sometimes it can be little dicey, as translating jokes, punchlines, or catchy phrases into another language to leave the same impact on the audience are very difficult. That's why it's important to hire the script translation providers as they can bring accuracy in the translation. With more movies being released in different languages these days, the script translation is very much in demand today.

8. Contract Translation

Because of the role of contracts and the possible repercussions if one of the parties breaches an aspect of the contract the significance of contract translations cannot be understood if the parties included do not share the same language. It is so convenient to misunderstand a legal contract if it is not accurately translated by a high-skilled contract translator. When a legal contract is binding those parties involves need effective language translation services to know exactly what is involved otherwise a breach of contract could take place.

9. License Translation

A driving license is a government-issued document that is delivered when you have passed the essential tests and are approved by the concerned officer. It contains information such as the name of the applicant, date of issuance, license number and date of expiry, and other details. A person is not permitted to drive in the country without the respective license. A driving license is required to be translated as well sometimes. It is important that certified driving license translation is obtained as the legal documents are not being played with.

Hiring experienced certificate translator will ensure reliable conversion of the driving license from one language to another.

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10. Literary Translation

The name is pretty predictable- literary translation depicts the translation of literary works like novels, stories, books, and so on. It is often considered as the biggest form of translation because this type of translation is so much more than just converting the context and the meaning of the document into the target language. It involves many relevant cultural nuances, translating humor, emotions, feelings, and other subtle aspects of a particular work. Many litterateurs say that it is very difficult. Some examples of situations that could be complicated are- puns, rhyming words, anagrams, idioms, and so on.

Most of the time, there are no appropriate translations in the target languages, and the humor is lost. Have you ever tried to translate a joke into another language? If yes, then you would certainly understand what we are trying to say here. Haven't you felt that after translating, the funny part doesn't remain as funny as it was? That's why it's important to hire expert translation services who can translate every single word without changing its uniqueness.

11. Commercial Translation

This type of translation need language translator with specialized skills, such as knowledge of the business, and the industry to which it belongs. This kind of translation of commercial documents could include business reports, correspondence, company accounts, tender documents, memos, and so on.

12. Website Translations

We are obviously discussing subtitles for videos on your web pages, website copy, and any documents you have on your site. Here you will also require changing things such as address formats, currencies, and layouts, so as to reach the different local audiences. Now when it comes to website localization vs website translation, then it needs to be specified that website translation and localization both are difficult and to be done by professionals.

You need to think about the languages you want your site to be translated in and then locate the pages accordingly. Hiring a website translation company will ease the process if you want accuracy in your work. It takes a lot of effort for executing quick website translation as a small mistake can lead to a heavy loss.

13. Administrative Translation

In the realm of translation, administrative demonstrates the translation of management texts you often see being used in companies- whether regional businesses or huge corporations. Though quite similar to commercial translators, it's not exactly the same. While administrative translation can be called as a part of commercial translation, all commercial translation is not administrative.

1.5 PHONETIC SYMBOLS

This list includes phonetic symbols for the transcription of English sounds for transliterating or transcribing various languages, with the articulatory description of the sounds and some extra comments where appropriate.

These symbols do not always follow the standard IPA (International Phonetic Alphabet) usage rather; they reflect the practices for the languages which are sometimes a bit

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idiosyncratic due to separate scholarly traditions. In some cases, a second line shows a different use of the same symbol, normally for another language or family of languages.

You certainly don't need to memorize all these symbols, but you can use this page as a reference if you're not sure what a particular symbol means when you encounter it.

Symbol	Phonetic value	Example
a	low central (or front) unrounded vowel	French <i>la</i>
ä	central vowel ranging between [ɛ] and [ə]	Ethiopic
ɑ	low back unrounded vowel; often written [a]	<i>spa</i>
ɒ	low back rounded vowel	British <i>hot</i>
æ	low front unrounded vowel	<i>cat, laugh, plaid</i>
b	voiced bilabial stop	<i>bib</i>
ḅ	spirantized [b]; historically [β], modern [v]	Hebrew
β	voiced bilabial fricative	Spanish <i>haber</i>
c	voiceless alveolar affricate; IPA [tʃ] or [tʂ]	Italian <i>zucchero</i> , German <i>zu</i> , Yiddish <i>tsimmes</i>
č	voiceless palatoalveolar affricate; IPA [tʃ] or [tʂ]	<i>church, watch</i>
ɔ	lax mid back rounded vowel	<i>dog</i> (for many speakers)
ç	voiceless alveopalatal fricative	Mandarin <i>xi</i>
ç	voiceless palatal fricative	German <i>ich</i>
d	voiced alveolar stop	<i>dad</i>
ḏ	palatalized [dʲ]; can be pronounced [j]	Egyptian
	or spirantized [d], same as [ð]	Ancient Hebrew
ḍ	voiced retroflex stop; IPA [ɖ]	Indic
	or emphatic, i.e. pharyngealized [dˤ]	Semitic
ð	voiced dental fricative	<i>this, either</i>
e	tense mid front unrounded vowel	<i>bait, made</i>
ə	lax mid central vowel (unstressed in English); "schwa"	<i>about, sofa</i>
ɚ	rhotacized schwa, essentially [ər]	<i>butter, actor</i>
ɛ	lax mid front unrounded vowel	<i>bet, head</i>
ɛ̃	stressed [ɛ̃] in English; often transcribed the same way	<i>bird, learn</i>
f	voiceless labiodental fricative	<i>fife, laugh</i>
g	voiced velar stop	<i>gag</i>
ḡ	spirantized [g]; same as [ɣ]	Ancient Hebrew
h	voiceless glottal fricative	<i>hit</i>

h	aspiration of preceding sound	<i>top vs. stop</i>
ħ	voiceless pharyngeal fricative; IPA [ħ]	Arabic <i>hummus</i>
ħ	voiceless uvular fricative; same as [χ]	Egyptian, Semitic
ħ	voiceless fricative; probably palatal [ç]	Egyptian
i	tense high front unrounded vowel	<i>see, diva</i>
ɪ	lax high front unrounded vowel	<i>hit</i>
ĭ	special transcriptional symbol; also [j]	Egyptian
ɨ	high central unrounded vowel	<i>roses</i>
j	voiced palatal glide; same as [y] in other systems	standard IPA; Mycenaean Greek
	<i>or</i> alternate transliteration for [i]	Egyptian
ɰ	palatalization of preceding sound; also [ɰ]	roughly <i>canyon vs. cannon</i>
ʤ	voiced palatoalveolar affricate; IPA [dʒ] or [dʒ]	<i>judge</i>
k	voiceless velar stop	<i>kick, cake</i>
ḵ	voiceless uvular stop; same as [q]	Egyptian
ḵ	spirantized [k]; same as [x]	Ancient Hebrew
l	voiced alveolar lateral liquid	<i>lip</i>
ɭ	voiced retroflex lateral liquid; IPA [ɭ]	Indic
ɬ	voiceless alveolar lateral fricative	Semitic; Welsh “ll”
ɮ	velarized voiced alveolar lateral liquid	<i>hull</i>
m	voiced bilabial nasal	<i>mom</i>
n	voiced alveolar nasal	<i>none</i>
ŋ	voiced velar nasal; don't confuse with sequence [ŋg]	<i>singer</i>
ɳ	voiced retroflex nasal; IPA [ɳ]	Indic
ɲ	voiced palatal nasal	Spanish <i>ñ</i> , Italian <i>gn</i>
ɴ	voiced uvular nasal	Japanese word-final “n”
o	tense mid back rounded vowel	<i>go, hope, boat</i>
ø	mid central unrounded vowel, similar to [ə]	Korean “eo”
ɸ	voiceless bilabial fricative	(like blowing out a match)
θ	voiceless dental fricative	<i>thing, myth</i>
p	voiceless bilabial stop	<i>pep</i>
ḥ	spirantized [p]; historically [ɸ], modern [f]	Hebrew
þ	runic letter equivalent to [θ]	Icelandic
	<i>or</i> runic letter that can be read as either [θ] or [ð]	Old English, some Scandinavian

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q	voiceless uvular stop	Arabic <i>Qatar</i>
r	voiced alveolar trill (often used for other types of “r”)	Spanish <i>perro</i>
ɹ	voiced (post)alveolar liquid, the English “r”; often just written [r]	<i>run, sorry</i>
ɾ	voiced alveolar tap; sometimes written [ɖ]	Am Engl <i>city</i> ; Spanish <i>pero</i>
ʀ	voiced uvular trill	some French dialects, etc.
ʁ	voiced uvular fricative	French, German, Modern Hebrew “r”
ɽ	voiced retroflex flap; IPA [ɽ]	Indic
s	voiceless alveolar fricative	<i>sit, hiss, rice, cent</i>
ʃ	voiceless postalveolar fricative; IPA [ʃ]	<i>ship, push, delicious</i>
ś	voiceless alveopalatal fricative; IPA [ɕ]	Indic
	or voiceless alveolar fricative; historically distinct from [z]	Egyptian (often just “s”)
	or voiceless fricative; historically distinct from [s]	Hebrew, other Semitic
ʂ	voiceless retroflex fricative; IPA [ʂ]	Indic, Mandarin (“sh”)
	or emphatic, i.e. pharyngealized [sˤ]	Semitic
ʃ̣	voiceless postalveolar fricative; same as [ʃ]	<i>ship, push, delicious</i>
t	voiceless alveolar stop	<i>stop</i>
ɟ	voiceless retroflex stop; IPA [ɟ]	Indic
	or emphatic, i.e. pharyngealized [tˤ]	Semitic
ɟ̣	palatalized [tʲ]; can be pronounced [ç]	Egyptian
	or spirantized [t], same as [θ]	Ancient Hebrew
tʃ	voiceless alveopalatal affricate	Mandarin <i>ji</i> (cf. aspirated <i>qi</i>)
tʃ̣	voiceless retroflex affricate	Mandarin <i>zhi</i> (cf. aspirated <i>chi</i>)
u	tense high back rounded vowel	<i>ooze, prune</i>
ʊ	lax high back rounded vowel	<i>put, book</i>
ɯ	high central unrounded vowel, similar to [ɨ]	Korean “eu”
ü	tense high front rounded vowel	French, German, Mandarin
v	voiced labiodental fricative	<i>verve</i>
ʌ	mid central unrounded vowel; stressed in English	<i>cut, love</i>
ɣ	voiced velar fricative	Spanish <i>haga</i>
w	voiced labial-velar glide	<i>witch</i>
ʍ	voiceless labial-velar fricative	<i>which</i> for some speakers



x	voiceless velar fricative	<i>chutzpah</i> , German <i>ach</i>
χ	voiceless uvular fricative	Semitic, Egyptian
y	voiced palatal glide (in many transcription systems); IPA [j]	<i>yes</i>
	high front rounded vowel (in IPA)	French <i>u</i> , German <i>ü</i>
ʏ	palatalization of preceding sound; IPA [ɥ]	roughly <i>canyon</i> vs. <i>cannon</i>
ʎ	voiced palatal lateral	Italian <i>gli</i> , Castilian <i>ll</i>
z	voiced alveolar fricative	<i>fizz</i> , <i>his</i> , <i>rose</i>
ʐ	voiced retroflex fricative; IPA [ʐ]	Indic, Mandarin (“r”)
	<i>or</i> emphatic, i.e. pharyngealized [zˤ] or [ðˤ]	Semitic
ʒ	voiced palatoalveolar fricative; IPA [ʒ]	<i>rouge</i> , <i>vision</i>
ʒ	voiced palatoalveolar fricative; same as [ʒ]	<i>rouge</i> , <i>vision</i>
ʼ	glottalization of preceding sound (ejective)	Mayan, Ethiopic
ʰ	aspiration of preceding sound; same as [h]	Chinese (not Pinyin)
ʔ	glottal stop; also written ʼ or ʻ	medial sound in <i>uh-oh</i>
ħ	voiced pharyngeal fricative; also written ʼ or ʻ	Arabic <i>ʿayn</i>

1.6 PHONETIC TRANSCRIPTION

With phonetic transcriptions, dictionaries tell you about the pronunciation of words. In English dictionaries, phonetic transcriptions are necessary, because the spelling of an English word does not tell you how you should pronounce it.

Phonetic transcriptions are usually written in the International Phonetic Alphabet (IPA), in which each English sound has its own symbol. (You can take a look at a chart with all the English sounds and their IPA symbols.)

For example, the IPA-based phonetic transcription of the word HOME is hɒʊm, and the transcription of COME is kʌm. Note that in spelling, these words are similar. They both end in OME. But their phonetic transcriptions are different, because they are pronounced differently.

Phonetic transcription is usually given in brackets, like this: /hɒʊm/, /kʌm/.

Word Stress

When a word has many syllables, one of them is always pronounced more strongly. This is called *word stress*, and we say that the syllable is *stressed*. For example, in the word BECOME, the stressed syllable is COME. If the stressed syllable was BE, BECOME would be pronounced like this.

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Dictionaries tell you which syllable is stressed. The most popular system is to put a vertical line (') before the stressed syllable in the phonetic transcription of the word. For example, the transcription for BECOME is /bɪ ' kʌm/.

If a word has only one syllable (examples: PEN, WATCH), dictionaries usually do not put the ' stress mark before it. So they don't write / ' pen/ — they simply write /pen/.

Some dictionaries use other systems for showing word stress. For example, they may put ' *after* the stressed syllable, or they may underline the stressed syllable.

Should you care about phonetic transcriptions?

Today, nearly all good English dictionaries have audio recordings. If you can listen to any English word as it is pronounced by a native speaker, why should you care about phonetic transcriptions? Here are a few reasons:

- If you want to have good English pronunciation, you have to learn and practice all the English sounds anyway. If you're going to learn each sound in the English sound chart, you might as well learn its symbol – it doesn't take that much extra effort. It doesn't even have to be a special project for you – all you have to do is pay attention to the phonetic transcriptions in your dictionary. That way, you will gradually learn the symbols.
- Suppose you look up the word BOOT and listen to its recording. In theory, if you are familiar with the sounds of English, you should be able to notice that BOOT has the “long u” sound of WHO and SOON, and not the “short u” of GOOD and BOOK. But, in practice, you could miss that fact, especially if you're a beginner or you're not paying enough attention. If you also read the phonetic transcription /bu:t/ and see the u: symbol (and know what it means), there's a bigger chance that you will notice and remember the correct pronunciation.
- There are more words whose spelling can make you hear things that aren't there. For example, many learners may “hear” that PANDA ends in the vowel α, that HAWK has a w sound, and that SYSTEM has an e sound. In all such cases, phonetic transcriptions can help escape the illusion. (Unfortunately, they can create their own illusions.)
- Transcriptions can also stop you from hallucinating. Let me explain what I mean. Here's an English word: COLONEL. And here is its audio pronunciation. Did you notice anything unusual about this word and its pronunciation? If you didn't notice anything, here's a hint: how many l's does it have when you say it? That's right – only one l. However, it is very easy to miss that because the spelling COLONEL makes you expect two l's. This expectation can affect your perception – when you listen to the recording, it's very easy to hear two l's even though there is only one! Seeing the phonetic transcription /'kɜ:nəl/ can help you notice that the first L in COLONEL is silent.
- Dictionaries have more transcriptions than recordings. For example, the transcriptions may show two ways to pronounce a word, but the recording

will show only one. If you can read phonetic transcriptions, you can get more information out of a dictionary.

- On the Internet, people use phonetic transcription to discuss pronunciation problems. If you want to join the discussion, or ask questions, you have to know the transcription system.
- There are situations when you cannot listen to sound – for example, the computer you're using has no speakers, you don't want to disturb other people, you are in a noisy environment and can't hear the sound, you only have access to a paper dictionary, etc. Even if you can use audio, a glance at the transcription can be faster than clicking a button and listening to a recording. If you're making your own SRS items, you can add phonetic transcriptions more easily (and more quickly) than audio recordings. See also: pronunciation items.

In short, you can learn good English pronunciation without knowing the IPA symbols for English sounds, but learning those symbols is not that hard and you get a few nice benefits in return.

1.7 REVIEW QUESTIONS

SHORT ANSWER TYPE QUESTIONS

1. What do you understand by 'Phonetics'?
2. List the different types of translations.
3. Define script translation.
4. List the three types of sounds of language.
5. What do you understand by 'Word Stress'?

LONG ANSWER TYPE QUESTIONS

1. What do you understand by 'phonetic transcription'?
2. Describe the phonetics-phonology interface.
3. List any ten phonetic symbols with their phonetic values.
4. Describe the following:
 - a. Book Translation
 - b. Medical Translation
 - c. Legal Translation
5. Discuss the examples and observations of phonetics.

1.8 MULTIPLE CHOICE QUESTIONS

1. What is the full form of IPA?
 - a. International Phonetic Alphabet
 - b. Integral Phonetic Alphabet
 - c. International Phoneme Alphabet
 - d. None of these

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2. _____ is the study of the physical properties of sounds.
 - a. Acoustic Phonetics
 - b. Auditory Phonetics
 - c. Articulatory Phonetics
 - d. None of these
3. _____ is the study of the way listeners perceive sounds.
 - a. Acoustic Phonetics
 - b. Auditory Phonetics
 - c. Articulatory Phonetics
 - d. None of these
4. _____ is the study of how the vocal tracts produce the sounds.
This article will only describe articulatory phonetics.
 - a. Phonemes
 - b. Acoustic Phonetics
 - c. Articulatory Phonetics
 - d. Articulatory Phonetics
5. **What is the phonetic symbol for 'voiced velar fricative'?**
 - a. Λ
 - b. 3
 - c. γ
 - d. z
6. **A linguist who specializes in phonetics is known as a _____.**
 - a. Phonetician
 - b. Phonetist
 - c. Phonetologist
 - d. None of these
7. **The _____ is the transmission of written text from one language to another language.**
 - a. Target
 - b. Transformation
 - c. Imprecision
 - d. Translation
8. _____ Translation is important for businesses and public organizations.
 - a. Legal
 - b. Medical
 - c. Patent
 - d. Script
9. **In any language we can identify a small number of regularly used sounds (vowels and consonants) that we call _____.**
 - a. Phonetics
 - b. Phonemes

- c. Word Stress
 - d. Translation
- 10. When a word has many syllables, one of them is always pronounced more strongly which is called _____.**
- a. Phonetics
 - b. Word Stress
 - c. Phonemes
 - d. Translation

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TRANSLATION OF WORDS AND SENTENCES

STRUCTURE

- 2.1 Learning Objective
- 2.2 Introduction
- 2.3 Meaning and Definition of Translation
- 2.4 Translation as a Mediator
- 2.5 Nature of Translation
- 2.6 Audience and Purpose of Translation
- 2.7 Translation of 5 Simple Sentences from Hindi to English
- 2.8 Translation of 5 Simple Sentences from English to Hindi
- 2.9 Translation of 05 Words from Hindi to English
- 2.10 Translation of 05 Words from English to Hindi
- 2.11 Review Questions
- 2.12 Multiple Choice Questions

2.1 LEARNING OBJECTIVE

After going through this unit you will be able to:

- Know the meaning of translation.
- Understand translation and its different dimensions.
- Understand the nature of translation.
- Learn the translation of simple sentences from English to Hindi and vice-versa.
- Learn the translation of words from Hindi to English and vice-versa.

2.2 INTRODUCTION

Translation is as old as human civilization. Since the dawn of civilization, we, human beings, have been using language to translate our thoughts and ideas. We use a set of symbols or codes to communicate or transfer an idea or thought or a feeling to the person whom we address during an act of communication. Here too we have translation. In this sense, we translate every day. With the evolution of human society, we became more anxious to know about the thoughts and feelings of people in distant places. Hence we used two sets of symbols and codes to transfer the thoughts and ideas of people speaking a different language to our own language. This gave rise to translation as we see and use it today.

India is multi-lingual country where all the regional languages coexist simultaneously on an equal basis but the dominance of English continues. Over the years English has become the only means of communication in all political, business and educational affairs. Hence it is essential that we understand English and our Mother tongue to be able to connect to our own communities in the immediate environment as well as other cultural communities in the outer environment. Here comes the role of translation. Translation allows different cultures to connect, interact, and enrich one another.

In the Indian situation, the role of translation is very significant as it is the home to people speaking 22 recognized languages and hundreds of mother tongues and dialects. Every day in business and office communication, we are required to make use of English and one of our Mother tongues to communicate with people. So we are bilinguals by default and use translation as a means to communicate. It is through translation that people in the periphery and the centre, the dominant and the dominated cultures communicate with one another. We can say that India would not have been a nation without translation as we use translation to communicate and communication keeps us united as a nation.

In this unit we shall discuss in detail about the various meanings and definitions of translation, its nature, the process of translation, responsibilities of translators, scope of translation and various job opportunities available in the field of translation.

2.3 MEANING AND DEFINITION OF TRANSLATION

Meaning of Translation

The English word translation has been derived from the Latin word translation, which itself comes from Trans- and latum together meaning “a carrying across” or “a bringing

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across. In other words, it is the business of carrying across a message/written content from one text to another, from one person to another and from one language (source language) to a different language (target language). It can happen within the same language (from one dialect to another dialect or from one form to another) or between languages. It is best seen as a communication process where the transfer of a message/written content from one language into a new language takes place.

However, poets engaged in the job of translation often think of translation as 'interpretation', 'taking a view', 'bringing to life', or 'transformation'. Whatever may be its meaning, every act of translation involves the expression of sense. A translation is a text that is considered to be different from the original (the source text) but it is also a fact that the source text and the translated text are the same in terms of the sense they convey. It is often said that translation gives new clothes to a piece of writing by putting it in a different form. This interactive relationship between source and translation goes on in the hands of mature translators of prose and drama but it is the best in poetry.

Definition of Translation

Roman Jakobson, a leading linguist and noted expert in the subject of translation, defined translation as "the interpretation of verbal signs by means of some other language." Through this process of translation, texts in one language are transformed into texts in another language with the same meaning. These materials range from the isolated words in a language to the complex network of sentences of philosophical texts.

Some scholars define translation as an art or craft and some others call it a science. It is called an art as all good translations are expressions of the creative urge of the translators. Likewise, it is a science because of the technical formalities and complexities involved in its process.

Oxford University defines translation as 'the process of translating words or text from one language into another.' The Cambridge Dictionary also endorses that. This can mean the word to word rendering of the text in one language to another or replacing the equivalents of the words or phrases in one text to another. The translated text may have formal equivalence when the source text and the translated text look alike in form. It may have functional equivalence when the source text and the target text or translated text convey the same sense or perform the same function, though they have formal differences. It is often seen that the idioms and usage of the source language creep into the target language through translations which often enrich and shape the target language.

Translation is the communication of the meaning of a text in a source language (SL) into a comprehensive version of target language (TL) without causing any loss to the original message. It is often thought that if one is a bilingual s/he can be a good translator, which is not the truth. People having good communicative and writing experiences in both the languages can be good translators, which includes their being bilinguals.

While translating, a translator discovers the meaning of a text behind the forms in the source language (SL) and reproduces the same meaning in the target language (TL) with the forms and structures available in the target language. The form changes but the meaning or sense or message remains the same. Nowadays we find translators using computers to



translate one language into another, but human beings still play the major role in deciding the final output. While translating images/metaphors and emotive expressions in literary texts, computers cannot replace human beings. Translating is more than simply looking up a few words in a dictionary.

We cannot confine translation to one or two definitions. It is elastic in nature and depends upon the person who does the translation. It differs from language to language, and from culture to culture. Hence it is not as easy as it is thought to be. While trying to be a different version of the original, it maintains its own uniqueness, an identity of its own. In the next section, we will discuss the nature of translation, responsibilities of a translator and the complexities involved in the process of translation.

2.4 TRANSLATION AS A MEDIATOR

Translators are the mediators between the source language/culture and the target language/culture. It is their responsibility to ensure that this linkage between the known language/culture and alien language/culture is properly established so that the readers don't lose the essence of the original. Translation of a language opens the doors to unknown cultural and linguistic environments. In course of translation, the translator is also required to use new terms, coinages and expressions to suit the requirement of the text in the source language. This way s/he creates new vocabulary and contributes to the richness and greater expressibility of the language into which a text is translated.

This helps the readers in the target language know and understand the vast expanse of knowledge available in the source language, hitherto hidden from them. At the same time translation also promotes the growth of local literature and culture by bringing the great wealth of literatures and cultures from foreign lands. When we translate the great masters of world literature like Shakespeare, Homer, Dante, Valmiki, Kalidasa or more contemporary writers from Tolstoy, Dostoevsky, Kafka, to Gabriel Garcia Marquez, J. M. Coetzee, Pablo Neruda, Octavio Paz and others, we not only enrich our own knowledge base, but also raise the standards of our own local or regional languages.

2.5 NATURE OF TRANSLATION

Translation is an interpretative process. The nature of translation depends upon the nature of the document. Translation of a technical or promotional document is easier and requires less skill and expertise than the translation of a text of literature. The vocabulary, grammatical rules and the sentence structures would match with the nature of the document, the source language and the target audience. A successful translation satisfies the needs of the target audience, either in terms of suitable structures or forms or in terms of the appropriate transfer of meaning from the source text to the target text.

While translating, a translator takes into account the lexicon, grammatical structure and cultural context of the text in the source language to understand the meaning built in the text and then transfers the same meaning to the text in the target language with the help of lexicon and grammatical structure appropriate to the target language and its cultural context.

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In this process, every care is taken to ensure that there is no or minimum loss of meaning. Earlier, faithfulness to the original text was considered to be one of the greatest responsibilities of the translators. But now, with the mushrooming of multiple cultures and languages and diversity of political views in a given context, the translator takes liberty with the original text to allow some accommodation or adaptation in order to keep pace with the sense or spirit of the original.

2.6 AUDIENCE AND PURPOSE OF TRANSLATION

When a text in a foreign or alien language is translated into a local language, we are required to impart a local flavor to it to suit the needs of the local readers. This is called domestication. On the other hand, when we are translating a text for a global audience, from a local language, into a foreign or international language, we need to take into account the cultural set up where we expect the translated text to be accepted. This is called foreignisation.

Audience and purpose are closely inter-related. Audience determines the purpose and purpose also determines the audience. The audience could be any group: very young children, adolescents, young adults, mature adults, senior citizens or people working in different professional organizations or engaged in different vocations. They could be a mix of consumers belonging to different age groups yet working in the same professional work-setting. After a work has been translated, it has to be published either in the printed form or in the digital form as is done on a website.

2.7 TRANSLATION OF 5 SIMPLE SENTENCES FROM HINDI TO ENGLISH

Language translation is a necessity to communicate and expand your target audience. English to Hindi translation and vice-versa is the most common translation and helps you gain wider reach on audiences all over India. To achieve that, you need to communicate in the native language of the target audience and fill the gap between languages and cultures through accurate and reliable translation of your content.

हिन्दी वाक्य	अंग्रजी अनुवाद
उम्मीद है आप मजे में हो।	Hope, you're enjoying yourself.
क्या तुम कुछ बोलना चाहते हो?	Do you want to say something?
राम थोड़ा देर हो गया।	Ram got a little late.
मैं आज थोड़ा देर से जगा।	I got up a little late today.
आज खाने में नया क्या है?	What are the new dishes today?
क्या तुमने उसकी शिकायत कर दी?	Did you complain about him?
क्या तुम कार चलाना जानते हो?	Do you know how to drive the car?

- मेरा आज अंग्रजी पढ़ने का मन नहीं है।

I do not feel like studying English today.

- मुझ पर विश्वास करो।

Believe me.

3. वह घर पर नहीं है।
He is not at home.
4. हमें फल खाने चाहिए।
We should eat fruits.
5. हमारी कक्षा में पचास लड़के हैं।
Our class consists of fifty boys.

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2.8 TRANSLATION OF 5 SIMPLE SENTENCES FROM ENGLISH TO HINDI

1. When did you get back from London?
तुम लंदन से कब वापस आए?
2. Children play chess every day.
बच्चे रोज शतरंज खेलते हैं।
3. It has been raining since morning.
सुबह से बारिश हो रही है।
4. He is not at home.
वह घर पर नहीं है।
5. Stop your gimmick.
अपनी नोटंकी बंद करो

2.9 TRANSLATION OF 05 WORDS FROM HINDI TO ENGLISH

1. समझदार/अक्लमंद
Sensible
2. मौका/अवसर
Opportunity
3. विशेष/खास
Particular
4. जरूरत/आवश्यकता
Need
5. ईमानदार
Honest

2.10 TRANSLATION OF 05 WORDS FROM ENGLISH TO HINDI

1. Greed
लालच/लोभ
2. Worth
लायक/योग्य

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3. Satisfied
संतुष्ट/तृप्त
4. Tough
कठिन/मुश्किल
5. Cost
दाम/कीमतलागत Still अभीतक अभीभी

2.11 REVIEW QUESTIONS

SHORT ANSWER TYPE QUESTIONS

1. What is the meaning of translation?
2. What do you understand by source language and target language?
3. What is the role of a translator?
4. Translate the following words in English language:
 - a. आवश्यकता
 - b. संतुष्ट
 - c. विश्वास
5. Why the translation of language necessary?

LONG ANSWER TYPE QUESTIONS

1. Can we define translation in fixed terms? Give reasons for your answer.
2. Explain 'Nature of Translation' in detail.
3. How do audience and purpose define the quality of translation?
4. How has translation as a mediator opened the doors to unknown environments?
5. How do audience and purpose define the quality of translation?

2.12 MULTIPLE CHOICE QUESTIONS

1. What is the full form of 'TL'?
 - a. Target Language
 - b. Translate Language
 - c. Transform Language
 - d. None of these
2. What is the full form of SL?
 - a. Sign Language
 - b. Source Language
 - c. Sum Language
 - d. Special Language

3. _____ is as old as human civilization.
- Translation
 - Transformation
 - Both a and b
 - None of these
4. In the post-modern world, it has become so relevant that people visualize it as a _____ bridge between communities and countries.
- Political
 - Economic
 - Socio-cultural
 - None of these
5. What is the translation of 'opportunity' in hindi?
- लक्ष्य
 - योग्य
 - विशेष
 - अवसर
6. _____ are the mediators between the source language/culture and the target language/culture.
- Translators
 - Children
 - Neighbours
 - None of these
7. What is the translation of the word 'तृप्त' in English?
- Opportunity
 - Honesty
 - Satisfaction
 - Worth
8. India is a _____ lingual country.
- Uni
 - Multi
 - Both
 - None of these
9. _____ is the process of translating words or text from one language into another.
- Translation
 - Transformation
 - Imprecision
 - None of these

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10. What is the translation of 'विशेष' in English?

- a. Opportunity
- b. Honesty
- c. Satisfaction
- d. Particular

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UNIT

III

GRAMMAR AND TRANSFORMATION OF SENTENCES

STRUCTURE

- 3.1 Learning Objective
- 3.2 Introduction
- 3.3 Grammar and Usage
- 3.4 Elements of a Sentence
- 3.5 Transformation of Sentences
- 3.6 Modals
- 3.7 Tenses
- 3.8 Punctuation of a Short Passage
- 3.9 Review Questions
- 3.10 Multiple Choice Questions



3.1 LEARNING OBJECTIVE

After going through this unit you will be able to:

- Learn grammar and its usage.
- Understand the elements of a sentence.
- Learn the transformation of sentence.
- Learn about Modals and Tenses.

3.2 INTRODUCTION

In this unit, you'll be able to learn the different grammatical components and their usage. You'll also be able to know the elements of a sentence and transformation of sentences. Further, leading to the usage of modals and tenses. Let's explore more in the unit ahead!

3.3 GRAMMAR AND USAGE

Learning grammar need not necessarily be a Herculean task if you do it the right way. Instead of learning all the rules of grammar by heart, try to understand how each grammatical component can be used and how it works differently under different conditions in multiple contexts. Here is a set order that you can follow to learn grammar effectively and quickly.

NOUNS

What is a Noun?

A noun is the name of a person, place, animal, thing, idea, etc.

Examples of Nouns

- Name of a Person – Zuker, Max, Xavier, Joseph, etc
- **Name of an Animal** – Kangaroo, Dolphin, Jackal, etc.
- **Name of a Place** – Bostan, Australia, India, etc.
- **Name of a Thing** – Table, Computer, Chair, etc.
- **Name of an Idea** – Happiness, Superstitions, Excitement, etc.

What are the different types of Nouns?

Nouns in English are broadly classified into 8 types:

1. **Common Noun** – the name given in common to every place, thing or person belonging to the same class or kind, like a boy, girl, teacher, doctor, country, etc.
2. **Proper Noun** – the name given to a particular person or a place, such as Rita, Ria, Russia, Rome, etc.
3. **Collective Nouns** – a name used for a group of people, animals, or things. Example, cattle, family, herd, team, etc.
4. **Concrete Nouns** – are the names used for the things that have physical existence and we can see, such as a table, chair, mobile phones, etc.
5. **Abstract Nouns** – are the exact opposite of concrete nouns. These are the names given to an idea, conditions, or quality. Basically, the name is used to refer to

something that cannot be seen but is there, it does not exist physically. For example, truth, patriotism, sorrow, friendship, etc.

6. **Material Nouns** – these are the names used to refer to substances, materials or things that are made up of an alloy. Examples, silver, gold, metal, cotton, etc.
7. **Countable Nouns** – that can be counted like one pen, two ladies, one chair, etc. These nouns take articles (a, an, the) with them. Candidates can check Rules of Articles in English on the linked page for conceptual knowledge on the same.
8. **Uncountable Nouns** – the nouns that cannot be counted. For example, water, soil, sugar, salt, etc. Abstract nouns and Proper Noun are always uncountable while Common and Concrete nouns can be both countable and well as uncountable nouns.

Nouns in English can further be classified on the basis of Number, Gender, Cases and Apposition. Read ahead to understand better:

1. Number Nouns

- **Singular Nouns** – when one person or a thing is denoted then it is a Singular noun, such as pen, cow, boy, chairs, etc.
- **Plural Nouns** – when a noun denotes more than one person or a thing it is a plural noun, for example – pens, cows, boys, chairs, etc.

2. Noun Genders

- **Masculine** – nouns that refer to the male classification of a person, animal or thing example, man, lion, moon, etc.
- **Feminine** – nouns denoting a female class of a person, animal or thing like nature, tigress, woman, etc.
- **Neuter** – nouns that denote a thing without life, either female or male, example, pen, room, book, etc.

3. Noun Cases

Nouns classified on the basis of cases tell us the position of the noun in a sentence. There are five cases of nouns in English.

- **Possessive Case**

When a noun denotes ownership or possession, example: That is my dress. 'My' is in the possessive case.

- **Vocative case**

A noun is in the vocative case when it is used to call (to get attention). Example: Ms Ria, teachers are waiting for you in the staffroom. (Ms Ria is in a vocative case).

- **Dative Case**

When a noun is in the indirect object of a verb it is in the Dative case, like, Rohan brought me chocolates, ('Me' is in the dative case)

- **Nominative Case**

If a noun is the subject of a verb it is said to be in Nominative case. Example: Radha is an intelligent girl.

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- **Objective Case**

When the noun is the direct object of the verb or the preposition, they are in the objective case. Example: Please give the fruits.

Rules of Nouns in English

Now that you are well versed with the nouns and its types, let us move ahead to the rules associated with Nouns in English Grammar.

Rules of Nouns

1. Rule 1

Some Nouns are Singular in their meaning but are used as Plural nouns and also take plural verbs always, such as people, cattle, and police.

Examples:

The **cattle are** grazing the field.

People are indifferent to you in new cities.

2. Rule 2

Some nouns are always used in Plural Form and always take Plural Verb. Like, Scissors, Premises, Thanks, Spectacles, etc.

Examples:

'I cannot find my **Trousers**, where **are** they?'

She ordered a pair **Spectacles** online, they **are** classy.

3. Rule 3

There are some nouns that always take Singular Verb such as news, ethics, machinery, advice, stationery, physics, mathematics, etc.

Examples:

Mathematics is my favorite subject.

The **news** of his suicide **is** not true.

4. Rule 4

Some nouns indicate the number, measure, money, length, weight, etc. They remain unchanged when any definite numeral precedes these nouns.

Example:

She bought 2 dozen eggs from the shop. (not dozens)

My office is 5 kilometres from my house. (not kilometre)

5. Rule 5

Collective nouns are used both in singular and plural form.

The **Government is** a great achievement of Civilization.

The **Jury were** divided in their opinions.

6. Rule 6

There are nouns that give different meanings when used as a singular and other meaning when used as a plural noun. Such as:

- Good means wise and goods mean property
- Authority is command while authorities mean people in power

- Force means strength while forces is an army
- Wages in singular form is punishment while wages are daily labour charges when used in the plural form
- Content means satisfaction and contents is things contained
- Iron is metal while irons mean chains or fetters

7. Rule 7

Material Nouns generally do not take any article (a, an or the) before them.

Example :

Incorrect – My mother likes a gold and not a silver.

Correct – My Mother likes gold and not silver.

Incorrect – Cooking food on a cast iron pan is healthy.

Correct – Cooking food on cast iron pan is healthy.

8. Rule 8

To personify a Neuter Gender Noun, we use:

Masculine gender to personify the strength or power, and

Feminine Gender to personify beauty and grace.

Examples:

- The Moon was shining on the sea with all his might
- It is our duty to protect Mother Earth.

9. Rule 9

The work of art, the title of books, etc. even if they sound plural are always considered singular.

Examples:

‘The Palace of Illusions’ **is** an incredible narration of the Mahabharata.

‘The Game of Thrones’ **is** my favorite drama series

10. Rule 10

a. For small creatures, insects or very young children neuter gender is used.

Examples:

- The baby wants food every hour or it starts crying.
- I could see the butterfly moving its wings.

b. Collective nouns are used as neuter gender even if they are used to refer to living beings.

Examples:

- The team gave its best performance.
- The army is at its best to protect the country.

PRONOUNS**Types of Pronouns**

Discussed below are the different types of pronouns:

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1. Personal Pronouns

The pronouns which are placed as a substitute for people or things are called personal pronouns. These are of two types: subjective and objective. This means, that the pronoun can act either as the subject or for the object of the sentence.

Example 1:

- **Statement:** Riya, Tanya, Ritu and Ananya were going to play Badminton.

Replacing the nouns with Pronouns: They were going to play Badminton.

Example 2:

- **Statement:** Can you please go to the market with Arpit?

Replacing the noun with Pronoun: Can you please go to the market with him?

2. Possessive Pronouns

The personal pronouns which indicate the possession of something are called possessive nouns. They can be used both in singular and plural form.

Example 1: This dress is **mine**.

Example 2: The books are **theirs**.

3. Reflexive Pronouns

Pronouns like himself, myself, themselves, etc. where the action is being performed on oneself are called reflexive pronouns.

Example 1: I decorated the room all by **myself**.

Example 2: She drove 500 kilometres by **herself**.

4. Indefinite Pronouns

When the noun which is to be replaced does not have a fixed name or number, then such nouns are replaced by indefinite pronouns. These include few, everyone, all, etc.

Example 1: **Everyone** has reached the concert.

Example 2: You bring me **some** apples.

5. Interrogative pronouns

Pronouns like Who, Where, Which, Whom, etc. which tend to ask a question are called interrogative pronouns.

Example 1: **Which** plant is this?

Example 2: **Who** went to the airport?

6. Relative Pronouns

The pronouns which are used to connect a clause or a statement are called relative pronouns.

Example 1: I watch **which** I bought was defective.

Example 2: The man **who** came yesterday was a fraud.

7. Demonstrative Pronouns

The pronouns which describe or modify a thing or a person are called demonstrative pronoun. They can be both singular and plural.

Example 1: **These** flowers are beautiful.

Example 2: **This** girl is very helpful.



Classification of Cases – Pronouns

There are three cases in which pronouns can be classified. These include:

1. Subjective Case
2. Objective Case
3. Possessive Case

To understand the three cases even better, refer to the table given below:

Classification of Cases – Pronoun		
Subjective	Objective	Possessive
I	Me	My, Mine
We	Us	Our, Ours
You	You	Your, Yours
He	Him	His
She	Her	Her, Hers
They	Them	Their, Theirs
It	It	Its

Rules of Pronouns

- **Pronouns Rule 1**
Pronouns which are compared must be in the same case.
Example: Our mother supports me more than her.
- **Pronouns Rule 2**
Object form in a sentence.
Example 1: I helped him
Example 2: He helped me
- **Pronouns Rule 3**
If the pronoun is an object of the verb, it should be in the objective case.

ADJECTIVE

What is an Adjective?

An adjective is a part of speech that can be used to describe or provide more information about a noun or pronoun that acts as the subject in a sentence. Adjectives are found after the verb or before the noun it modifies.

Definition of an Adjective

According to the Cambridge Dictionary, an adjective is defined as “a word that describes a noun or pronoun.” The Collins Dictionary gives a more elaborate definition. According to it, “an adjective is a word such as ‘big’, ‘dead’, or ‘financial’ that describes a person or thing, or gives extra information about them. Adjectives usually come before nouns or after link verbs.”

The Oxford Learner’s Dictionary defines an adjective as “a word that describes a person or thing, for example ‘big’, ‘red’ and ‘clever’ in a *big house*, *red wine* and a *clever idea*.” An adjective is “a word belonging to one of the major form classes in any of numerous



languages and typically serving as a modifier of a noun to denote a quality of the thing named, to indicate its quantity or extent, or to specify a thing as distinct from something else”, according to the Merriam-Webster Dictionary.

Forms of Adjectives – Degrees of Comparison

Did you know that adjectives can be used to compare similar qualities of different subjects that perform the same action. There are three forms of adjectives or rather three degrees of comparison. They are:

- Positive or Absolute Form
- Comparative Form
- Superlative Form

Positive Degree of Comparison:

The positive form or the positive degree of comparison is the form of the adjective used in the original form. For example: This book is **interesting**. This form of adjective is used when there is no other subject to be compared.

Comparative Degree of Comparison

The comparative form of the adjective is used when two subjects performing the same action or possessing the same quality are compared. For example: The book I read yesterday was **more interesting than** the one I read today.

Superlative Degree of Comparison

The superlative degree of comparison is used when comparing the same quality of two or more subjects and to represent that a subject is superior to two or more subjects in performing an action. For example: This fantasy novel is the **most interesting** book that I have ever read.

Types of Adjectives

Adjectives can be divided into different categories based on their functions when used in a sentence. The different types of adjectives are:

- Possessive Adjectives
- Interrogative Adjectives
- Demonstrative Adjectives
- Compound Adjectives
- **Possessive Adjectives**
These adjectives, like possessive pronouns, are used to show or represent possession of a quality. For example: my, your, his, her, their, its, whose, etc.
- **Interrogative Adjectives**
An adjective that is used to modify a noun or a pronoun by asking a question is called an interrogative adjective. There are only a few adjectives that can be termed as interrogative adjectives. They are whose, what and which.

- **Demonstrative Adjectives**

Demonstrative adjectives are mainly used to describe the position of a subject (a noun or pronoun) in space or time. This, that, these and those are the demonstrative adjectives in English.

- **Compound Adjectives**

Compound adjectives consist of two or more adjectives that are combined together to form an adjective that can be used to modify the subject. Some examples of compound adjectives are cotton-tailed, curly-haired, absent-minded, happy-go-lucky, etc.

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How to Use Adjectives in Sentences?

Adjectives are known to give your writing and speech a very flowery look. It aids in making it descriptive and to give your readers and listeners a visual treat. However, stuffing it with too many adjectives can make it look or sound vague and unclear. This would only lead to misunderstanding of your content. Knowing when, where and how to use adjectives is a skill that you should master.

Any piece of writing should be clear and precise. Find out if there is a word that specifically means whatever you are trying to convey. For example: quick, swift, hasty, fleet, etc. are all adjectives that mean 'very fast'. Likewise, contented, cheerful, merry, joyful, ecstatic, delighted, etc. are all words that describe different degrees of happiness. There is also another concept that you should know. There is a particular order in which you should place adjectives when you are using two or more adjectives to describe the same subject or object. Check out the order of adjectives to learn more.

Examples of Adjectives

If you are wondering what part of speech a colour or a number belongs to, do not waste any more time thinking about it. All colours and numbers are classified as adjectives. Adjectives are words that modify nouns but, in most cases, they can be seen to be doing much more than that. Given below are the various ways in which adjectives can function and be used.

Adjectives as Complements

Adjectives can act as complements that modify nouns that act as subjects and complements. When the adjective describes the object in a sentence, it is called an object complement and when it is used to describe the subject in a sentence, it is referred to as a subject complement. They are seen to be used in sentences which are seen to use the following patterns:

- SVC – Aaron is good.

In the above example, the adjective is 'good' and it is used to describe the subject 'Aaron' and so it is called a subject complement.

- SVOC – The movie made Karthik sleepy.

Here, the adjective 'sleepy' describes the object 'Karthik' and so comes under the category of object complements.



Adjectives as Coordinates

When two or more adjectives are used to describe the same noun in a sentence, they are called coordinate adjectives. Coordinate adjectives are often separated by a comma or the conjunction 'and'.

For example:

- The mobile phone is **easy to use** and **handy**.
- My cousin is **tall** and **thin**.

Multifunctional Adjectives

Adjectives can be made to function like or take the role of nouns in a sentence, and sometimes, a noun, when used to describe or provide more information about another noun, can perform the role of an adjective.

For example:

- I like my English teacher.

In the above example, the word 'English' is generally considered a noun as it represents a language and it is a proper noun. But here, it is used to describe the noun 'teacher' which makes it an adjective.

- It is our duty to tend to the poor and the oppressed.

In this sentence, the words 'the poor' and 'the oppressed' pass off as nouns as it refers to 'poor people' and 'oppressed people'. So, when adjectives are preceded by the article 'the', it often refers to a category of people which makes the adjective a noun.

ADVERBS

What is an Adverb?

Like an adjective gives us more information about the noun in a sentence, an adverb is used to provide more information about the verb or the action in the sentence. It also has the property of describing the adjective or another adverb.

Definition of an Adverb

An adverb, according to the Oxford Learner's Dictionary, is "a word that adds more information about place, time, manner, cause or degree to a verb, an adjective, a phrase or another adverb." The Cambridge Dictionary defines an adverb as "a word that describes or gives more information about a verb, adjective, adverb, or phrase."

The Merriam-Webster Dictionary provides a similar definition. It defines an adverb as "a word used to modify a verb, an adjective, or another adverb and often used to show degree, manner, place, or time." According to the Collins Dictionary, an adverb is defined as "a word such as 'slowly', 'now', 'very', 'politically', or 'fortunately' which adds information about the action, event, or situation mentioned in a clause."

Types of Adverbs

Adverbs are categorized into different types according to their functions when used in a sentence. Given below are the different types of adverbs.

- Adverbs of Manner
- Adverbs of Time
- Adverbs of Place
- Adverbs of Frequency
- Adverbs of Degree
- Conjunctive Adverbs

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How Adverbs are used in Sentences

Unlike other parts of speech, adverbs can be placed at any part of the sentence (beginning, middle or end), and make complete sense without sounding absurd. Another characteristic is that multiple adverbs can be used in a sentence. Have a look at the following examples to have a clear understanding of the same.

- I was planning to go to the supermarket to buy some groceries. **However**, I did not find the time to go. So, I ordered online.
- My mom did not cook breakfast today. **Therefore**, we ended up making noodles for everyone.
- **Normally**, we go to church on Sundays.
- Don't you think the coffee is **too** sweet?
- Do not worry. You will **gradually** learn how to do it.
- The song I was listening to **yesterday** was **very** soothing.
- He kept talking to me for such a long time but I **barely** knew him.
- It is **extremely** hot outside **today**.
- How **often** do you work out?
- Can I come home **tomorrow**?

PREPOSITIONS

What is a Preposition?

A preposition is a short word that is employed in sentences to show the relationship nouns, pronouns or phrases have with other parts within the respective sentences. Prepositions are normally found positioned in the latter part of the sentence, but before a noun or pronoun.

Definition of a Preposition

A preposition is defined as "a word that connects a noun, a noun phrase, or a pronoun to another word, esp. to a verb, another noun, or an adjective", according to the Cambridge Dictionary. The Oxford Learner's Dictionary says that a preposition is "a word or group of words, such as *in*, *from*, *to*, *out of* and *on behalf of*, used before a noun or pronoun to show place, position, time or method."

The Collins Dictionary defines a preposition as "a word such as 'by', 'for', 'into', or 'with' which usually has a noun group as its object." The Merriam Webster Dictionary provides

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a slightly different definition. According to it, a preposition is defined as “a function word that typically combines with a noun phrase to form a phrase which usually expresses a modification or predication.”

Uses of Prepositions

Prepositions are seen to show some key characteristics and perform some vital functions when used in sentences. Let us look at the various uses of prepositions in English.

- They are used to show the direction of something.
- They can refer to the time of something happening.
- They can be used to denote the position or location of an object in the sentence.
- They are also used to represent spatial relationships.
- Prepositional phrases, in particular, can be used to do all of these when used in sentences.

Types of Prepositions

Based on the different uses and functions of prepositions, they can be divided into four main types. They are as follows:

1. **Prepositions of Time** – used to show when something is happening.

For example:

- We will be meeting **on** Friday.
- The supermarket will be closed **from** 9 p.m. **to** 9 a.m.
- Can you come **after** some time?
- We have been asked to work from home **until** the end of May.
- The whole country was asked to stay home **during** the pandemic to ensure safety and well-being.

2. **Prepositions of Place** – indicate the place or position of something.

For example:

- I have kept the book I borrowed from you **on** the table.
- Henry hid **behind** the door.
- The dog jumped **over** the fence.
- Can you place the red roses in **between** the white daisies?
- He was waiting **in front of** the EB office.

3. **Prepositions of Direction** – used to denote the direction in which something travels or moves.

For example:

- The girl ran **toward** her father the moment she saw him.
- Jerry jumped **into** the river to help his sister.
- Veena passed the book **to** Priya.
- When will Salvia be returning **from** London?
- Neena lives **across** the street.

4. Prepositions of Location – employed to denote the location of a particular object.

For example:

- Kenny would be staying **at** his cousin's place for the weekend.
- Make sure you keep all the toys back **in** its place after you play.
- I lay **on** the floor for a really long time.

5. Prepositions of Spatial Relationship – used to denote an object's movement away from the source and towards a source.

For example:

- Navya sat leaning **against** the wall.
- The circus was stationed **opposite** the children's park.
- Lakshmi sat **beneath** the trees.
- Shankar sat **beside** the stairs.
- We spent the evening walking **around** the lake.

6. Prepositional Phrase – a combination of a preposition and a noun (the object it is affecting).

For example:

- See to it that you reach the venue **on time**.
- The medicines you asked for are **out of stock**.
- Why don't we try taking classes outside **for a change**?
- Make sure you fill in all the forms **at once**.
- Salman was able to finish it only **with the help of** his friends.

Examples of Prepositions

On	At	In	Over
Around	Through	Opposite to	In front of
Behind	Beneath	Beside	Above
Below	Under	Underneath	Down
Up	Out	With	Into
Onto	Across	After	Before
Near	Among	Along	Between
Toward	Away	From	To
Next to	By	Until	About

Commonly Confused Prepositions

With the huge number of prepositions in the English language, it almost seems impossible to have no confusion at all. Here is a list of prepositions that cause confusion among the users of the language.

- **In/On/At**

These three prepositions can be used to depict both time and position. Take a look at the table below to have a better understanding of how it works.

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Prepositions of Place		
In	On	At
Can be used to show general locations like neighbourhoods, cities, countries and places with a boundary	Can be used to refer to more specific locations like streets, avenues, islands, surfaces and large vehicles	Can be used to refer to very specific locations
For example: I live in India. We will be staying in a hotel tonight.	For example: Latha stays on the fourth floor. The book you are looking for is on the rack.	For example: You can find us at the park. She is at home now.

Prepositions of Time		
In	On	At
Can be used to depict general timings like months, years, centuries and parts of days	Can be used to refer to dates, days of the week, days of the month and holidays with 'day' (for example – Republic Day)	Can be used to denote very specific time, times of the day and holidays without 'day' (for example – Easter)
For example: Dan was born in 2000. Technological development in the field of science and medicine reached its zenith in the 21st century.	For example: There is a national parade every year on Republic Day. All of us will be at home on Christmas day.	For example: We decided to meet at 4 p.m. I wished my brother at midnight.

- To/From**

To and from are two other prepositions that create confusion.

To	From
Used to denote the end location	Used to denote the starting location
For example: We went to Sri Lanka with my family. I gave my coat to Sandra.	For example: Have you started from Bangalore? I received a letter from my father.

- By/With**

The prepositions by and with have various meanings. They sometimes appear to be confusing for a second language learner of English.

By	With
Near or next to. For example: Is the post office by the bus stop?	In the company of For example: Glint went to Chennai with his friends.

A given time or not later than For example: See that you reach the exam hall by 8:30 a.m.	In addition to For example: would you like to have tea with breakfast?
Denotes the doer of the action mentioned in a sentence For example: The poem was written by my brother.	By means of For example: I cut my birthday cake with a fruit knife.

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3.4 ELEMENTS OF A SENTENCE

Having learnt the parts of speech in the English language, not knowing how to use them and where to place each part of speech to form a sentence would not be ideal. Right? In fact, sentence structure is one among the most important grammatical components that acts as the foundation of a language. So here is what you need to know.

What Do You Mean by Sentence Structure?

Sentence structure is a grammatical component that tells you exactly where and how each component of a sentence should be placed in order to blend and make sense. The Collins Dictionary defines sentence structure as “the grammatical arrangement of words in sentences.” In other words, the sentence structure is what defines the way a sentence will look and sound.

Basic Parts and Components of a Sentence

Before we look into how sentence structure works, we will have to first learn about the basic structure of a sentence and the components that make up a sentence.

Parts of a Sentence

A sentence, in the English language, consists of at least a subject and a predicate. In other words, a sentence should have a subject and a verb.

a. Subject

The subject can be a noun or a pronoun that does the action.

For example:

- **The sun** is shining.
- **The sky** is clear.
- **Today** is Wednesday.

b. Predicate

The verb is the action performed by the particular subject in the sentence.

For example:

- I **love macaroni and cheese.**
- Merin **has a pet.**
- Anusha **can draw.**



Components of a Sentence

Like a sentence has two parts, it has five main components that make up the structure of a sentence, and they are,

- Subject
- Verb
- Object
- Complement
- Adjunct

Now, let us look at each of these components in detail.

Subject

A noun that performs the action in a sentence is considered as the subject. It answers the question 'who' or in other words, a subject can be identified by asking the question 'who'. A subject takes the first place in most cases, especially in declarative or assertive sentences.

For example:

- **The child** kept crying.
- **Our school team** won the match.
- **My son** is in the eighth grade.
- **Hard work** pays.
- **No one** came to the wedding.

Verb

In every sentence the most important word can be said to be the verb. A verb shows action or activity or work done by the subject. Remember that all verbs including main verbs, helping verbs, stative verbs and action verbs come under this category. Most often, verbs appear immediately after the subject.

For example:

- Neena **is writing** a letter.
- It **was** too dark.
- I **feel** tired.
- My phone **is not working**.
- Tarun's dog **ran** away.

Object

An object is a noun or pronoun that receives the action done by the subject. Objects are of two types and they are,

- Direct Object
- Indirect Object

**Direct Object**

A noun or pronoun that receives the action directly is the direct object in the sentence. It answers the question 'what'. Direct objects mostly appear immediately after the verb and are the primary objects in the sentence.

For example:

- Harry bought a new **car**.
- My mom made a **cake**.
- I met **my friend**.
- She knows **all the songs**.
- We watched a **movie**.

Indirect Object

An indirect object is a noun or pronoun that is a secondary object. It can be identified by asking the question 'whom'. When there is an indirect object in a sentence, it is mostly placed after the verb and before the direct object.

For example:

- Vandhana gave **Keerthana** a cake.
- My mom bought **me** a new dress.
- I gave **him** a chocolate.
- They gave **us** coffee with breakfast.
- He lent **his friend** a pen.

Complement

The words required to complete the meaning of a sentence can be referred to as the complement of the sentence. A complement can be an adjective, a name, a position or a profession.

For example:

- It grew **dark**.
- He is a **dentist**.
- That's her dog, **Bruno**.

Complements are further divided into two types based on which component it speaks about. The two types of complement are:

- Subject Complement
- Object Complement

Subject Complement

The complement which expresses the quality or identity or condition of the subject is called Subject Complement.

For example:



- She is a **doctor**.
- I am **Sindhu**.
- Nandhu is **clever**.
- The students are very **excited**.
- My brother is a **teacher**.

Object Complement

The complement which expresses the quality or identity or condition of an object is called Object Complement.

For example:

- They made her **angry**.
- The students elected Sreya **the class leader**.
- They named their daughter, **Thara**.
- Marley met her friend, **Ryan**.
- Nobody found the movie **interesting**.

Adjunct

An adjunct is a word or a phrase that gives more information about an action, an event, a quality and so on. In short, it can be said that these words can include adverbs and adverb clauses. Adjuncts can be identified by asking questions 'when', 'where', 'why', 'how', 'how often' and 'to what extent'. When using adjuncts, keep in mind that adjuncts can be used in the beginning, middle or end of the sentence and that there can be more than one adjunct in a sentence.

Take a look at the following examples to understand how adjuncts can be used.

- **Yesterday**, we met **at the park**.
- He is **very** tired.
- **Due to his ill-health**, he could not come home for Christmas.
- My father reads the newspaper **every day**.
- This workout routine is **extremely** exhausting.

The Different Sentence Structures in English Grammar

In English grammar, there are a number of sentence structures that you can use to make your speech or writing sound or look a lot more organized, interesting and professional. Some of the commonly used sentence structures are as follows.

- Subject + Verb (SV)
- Subject + Verb + Object (SVO)
- Subject + Verb + Complement (SVC)
- Subject + Verb + Adjunct (SVA)
- Subject + Verb + Object + Complement (SVOC)

- Subject + Verb + Object + Adjunct (SVOA)
- Subject + Verb + Indirect Object + Direct Object (SVIODO)
- Adjunct + Subject + Verb + Complement (ASVC)
- Adjunct + Subject + Verb + Object (ASVO)
- Adjunct + Subject + Verb + Indirect Object + Direct Object (ASVIODO)
- Subject + Verb + Adjunct + Adjunct (SVAA)
- Adjunct + Subject + Verb + Adjunct + Adjunct (ASVAA)

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Examples of Sentence Structure

Looking at examples will help you understand how each sentence structure works. So, here are a few examples for you.

1. SV

- The stars / are shining.
Subject / Verb
- The birds / are chirping.
Subject / Verb
- It / is raining.
Subject / Verb

2. SVO

- Children / love / ice creams.
Subject / Verb / Object
- Noah / does not like / bitter gourd.
Subject / Verb / Object
- I / have / a pencil.
Subject / Verb / Object

3. SVC

- I / am / an Indian.
Subject + Verb + Complement
- Carol / is / a nurse.
Subject + Verb + Complement
- My name / is / Gina.
Subject + Verb + Complement

4. SVA

- Madhu / reached / early.
Subject / Verb / Adjunct
- All of us / are leaving / for Tokyo.
Subject / Verb / Adjunct
- He / went / upstairs.
Subject / Verb / Adjunct

**5. SVOC**

- We / lost / out cat, / Quinny.
Subject / Verb / Object / Complement
- My friends / make / me / happy.
Subject / Verb / Object / Complement
- Everyone / found / the book / controversial.
Subject / Verb / Object / Complement

6. SVOA

- It / is / my birthday / next month.
Subject / Verb / Object / Adjunct
- Lakshmi / reached / school / after 9 a.m.
Subject / Verb / Object / Adjunct
- My brother / plays / football / every day.
Subject / Verb / Object / Adjunct

7. SVIODO

- The Board / offered / me / the job.
Subject / Verb / Indirect Object / Direct Object
- Rohit / gave / Reshmi / his favourite book.
Subject / Verb / Indirect Object / Direct Object
- Neetu / bought / herself / a hat.
Subject / Verb / Indirect Object / Direct Object

8. ASVC

- Suddenly, / it / grew / dark.
Adjunct / Subject / Verb / Complement
- Normally, / the weather / is / good.
Adjunct / Subject / Verb / Complement
- Occasionally, / my dog / gets / restless.
Adjunct / Subject / Verb / Complement

9. ASVO

- Last week, / we / celebrated / Holi.
Adjunct / Subject / Verb / Object
- Usually, / we / get / a token.
Adjunct / Subject / Verb / Object
- Every year, / we / visit / the orphanage.
Adjunct / Subject / Verb / Object

10. ASVIODO

- Today, / the teacher / gave / us / our papers.
Adjunct / Subject / Verb / Indirect Object / Direct Object

- Yesterday, / my mom / bought / me / a bicycle.
Adjunct / Subject / Verb / Indirect Object / Direct Object
- Every time he comes home, / my brother / gets / my mom / her favourite chocolates.
Adjunct / Subject / Verb / Indirect Object / Direct Object

11. SVAA

- They / go / to work / by bus.
Subject / Verb / Adjunct / Adjunct
- We / meet / every evening / on the way back home.
Subject / Verb / Adjunct / Adjunct
- Jancy / went / to the grocery store / last Saturday.
Subject / Verb / Adjunct / Adjunct

12. ASVAA

- Normally, / my parents / come / by bus / to Pondicherry.
Adjunct / Subject / Verb / Adjunct / Adjunct
- Last year, / my friends and I / went / to Meghalaya / for a month.
Adjunct / Subject / Verb / Adjunct / Adjunct
- Usually, / Finn's parents / would come / to the airport / as soon as his flight lands.
Adjunct / Subject / Verb / Adjunct / Adjunct

3.5 TRANSFORMATION OF SENTENCES**a. Direct and Indirect Narration****What is Speech (Narration)?**

If we want to describe the speech of some other people with other people in our own words, that speech is called a Reported speech or Narration.

Types of Speech

In the English language, there are certain ways to express the spoken words between two people.

The speech has two main types, **Direct speech**, and **Indirect speech**, respectively.

These two ways of narration of spoken words are also called Direct and Indirect speech, also known as Direct and Indirect narrations.

Direct and indirect speech is majorly used in any conversations, scripts, or any biographies, etc. where one or more than one person converses with each other.

Direct speech

It is also called straight speech or quoted speech, which is spoken or written directly in the text by the speaker, writer, or the first person, who is going to speak with anyone with him.

The spoken statements of the speaker normally come under the inverted commas notation, and a speaker who speaks these sentences may come like "he said/he said that."

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The speaker's words or statements are mentioned in a single phrase pattern or direct discussion.

Indirect speech

An Indirect speech is also called a reported speech, or secondary speech means the speech, which has spoken indirectly.

It is simply an overlook statement that is used to say about the incident that has happened in the past time.

The actual words of the speaker changed into the past tense and the sentence, and hence the reported speech of the direct speech does not come inside the inverted commas.

Reporting speech

A person who is going to report the speech or a speech that comes in the first part of the direct speech is called a reporting speech.

He says, "He cooks food".

Reported speech

Reported speech is a speech that is always in an inverted comma or quotation marks.

It is a second part of the direct speech sentence.

He says, "**He cooks food.**"

Reporting verb

The verb, which is used in a reporting speech to report something in a direct speech, is called a reporting verb.

Zoya **said**, "I want to go there."

Reported verb

The verb which comes inside the reported speech is called reported verb, respectively.

Zoya said, "I **want** to go there."

As we start writing any direct and indirect conversation, we often use reported verbs like "**say, tell, ask, inform, instruct, claim, suggest, enquire, etc.**"

These reported verbs, whenever used in direct or indirect speech, change into the past simple form like **said, told, asked, informed, instructed, claimed, suggested, enquired, etc.**

But the verbs used in a speech between the inverted commas will remain as it is.

Examples of direct and indirect speech:

- **Direct speech:** John said, "You are looking so beautiful."
Indirect speech: John said that she was looking so beautiful.
- **Direct:** He said, "He is not a culprit."
Indirect: He said that he was not a culprit.

- **Direct:** He said, "she is working on this project."
Indirect: He said that she was working on that project.
- **Direct:** The teacher said, "Do you complete your homework?"
Indirect: The teacher asked if he completed his homework.
- **Direct:** She says, "She is an artist."
Indirect: She says that she is an artist.
- **Direct:** Sam told, "I'm not coming with you."
Indirect: Sam told me that he was not coming with me.
- **Direct:** He says, "she is working on this project."
Indirect: He says that she is working on that project.

NOTES



DIRECT & INDERCT SPEECH

Tenses	Direct Speech	Indirect Speech
Present Simple	I play football.	He said that he played football.
Present Continuous	I am cutting a tree.	He said that he was cutting a tree
Present Perfect	I have eaten food.	He said that he had eaten food.
Past Simple	I drove the car.	He said that he had driven a car.
Past Continuous	I was coming.	he said that he had been coming.
Past Perfect	I have come.	He said that he had been coming.
will	I will go to the gym.	He said that he would go to the gym.
Would	I would help.	He said that he would help.
Can	I can carry bags.	He said that he could carry bags.
Could	I could help.	He said that he could help.
Should	I should read a book.	He said that he should read a book.
Might	I might go market	He said that he might go to market



Some basic rules for converting direct speech into indirect speech:

Rule 1

“No inverted commas.”

The reported speech does not come into inverted commas or quotation in an indirect speech.

Example:

- **Direct:** He said, “I have completed my assignments yesterday.”
Indirect: He said that he had completed his assignments the previous day.

Rule 2

Use of “that” conjunction

Using the conjunction word “that” in-between the reporting speech and reported speech in an indirect speech.

Example:

He said, “I have completed my assignment yesterday.”

He said **that** he had completed his assignment the previous day.

Rule 3

Change of tense

While writing a direct speech into an indirect speech, we have to change the tense of the reported speech because whatever we are writing in indirect speech has already happened in the past timing.

If the tense of a reporting speech of direct speech is in the present tense or future tense, then the tense of the reported speech in indirect speech will not change. It may be in the present tense, past tense, or future tense, respectively.

Example:

- **Direct:** He says, “I **am going** to school.”
Indirect: He says that he is going to school. (no change in tense)
- **Direct:** She says, “I **will not come** with you.”
Indirect: She says that she **will not come** with me. (no change in tense)
- **Direct:** He says, “He **wrote** a letter”.
Indirect: He says that he **wrote** a letter. (no change in tense)

If the tense of the reporting verb of direct speech is in the past tense, then the tense will change according to these criteria.

For the present tense:

Simple present tense will change into simple past tense.

- **Direct:** He said, “They come to meet me.”
Indirect: He said that they came to meet him.

Present continuous tense will change into past continuous tense.

- **Direct:** She said, “They are coming to meet me.”
Indirect: She said that they were coming to meet her.


Present perfect tense will change into past perfect tense.

- **Direct:** He said, "They have come to meet me."

Indirect: He said that they had come to meet him.

Present perfect continuous tense will change into past perfect continuous tense.

- **Direct:** She said, "They have been coming to meet me."

Indirect: She said that they had been coming to meet her.

For the past tense:

Simple past tense will change into the past perfect tense.

- **Direct:** He said, "They came to meet me."

Indirect: He said that they had come to meet him.

Past continuous tense will change into past perfect continuous tense.

- **Direct:** She said, "They were coming to meet me."

Indirect: She said that they had been coming to meet her.

Past perfect tense and past perfect continuous tense will remain the same.

- **Direct:** He said, "They had come to meet me."

Indirect: He said that they had come to meet him.

- **Direct:** She said, "They had been coming to meet me."

Indirect: She said that they had been coming to meet her.

For the future tense:

There are no changes in the future tense sentences; only shall/will may change into would, can change into could.

Examples:

- **Direct:** She said, "Can you come tomorrow?"

Indirect: She said that could he come on the next day

- **Direct:** He said, "I will never forgive you."

Indirect: He said that he would never forgive me.

Rule 4: Changing the pronoun

The pronoun used as an indirect subject speech sometimes needs to be changed accordingly in indirect speech as of the reported verb of the direct speech.

- The pronoun used for representing the first person in reported speech changes based on the subject of the reporting speech in a direct speech.
- The pronoun used for representing the second person in reported speech changes based on the report's object in a direct speech.
- The pronoun used for representing the third person remains the same in the reported speech.

Example:

- **Direct:** He said, "I am going to school."

Indirect: He said that **he** is going to school.



- **Direct:** She says, "I will not come with **you**."
Indirect: She says that **she** will not come with **me**.
- **Direct:** They said, "**we** are eating our tiffin box."
Indirect: They said that **they** were eating **their** tiffin box.

Rule 5: Changing the time

The mentioned time (not the timing) in a direct speech sentence will have to change in indirect speech like **now** becomes **then**, **tomorrow** becomes **the next day**, **yesterday** becomes the **previous day**, **today** becomes **that day**, **later** becomes **soon**.

Example:

- **Direct:** He told, "He is coming from Tokyo **today**."
Indirect: He told me that he was coming from Tokyo **that day**.
- **Direct:** She asked, "Will the parcel reach by **tomorrow** or not?"
Indirect: She asked whether the parcel will reach by **the next day** or not.
- **Direct:** "The teacher has given some assignments **yesterday**", he reminds me.
Indirect: He reminds me that the teacher had given some assignments on **the previous day**.

Conversion of statements from direct speech into indirect speech:

1. Assertive sentences:

Assertive sentences are simple statements that may be affirmative or negative. If we are going to convert assertive sentences from direct speech into indirect speech, we have to replace "said" with "told" sometimes.

Here, the subject in direct speech refers to someone in his talk.

Examples:

- **Direct:** He said to me, "she is working on this project."
Indirect: He told me that she was working on that project.
- **Direct:** She said to me, "I'm going for a long drive."
Indirect: She told me that she was going for a long drive.

2. Imperative sentences:

Imperative sentences are statements that deliver a command, order, request, appeal, or advice.

It depends on the speaker, how he delivers the message to the other person.

- Sit properly!
- Stand by my side!
- Come closer!

While converting these types of sentences cum statements from direct speech to indirect speech, we have to check the type of sentence, whether it is a command, order, request, or else.

**Examples:****a. Order:**

- **Direct:** The teacher said to me, "Sit properly!"
Indirect: The teacher ordered me to sit properly.

b. Command:

- **Direct:** The Boss said to an office boy, "Bring one coffee for me."
Indirect: The Boss commanded an office boy to bring a coffee for him.

c. Request:

- **Direct:** The teacher said to me, "Sit properly!"
Indirect: The teacher requested me to sit properly.

d. Advice:

- **Direct:** The bartender said to me, "try this drink."
Indirect: The bartender advised me to try that drink.

3. Interrogative sentences:

An interrogative sentence is a sentence which interrogates or ask questions. Each interrogative sentence ends with an interrogative sign or a question mark sign "?".

- What is your name?
- Can you do me a favor?
- Why are you laughing in the classroom?

While writing interrogative sentences from direct speech into indirect speech,

- The reporting verb "said" in the direct speech is changed into "asked" in the indirect speech because it asks the question to another person.
- If any reporting verb comes first in the reporting speech, then "If" is used despite "that."
- In a reporting speech, if any wh-type question words are present, then no other words will be used, and the sentence ends with a full stop sign instead of a question mark.

Examples:

- **Direct:** He said to me, "What is your name?"
Indirect: He asked me what was my name.
- **Direct:** She said, "Can you do me a favor?"
Indirect: She asked if he could do her a favor.
- **Direct:** The teacher said to him, "Why are you laughing in the classroom?"
Indirect: The teacher asked him why he was laughing in the classroom.

4. Exclamatory sentences:

Exclamatory sentences are those sentences that show emotions, feelings and ends with an exclamation mark!

- Congratulations! You have a baby girl.
- I am extremely sorry for your loss!



- Most welcome!

If any interjection comes in an exclamation sentence, then the exclamation sign removes in an indirect speech, and an exclamatory sentence gets converted into an assertive sentence.

The replacement of reporting verb “said” with **exclaimed with (great wonder, sorrow, joy) exclaimed (joyfully, sorrowfully)**

Replace with **very** or **very great**, if words like **how** or **what** comes at the beginning of the reported speech.

Examples:

- **Direct:** He said, “Congratulations! You have a baby girl.”
Indirect: He exclaimed with joy that I had a baby girl.
- **Direct:** She said, “I am extremely sorry for your loss!”
Indirect: She exclaimed with sorrow that she felt sorry for my loss.
- **Direct:** They said, “Most welcome!”
Indirect: They exclaimed with joy that most welcome.

b. Active and Passive Voice

‘Voice’ – What Is It?

The term ‘voice’ is a term that is used to denote the form of the verb which shows if the subject in a given sentence is the doer or receiver of the action. The voice of a verb describes the relationship between the action and the participants (subject or object) in a sentence.

The Two Voices in the English Language

There are two voices in the English language and they are as follows:

- Active Voice
- Passive Voice

Let us look into the two voices a little in detail with the help of the meaning and definition given below.

What is the Active Voice?

The active voice, in a sentence, denotes that the noun or pronoun that acts as the subject in the sentence is the doer of the action. In other words, the subject performs the action or acts upon the verb.

According to the Oxford Learner’s Dictionary, the active voice is defined as “the form of a verb in which the subject is the person or thing that performs the action”, and according to the Collins Dictionary, the active voice is defined as “a voice of verbs used to indicate that the subject of a sentence is performing the action or causing the event or process described by the verb.”

What is the Passive Voice?

The passive voice, on the other hand, represents that the subject is one acted upon by the action or verb in the sentence. It can also be said that the passive voice indicates that the subject in the sentence is no longer active but passive.

According to the Oxford Learner’s Dictionary, the passive voice is defined as “the form of a verb used when the subject is affected by the action of the verb”, and

according to the Collins Dictionary, the passive voice is “formed using ‘be’ and the past participle of a verb. The subject of a passive clause does not perform the action expressed by the verb but is affected by it.”

Using the Active Voice and the Passive Voice

Points to Remember

There are a few points that you have to bear in mind when using the active voice and the passive voice. In the English language, the active voice is used generally as they give the information in a direct and clear manner. Make sure you do not use the passive voice just because you think it sounds better. Use it only if it is necessary. Remember that the active voice has the subject doing the action and the passive voice has the subject receiving the action. If you want to communicate your thoughts and ideas clearly and effectively, especially in a professional setup, it would be best to use the active voice.

A pro tip for you to master the active voice and the passive voice is to know the structure and formula by which they work.

Active Voice – Subject + Verb + Object

Passive Voice – Object + Verb + Subject

Difference between the Active Voice and the Passive Voice

Analyzing the difference between the active voice and the passive voice is what will help you in a much better way to learn how to use the two voices effectively. Take a look at the following table to know how they differ.

Active Voice	Passive Voice
Denotes that the subject is performing the action.	Denotes that the subject is acted upon by the verb or action in the sentence.
The active voice does not require a linking verb to make sense.	The passive voice uses a linking verb followed by the past participle of the main verb.
The active voice focuses on the doer of the action.	The passive voice comes in handy when the doer of the action is undetermined.
Has a direct, clear and strong tone.	Has an indirect, weak and subtle tone.
Examples: <ul style="list-style-type: none"> • I decorated the hall. • Devi gave Shanthi a gift. 	Examples: <ul style="list-style-type: none"> • The hall was decorated by me. • Shanthi was given a gift by Devi.

Rules to be Followed When Converting the Active Voice to the Passive Voice

When converting the active voice into the passive voice or vice versa, there are changes in the tenses and pronouns used in the sentences.

The table given below shows you how the tenses change when converting the active voice to the passive voice and vice versa.

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Conversion Rules for Active Voice and Passive Voice					
Tense	Voice	Simple Tense	Continuous Tense	Perfect Tense	Perfect Continuous Tense
Present	Active	Brendon plays cricket.	Brendon Is playing cricket.	Brendon has played cricket.	Brendon has been playing cricket.
	Passive	Cricket is played by Brendon.	Cricket is being played by Brendon.	Cricket has been played by Brendon.	No Passive
Past	Active	Brendon played cricket.	Brendon was playing cricket.	Brendon had played cricket.	Brendon had been playing cricket.
	Passive	Cricket was played by Brendon.	Cricket was being played by Brendon.	Cricket had been played by Brendon.	No Passive
Future	Active	Brendon will play cricket.	Brendon will be playing cricket.	Brendon will have played cricket.	Brendon will have been playing cricket.
	Passive	Cricket will be played by Brendon.	No Passive	Cricket will have been played by Brendon.	No Passive

Change of Pronouns	
Active Voice	Passive Voice
I	Me
We	Us
He	Him
She	Her
They	Them
It	It

There are a few other points that you have to know so that you can use the two voices effectively. They are as follows:

- When converting a sentence in the active voice to the passive voice, the first thing that you have to do is interchange the subject and the object.
- The next part of speech you have to focus on is the verb. When converting the active voice into the passive voice, you just have to convert the main verb into its past participle or its third form. The third form of the main verb is the past participle form of the verb.

- When you are changing the tense of the main verb, make sure you use an auxiliary verb which maintains the tense the sentence represents.
- Always use the preposition, 'by' before the subject in a passive sentence.
- If there are any adverbs used in the sentence with the active voice, be sure to include it in the passive voice as well. Do not just drop it off when you convert a sentence in the active voice to the passive voice or vice-versa.

NOTES**Examples of the Active and Passive Voice**

Given below are a few examples of how to convert the active voice into the passive voice.

- **Active Voice** – Twinkle likes adventure stories.
Passive Voice – Adventure stories are liked by Twinkle.
- **Active Voice** – Latha is learning French this year.
Passive Voice – French is being learnt by Latha this year.
- **Active Voice** – Kurt has brought macaroons.
Passive Voice – Macaroons have been brought by Kurt.
- **Active Voice** – Sidharth played cricket.
Passive Voice – Cricket was played by Sidharth.
- **Active Voice** – They were making invitation cards.
Passive Voice – Invitation cards were being made by them.
- **Active Voice** – Becky had packed the bags.
Passive Voice – The bags had been packed by Becky.
- **Active Voice** – Mira will buy the refreshments for the party.
Passive Voice – The refreshments for the party will be bought by Mira.
- **Active Voice** – Sanjay will have given the forms to all the participants.
Passive Voice – The forms will have been given to all the participants by Sanjay.

3.6 MODALS**What is a Modal Verb?**

A modal verb is a helping verb that is used along with the main verb to represent the ability, possibility and probability of a subject to do an action and emphasize on the necessity of an action.

Examples of Modal Verbs

Let us look at some examples of modal verbs used as auxiliary verbs and their functions.

Modal Verb	Function
Can	Used to denote the ability of the subject to perform an action or to request permission to perform an action
Could	Used to denote the ability of the subject to perform an action or an offer made by the subject to perform an action

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May	Used to denote the probability of an action taking place or to request permission to perform an action
Might	Used to denote the probability of an action taking place or to make suggestions
Will	Used to denote the surety of an action taking place or the assurance of the subject to perform a particular action
Would	Used to show politeness when requesting or asking if an action can be done by the subject.
Shall	Used to denote the surety of an action taking place or the assurance of the subject to perform a particular action
Should	Used to denote the necessity of an action to be done by the subject
Must	Used to denote the necessity of an action to be done by the subject
Ought to	Used to denote the obligation of the subject to perform a particular action

How to Use Modal Verbs in Sentences

Given below are a few examples of how modal verbs can be used to indicate the possibility or probability of an action to take place.

- It **might** rain in the evening.
- I think they **will** reach Coimbatore by 8 pm.
- **Can** you pick up my brother from school on your way home tomorrow?
- I **could** make some time to help you with your assignments.
- Your friends **may** come to visit you next week.
- It **would** not be possible for you to complete all of it by tomorrow evening.

Here are some examples of modal verbs being used to show the necessity and obligation of the subject to perform a particular set of actions.

All students of this institution **ought to** abide by the rules and instructions provided.

All employees **should** follow the dress code strictly.

You **must** get yourself checked before the situation becomes worse.

Your sister **will have** to apply for a leave request if she wants to take a month's leave.

Modal verbs can be used to make offers, suggestions and requests. Check out the examples given below for know-how.

- It **would** be better if you did it the other way.
- I **could** help you if you want.
- **Shall** I bring you some water to drink?
- **Could** you please pass me the science record?
- **Will** you please take care of my son for an hour? I have some grocery shopping to be done.

3.7 TENSES

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What Does the Word 'Tense' Mean?

In the English language, the word 'tense' is used to denote a characteristic of the verb in a sentence. The tense of a verb is used to depict the particular time in which a specific event is taking place.

Definition of Tense

According to the Oxford Learner's Dictionary, the term 'tense' is defined as "any of the forms of a verb that may be used to show the time of the action or state expressed by the verb." The Merriam-Webster Dictionary provides a slightly different definition. According to it, the word 'tense' is defined as "a distinction of form in a verb to express distinctions of time or duration of the action or state it denotes."

"The tense of a verb group is its form, which usually shows whether you are referring to past, present, or future time", according to the Collins Dictionary, and the Cambridge Dictionary defines 'tense' as "any of the forms of a verb which show the time at which an action happened."

How Important Is It to Know about Tenses?

Tenses are often considered to be the backbone and the most fundamental element of the English language. Without tense, everything seems to be absurd. Tenses help you describe actions that take place at different times. It helps to give clarity to your context and the information you are trying to convey. It also allows you to build complex sentence structures. So, if you want to be able to convey information clearly and promptly, you should know all the twelve tenses and how they are used.

Different Tenses

In English grammar, there are three main tenses and they are each further classified into four different forms which sum up to twelve tenses in total. The three tenses in English are:

- Present Tense
- Past Tense
- Future Tense

PRESENT TENSE

What is the Present Tense?

The present tense refers to the action or event that takes place or is taking place in the present. It represents the current activity or the present state of being of the subject in the given context.

Definition of Present Tense

The Merriam-Webster Dictionary defines present tense as "the tense of a verb that expresses action or state in the present time and is used of what occurs or is true at the time of speaking and of what is habitual or characteristic or is always or necessarily true, that is sometimes used to refer to action in the past, and that is sometimes used for future

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events.” According to the Oxford Learner’s Dictionary, the present tense is “the form of a verb that expresses an action that is happening now or at the time of speaking.” The Cambridge Dictionary defines present tense as “the form of the verb that is used to show what happens or exists now.”

Types of Present Tense

The present tense can be used in four different forms namely:

- **Simple Present Tense** – used to indicate the current action or an action that takes place regularly.
- **Present Continuous Tense** – used to denote an action that is continuing at the present moment.
- **Present Perfect Tense** – used to indicate an action that is used to denote an action that is indefinite and still has its effect on the subject or object in the sentence.
- **Present Perfect Continuous Tense** – used to represent an action that began in the recent past and is still continuing.

Present Simple

The tense that is used to refer to events, actions, and conditions that are happening all the time, or exist now.

- “I swim every day.”
- “I play football.”

Present Continuous

The tense that is used for actions happening now or for an action that is unfinished. This tense is also used when the action is temporary.

- “I am swimming in my neighbour’s pool now.”
- “She is speaking to my mum at the moment.”

Present Perfect

The tense that is used for something that started in the past and continued to the present time.

- “I have swum in the sea countless times.”
- “I have spoken to her many times.”

Present Perfect Continuous

The tense that is used to show that something started in the past and is continuing at the present time.

- “I have been swimming since I was 7 years old.”
- “She has been competing in dance competitions lately.”

Structure of Present Tense

Have a look at the following table to understand the structure of the present tense.



Structure of Present Tense			
Simple Present Tense	Present Continuous Tense	Present Perfect Tense	Present Perfect Continuous Tense
Subject + Verb in the base form/ third person plural form + the rest of the sentence	Subject + Helping Verb(am/is/are) + Main verb+ing + the rest of the sentence	Subject + Helping Verb (have/has) + Past participle of the main verb + the rest of the sentence along with the time frame	Subject + Have/Has + Been + Verb+ing + the rest of the sentence
Example: I go to school everyday. He plays cricket.	Example: Tharun is watching a movie. They are planning a birthday party for their friend.	Example: Venu has left the hall I have reached home.	Example: They have been waiting for you for a long time. Archana has been checking her phone every now and then.

Also, take a look at the following table to understand how the general format in which the present tense behaves in the positive, negative and imperative format.

Positive	Negative	Interrogative	Negative Interrogative
Subject + Verb	Subject + Do not/ Does not (Don't/ Doesn't) + Verb	Do/Does + Subject + Verb	Don't/Doesn't + Subject + Verb
Example: She likes pizzas.	Example: She does not like pizzas.	Example: Does she like pizzas?	Example: Doesn't she like pizzas?

Examples of Present Tense

Given below are a few examples of the present tense.

- Theo sings wonderfully.
- Marley and Noah are on the way to the park.
- Does Rachel dance?
- Naveen is practicing for the annual day.
- Rani has kept this notebook for so many years.
- It has been raining for quite some time now.

PAST TENSE

What is Past Tense?

The 'past tense' form of a verb, as the term suggests, can be used to speak about or represent an event or action that already happened in the past. One important point you have to keep in mind is that a number of verbs, when used in the past tense, do not follow the general rule of adding 'ed' to the end of the verb to form the past tense. Take a look



at the different definitions of past tense and the list of past tense verbs to develop a clear idea of the same.

Definition of Past Tense

The Oxford Learner's Dictionary defines the term 'past tense' as "the form of a verb used to describe actions in the past." According to the Cambridge Dictionary, the past tense form of the verb is "used to describe verb forms in many languages used for actions that have now finished."

"A verb tense expressing action or state in or as if in the past", is the definition of past tense, according to the Merriam-Webster Dictionary. The Macmillan Dictionary defines 'past tense' as "the forms of a verb group indicating that an action or event happened regularly, or that a situation existed or was true during a period before now."

Types of Past Tense

The past tense has four different forms to indicate the varied nature of actions that happened in the past. They are:

- **Simple Past Tense** – used to indicate an action or event that happened in the past.
- **Past Continuous Tense** – used to depict an action or event that was continuing in the past.
- **Past Perfect Tense** – used to represent an event or action that happened in the past before another event or action that happened in the past.
- **Past Perfect Continuous Tense** – used to denote an action or event that was taking place in the past until another action or event happened in the past.

Simple Past

The tense that is used to describe an event or action that happened in the past.

- "Yesterday, I swam 10 laps."
- "Last night, I cooked chicken curry."

Past Continuous

The tense that is used for a continuing action or event in a time which began or existed in the past. It can also be used to describe an unfinished action that was interrupted by another event or action.

- "I was swimming with David last night when Bob arrived."
- "In May, she was teaching in a school in Darwin."

Past Perfect

The tense that is used to make it clear that one event happened before another in the past.

- "I had swum the breaststroke before I turned 8."
- "He had failed to communicate that he had another wife when we first met."



Past Perfect Continuous

The tense that is used to show that an action started in the past and continued up until another time in the past.

- “I had been swimming for many years before Priya picked up the sport.”
- “Dave had been playing soccer for 10 years when he was offered a spot on the US Olympic team.”

Structure of Past Tense

In order to understand the structure of the past tense, take a look at the following table.

Structure of Past Tense			
Simple Past Tense	Past Continuous Tense	Past Perfect Tense	Past Perfect Continuous Tense
Subject + Verb + ed / verb in the past tense + the rest of the sentence	Subject + Helping Verb(was/were) + Main verb+ing + the rest of the sentence	Subject + Helping Verb (had) + Past participle of the main verb + the rest of the sentence along with the time frame	Subject + Had + Been + Verb+ing + the rest of the sentence
For example: Nathan met me at the park.	For example: It was raining .	For example: Tony had eaten his dinner before we reached the venue.	For example: Sharan had been practising the guitar when the teacher called for him.

It would be even better if you also learn how the structure of a sentence using the past tense forms of the verb changes when used in the positive, negative, interrogative or negative interrogative formats.

Positive	Negative	Interrogative	Negative Interrogative
Subject + Past tense form of the verb	Subject + Did not / Didn't + Base form of the verb	Did + Subject + Base form of the verb	Didn't + Subject + Base form of the verb
For example: She sang a song.	For example: She did not sing a song.	For example: Did she sing a song?	For example: Didn't she sing a song?

Examples of Past Tense

Given below are a few examples to show you how the past tense works.

- Marcel **finished** his speech.
- **Did** they **go** to the hospital?
- Nandhini and Padmini **were talking** about you.
- Salim **had found** the keys before his parents found out about it.



- Selena found out that Trinita **had not been taking** her medicines for the last few weeks.
- **Didn't you know** about his accident?

List of Past Tense Verbs

Take a look at the following table of past tense verbs with the past and past participle forms that you can refer to when you are using the past tense.

Base Verb	Past Form of the Verb	Past Participle Form of the Verb
Check	Checked	Checked
Reach	Reached	Reached
Teach	Taught	Taught
Sing	Sang	Sung
Buy	Bought	Bought
Throw	Threw	Thrown
Sink	Sank	Sunk
Fly	Flew	Flown
Dance	Danced	Danced
Drink	Drank	Drunk

FUTURE TENSE

What is the Future Tense?

The 'future tense' form of any verb refers to the conjugation of the verb to represent an action that is going to happen in the future or will be continuing in the future. Take a look at the dictionary definitions of the future tense to develop a clearer idea of the tense.

Definition of the Future Tense

The 'future tense', according to the Cambridge Dictionary, is defined as "the form of a verb that you use when talking about something that will happen or exist." According to the Collins Dictionary, the 'future tense' is defined as "a tense of verbs used when the action or event described is to occur after the time of utterance." The Merriam-Webster Dictionary defines the future tense as "a verb tense that is used to refer to the future."

Types/Forms of the Future Tense

The future tense can be used in four different forms in order to show how the actions in the future behave differently in various situations and they are:

- **Simple Future Tense** – used to denote an action that will happen in the future.
- **Future Continuous Tense** – used to indicate an action that will be taking place in the future.
- **Future Perfect Tense** – used to represent an action that starts in the present and will happen in the future.
- **Future Perfect Continuous Tense** – used to depict an action that is happening in the present and will complete at some point in the future.



Simple Future

The tense that is used to describe things that haven't yet happened at the present time, but which are expected, or likely to occur in the future.

- "I will swim more than 10 laps tomorrow."
- "You will see her again next week."

Future Continuous

The tense that is used for an unfinished action or event that will occur in future and continue for an expected length of time.

- "I will be swimming in the new Olympic-sized swimming pool on Friday."
- "By December next year, I will be swimming like a fish."

Future Perfect

The tense that is used for actions that will be completed between now and some point in the future.

- "I will have swum at least 1000km by the end of the year"
- "He will have built 40 homes by the first quarter of 2018."

Future Perfect Continuous

The tense that is used to describe actions that will continue up until a point in the future.

- "By noon today, I will have been swimming for 2 hours."
- "In April, Damien will have been working in the company for 10 years."

Structure of the Future Tense

Look at the following table in order to understand the structure of the future tense.

- Simple Future Tense
- Future Continuous Tense
- Future Perfect Tense
- Future Perfect Continuous Tense

Subject + **Auxiliary verb(will)** + **Base form of the main verb** + the rest of the sentence

Subject + **Helping Verb(will)** + **Be** + **Main verb+ing** + the rest of the sentence

Subject + **Helping Verb (will)** + **Have** + **Past participle form of the main verb** + the rest of the sentence along with the time frame

Subject + **Helping verb(will)** + **Have** + **been** + **Main verb+ing** + the rest of the sentence

For example: Karthik **will meet** me at the gym.

For example: Karthik **will be meeting** me at the gym.

For example: Karthik **will have met** me at the gym.

For example: Karthik **will have been meeting** me at the gym.



Analyzing how the future tense changes its structure when used in the positive, negative, interrogative and a negative interrogative sentence.

Positive	Negative	Interrogative	Negative Interrogative
Subject + Will + Base form of the verb	Subject + Will not/ Won't + Base form of the verb	Will + Subject + Base form of the verb	Won't + Subject + Base form of the verb
For example: Sindhu will walk to school tomorrow.	For example: Sindhu will not/won't walk to school tomorrow.	For example: Will Sindu walk to school tomorrow?	For example: Won't Sindhu walk to school tomorrow?

Examples of the Future Tense

Here are a few examples that would help you understand the future tense.

- Navya **will write** a song for the sectionals.
- Katherine **will be coming** home for the holidays.
- Bharath **will have left** work by now.
- **Will he be studying** for tomorrow's exam?
- They **will not have performed** at the concert.
- **Will you think over** and let me know?

3.8 PUNCTUATION OF A SHORT PASSAGE

I'll never forget summer camp two weeks of cramps and campfires and slugs in my underwear. One night I got lost in the woods the witch crafted spine-tingling woods. I don't know how I managed to get lost one moment I was marching along with my fellow scouts and the next I was marching alone. When I realized what had happened I responded like a true Boy Scout of America I sat down on a toadstool and sobbed. Oh I knew I was going to die out there. I waited for the gnats that sew your lips shut the owls that peck out your eyes the spiders that drop eggs on your tongue and the wolves that drag your carcass to their dens. I knew that by the time they found me there would be nothing left of me but my neckerchief slide. I imagined them taping it to a postcard and mailing it home to my dad. When I ran out of tears I started singing Oh, they built the ship Titanic to sail the ocean blue. And just then a flashlight found me. My patrol leader asked what I was doing out here in the woods and I spit on my palms and said Don't worry about me. I can take care of myself. That night I dreamed of dragons in the pines and I woke up screaming.

Punctuation Restored

I'll never forget summer **camp**: two weeks of cramps and campfires and slugs in my underwear. One night I got lost in the **woods**—the **witch crafted**, spine-tingling woods. I don't know how I managed to get **lost**: one moment I was marching along with my fellow **scouts**, and the next I was marching alone. When I realized what had **happened**, I responded like a true Boy Scout of **America**: I sat down on a toadstool and sobbed. **Oh**, I knew I was going to die out there. I waited for the gnats that sew your lips **shut**, the owls

that peck out your **eyes**, the spiders that drop eggs on your **tongue**, and the wolves that drag your carcass to their dens. I knew that by the time they found me there would be nothing left of me but my neckerchief slide. I imagined them taping it to a postcard and mailing it home to my dad. When I ran out of **tears**, I started **singing**, “Oh, they built the ship *Titanic* to sail the ocean **blue**.” And just then a flashlight found me. My patrol leader asked what I was doing out here in the **woods**, and I spit on my palms and **said**, “**Don’t** worry about me. I can take care of **myself**.” That night I dreamed of dragons in the **pin**es, and I woke up screaming.

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3.9 REVIEW QUESTIONS

SHORT ANSWER TYPE QUESTIONS

1. What are the different types of prepositions? Give some examples of prepositions.
2. What is the definition of an adverb? What are the different types of adverbs?
3. What do you mean by sentence structure?
4. State any five rules of nouns with examples.
5. Briefly define the different sentence structures in English grammar.

LONG ANSWER TYPE QUESTIONS

1. What is the definition of a tense? What are the 12 different English tenses?
2. What is the definition of an adjective? What are the forms of adjectives?
3. What is voice? Define active and passive voice with examples.
4. What are nouns with examples? What are the different types of nouns?
5. Discuss the different elements of a sentence.

3.10 MULTIPLE CHOICE QUESTIONS

1. Find out the part with error and select the answer from the given options.
It is scientifically accepted fact that (1)/ laugh is the best (2)/ medicine to cure stress (3)/ No error
 - a. 1 has error
 - b. 2 has error
 - c. 3 has error
 - d. No Error
2. Select the modal verb in the following sentence. All students of this institution ought to abide by the rules and instructions provided.
 - a. All
 - b. This
 - c. Ought to
 - d. By
3. The following sentence is in which tense? Marley and Noah are on the way to the park.
 - a. Past tense



- b. Present tense
c. Future tense
d. Past Perfect tense
4. **Choose the correct pronoun to fill the given statement. The dress ____ I bought yesterday needs to be altered.**
a. That
b. Who
c. Which
d. Those
5. **Identify the most suitable adverb for the given statement. My mom did not cook breakfast today; therefore, we ended up making noodles for everyone.**
a. Did
b. Today
c. Making
d. Therefore
6. **The following sentence is in which tense? Will you think over and let me know?**
a. Past Continuous tense
b. Present tense
c. Future tense
d. Past Perfect tense
7. **Identify the most suitable adverb for the given statement. _____, I like to go on a trip alone just to clear my mind and have a break from this busy schedule.**
a. Every time
b. Seldom
c. Rarely
d. Sometimes
8. **Find out the part with error and select the answer from the given options. He does not (1)/ cut paper with blade, but (2)/ with a scissor. (3)/ No Error**
a. 1 has error
b. 2 has error
c. 3 has error
d. No error
9. **Fill the following tense with suitable tense. Navya _____ a song for the sectionals.**
a. Will wrote
b. Write
c. Will write
d. None of these

10. _____ tense used to represent an action that starts in the present and will happen in the future.

- a. Future Perfect
- b. Past
- c. Present Continuous
- d. Past Perfect

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UNIT

IV

AUTHORS AND THEIR THOUGHTS

STRUCTURE

- 4.1 Learning Objective
- 4.2 The Life of 'Sujata Bhatt'
- 4.3 About the Poem 'Voice of the Unwanted Girl'
- 4.4 The Life of Ruskin Bond
- 4.5 About the Novel 'The Night Train for Deoli'
- 4.6 The Life of M.K. Gandhi
- 4.7 About the Excerpt 'The Birth of Khadi'
- 4.8 The Life of J.L. Nehru
- 4.9 About the Speech 'A Tryst with Destiny'
- 4.10 The life of A.P.J. Abdul Kalam
- 4.11 About the Novel 'Vision for 2020'
- 4.12 Review Questions
- 4.13 Multiple Choice Questions

4.1 LEARNING OBJECTIVE

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

- Learn about poem, novel, speech and excerpt by different authors.
- Get a glimpse of thought behind every author's mind and the positive impact that they want to develop in the whole world.

4.2 THE LIFE OF 'SUJATA BHATT'



Sujata Bhatt was born in Ahmedabad, India in 1956 but grew up and educated in the USA. She is married to a German and lives in Bremen. Bhatt's first language is Gujarati; she uses it in fragments in her poems exploring a wide range of her native culture. Her books of poems are *Brunizem* (1988) which won the Commonwealth Poetry Prize for the Asia Section, *Monkey Shadows* (1991) that won a Poetry Book Society Recommendation, *Aguatora* in 2000 again won a Poetry Book Recommendation, *The Stinking Rose* (1994), *The One Who Goes Away* (1989), *Point No Point* (1997), *The Colour of Solitude* (2002) and *Pure Lizard* (2008). She has also won the Cholmondeley

Award (1991). Sujata Bhatt's experiments in bi-lingual poetry explore the conflict of the self-divided between different cultures. Some critics feel, while some of her poems that make use of Gujarati are elaborately wrought and can occasionally seduce the bi-lingual reader into easy, instant empathy, they don't necessarily work as good poetry. A genuine expression of feelings can be done only using the mother tongue. But Sujata Bhatt's poetry works against its ideology.

4.3 ABOUT THE POEM 'VOICE OF THE UNWANTED GIRL'

POEM 'VOICE OF THE UNWANTED GIRL'

Mother, I am the one
 You sent away
 When the Doctor told you
 I would be
 A girl-in the end they had to
 Give me an injection to kill me.
 Before I died I heard,
 The traffic rushing outside, the monsoon
 Slush, The wind sulking through
 Your beloved Mumbai-
 I could have clutched the neon blue.

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No one wanted-
 No one wanted
 To touch me – except later in the autopsy room
 When they knew my mouth would not search
 For anything – and my head could be measured.
 And bent and cut apart.
 I looked like a sliced pomegranate.
 The fruit you never touched.
 Mother, I am the one you sent away.
 When the doctor told you
 I would be a girl – your second girl.
 Afterwards, as soon as you could
 You put on your grass – green saree-
 The orange stems of the parjatak blossoms
 glistened in your hair.

Afterwards
 Everyone smiled.
 But now I ask you
 To look for me, mother,
 Look for me because
 I won't not come to you in your dreams.
 Look for me, mother, look
 Because I won't become a flower
 I won't turn into a butterfly.
 And I am not a part of anyone's song.

Look, mother,
 Look for the place where you have sent me.
 Look for the unspeakable.
 For the place that can never be described.
 Look for me, mother, because.
 This is what you have done.
 Look for me, mother, because

This is not 'God's will.'
 Look for me, mother
 Because I smell of formaldehyde-
 I smell of formaldehyde
 And still, I wish you would look
 For me, mother.

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SUMMARY OF THE POEM

Sujata Bhatt is one of the finest living poets. In this poem, she has voiced her concern about the gender-bias. In our society girls are treated as inferior to boys. The birth of a girl is considered a misfortune. The technique that helps to determine the sex of the unborn child is used against the girl child. If the expected baby is a girl, it is destroyed. That is why, the difference between the numbers of boys and girls are widening day-by-day.

The speaker in the poem is an unwanted girl who was destroyed before she was born. She is speaking to her mother. The girl tells her mother how she destroyed her. The doctors told her that the baby would be a girl. She put on her green sari and went to hospital to have the child destroyed because the girl was unwanted. The mother already had one daughter. The doctors gave an injection to kill the girl. The mother did not even care to look at the girl. After the girl was destroyed everyone was happy.

The murdered girl child asks her to look for her in vain because she was lost forever. She will not grow up into a beautiful girl to be admired by someone. She tells her mother that she has acted against the will of God. God wanted her to live and grow up naturally.

Meaning of the 1st Stanza

The voice of the unwanted girl is addressed to the mother. The voice of the unwanted girl questions the mother's conscience because she did not object female infanticide. When the doctor told the pregnant mother that a girl child would be born to her, she instructed the doctor to destroy the female child in the womb. The infant was killed with the help of injection. This is the pathetic voice of an unborn girl which haunts the imagination. This is a living story in the form of poem. This is the incident of Mumbai where there was heavy traffic and the monsoon set in. The wind is sulking through Mumbai. The poet realized these things and presented it in her poem.

Meaning of the 2nd Stanza

In an autopsy, room, the medical examination of – a dead person is carried out to discover the cause of death. In the autopsy room, the unborn child in the womb was examined. The doctor knew that the mouth of the unborn child would not search for anything and her head would be measured and cut apart. No one wanted to touch the unborn girl. The girl says further that she looks like a sliced pomegranate. This fruit was never touched by you. She addresses her mother and says that she is the one she killed her. When the doctor told her that she was going to bear a girl child. This is the second girl child. Afterwards as soon as she put on her grass green sari, the orange stems parijatak blossoms and they are

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glistening to her hair. This tragedy was happened when the doctor told the mother that her second child would be a girl.

Meaning of the 3rd Stanza

Everyone was smiling. But now she asks her mother to look for her. She must look for her because she would not come to her in her dreams. She again tells her mother to look for the girl child because she would not become a flower and she would not turn into a butterfly. And she is not a part of anyone's songs. The unwanted girl goes on lamenting the cruel practice of female foeticide. The unborn girl child was killed not in accordance with Divine Will but because of social constraints.

Meaning of the 4th stanza

The unborn female child once again tells her mother to look for her and look for the place she has sent her. This unspeakable child must be looked for. She looks for the place that can never be described. She addresses her mother and look for what she had done. This thing has been done without the disposal and will of God. The unborn girl was like a gas with no colour and a strong smell, used mixed with water to preserve things in the laboratory. The girl wishes to have a look on her and her sin. She again and again tells her to realize her great mistakes as well as a great crime.

ANALYSIS

In this poem the poet points out many instances which discuss the concepts of developments in modernization. The poet says that modernization hasn't been able to delete the old malpractices pertaining in the society even today. In the story the poet is taken out of her mother's womb and lies dead while in the autopsy room.

She points out how she's neglected and unclaimed. She was in fact objectified and becomes an subject of experiment in laboratory used for investigation. She doesn't feel like a human, she loses that touch and sense of being human. She has no say and no voice. She describes her undeveloped state and compares herself to a sliced pomegranate. She is deeply saddened by her mother's consent to the termination of her pregnancy.

THEME

The foetus was killed in the womb because of being a female. This painful situation of the foetus that never could see the light of world is reflected in this poem. In India female foeticide is a common and pathetic story. The voice of the killed foetus is the main theme of this poem.

RHYMING SCHEME

There is no rhyming scheme in the poem.

4.4 THE LIFE OF RUSKIN BOND

Early Life of Ruskin Bond

Ruskin Bond was born in Kasauli, India, on May 19, 1934. Furthermore, the names of his parents are Edith Clarke and Aubrey Bond. His father served in the Royal Air Force and therefore he moved, along with his son, from one place to another on a regular basis.



At the age of eight, the separation of Ruskin Bond's parents took place. Afterwards, his mother married a Punjabi-Hindu man. Moreover, the relationship of Bond with his mother was complex as there was very little affection between the two.

His father's attention towards him was undivided and this helped him grow. However, there was a sudden departure of his father from his life. Such tragedy certainly had a deep impact on Ruskin Bond and left him broken.

Following the sudden demise of his father, Ruskin Bond went to live with his grandmother in Dehradun. Furthermore, his early education took place at Bishop Cotton School in Shimla.

During his school years, several writing competitions took place which Ruskin Bond won. Among his various prizes are the prestigious Hailey Literature Prize and the Irwin Divinity Prize. In 1952, he completed his graduation.

Literary Style of Ruskin Bond

The first twenty years of his life impacted him in such a way that it made him a good writer. In spite of a difficult childhood, there was development and enhancement in his personality. Most noteworthy, Ruskin took the decision of becoming an earnest writer, which was in accordance with his father's desire.

Therefore, he was able to find solace in reading books. Moreover, the reason for the inculcation of this reading habit in Ruskin Bond was his father. Some of his favourite reads consist of Rudyard Kipling, Charles Dickens, Charlotte Brontë and Rudyard Kipling.

Ruskin Bond has a simplistic yet interesting reading style that can quickly attract readers. Moreover, his style is easy enough, such that the children and laymen can understand his works. The biggest influence on his writing works is perhaps due to his stay in the beautiful hill stations at the Himalayan foothills.

Ruskin Bond wrote the famous work 'The Room on the Roof' merely at the age of 17, which was influenced by his experiences at Dehra Dun. From that point onward, Ruskin Bond has come up with a massive three hundred novels, short stories, and essays. Moreover, some of his popular works are 'The Blue Umbrella', 'Vagrants in the Valley', and 'A Flight of Pigeons'.

4.5 ABOUT THE NOVEL 'THE NIGHT TRAIN FOR DEOLI'

SUMMARY OF THE STORY

The Night Train at Deoli is a story of adolescent infatuation presented with great sensitivity. It expresses the narrator's love for a poor basket-seller whom he encounters at a small station while on his way to Dehra Dun. He meets the girl only twice, never to see her again, but she remains in his memory ever after. The story focuses on the meeting of the two strangers and their brief acquaintance. It captures the essence of a few moments with the unrestrained suspense and all pervasive romanticism. The story, that is woven against the backdrop of Deoli-a small station where the train would briefly halt before entering

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the heavy jungles of the Indian Terai belt, begins with the eighteen-year old protagonist narrating an incident about one of his regular visits to his grandmother's place during his college vacations. The train would reach Deoli station at about five in the morning and halt there for about ten minutes. The narrator vividly describes the ambience of the small railway station with just one platform, that was dimly lit with electric bulbs and oil lamps and the jungle across the railway tracks would just be visible in the faint light of dawn. No one ever got down or got into the train here.

The platform boasted of a tea stall, a fruit vendor, and a few straw dogs; not much else.

The narrator inquisitively wondered what happened behind the walls of the stations and felt sorry for the little place for which no one apparently cared. He was extremely curious about the place and intrigued by the mysteries that lay beyond it, he wished to explore it someday. He once met a young girl selling cane baskets at Deoli station and was fascinated by her charm. She was certainly not clothed ornately but possessed a graceful gait and a dignified look that captivated the narrator's attention. She had a pale skin, shiny black hair and dark and expressive eyes. He looked at her intently and even though she pretended not to notice, their eyes met.

"Do you want a basket?" she asked. "They are made of the finest cane..."

The narrator was enamored by her beauty and got off the train to get to the tea-stall. There was a mutual attraction between the two and the girl followed him there and asked him whether he wanted to buy a basket. The narrator, although after some hesitation, bought a basket-only not to disappoint the girl and paid her a rupee in return, hardly daring to touch her fingers. Their conversation was cut short by the clanging of the bell by the station master and the narrator had to rush back to his compartment. He watched the girl from his window smiling at him, standing on the platform alone for long.

I watched her until the signal-box came in way, and the jungle hid the station, but I could still see her standing there alone...

This was how the first meeting ended on a note of interest tinged with gloom and the cherished moment too seemed to slip away with the platform. The narrator sat awake for the rest of the journey as he was unable to get rid of the lingering picture of the girl's face and her dark smoldering eyes, standing alone and looking at him, which accounted for the magic spell. However, upon reaching his grandmother's place, he soon forgot about the meeting as there were other things to occupy his mind. It was only when he was making his return journey, two months later that he remembered the girl. An expectation to see her once again surged through him and filled him with an unexpected thrill.

The second meeting of the girl and the narrator was like that of old friends. Anxious to express his feelings, the narrator got off the train and waved to her. The girl too smiled back at him. Both did remember their first meeting and the initial hesitation was gone. She did not go about the platform selling baskets but came straight to him at the tea-stall and the mutual pleasure of meeting each other was silently communicated. The narrator



felt a wild impulse to put her on the train and take her away with him as he couldn't bear the idea of seeing her once again receding into distance of Deoli station. He held her hand and told her that he was going to Delhi and promised to return. The girl in return, nodded to say that she would be there to meet him again.

This time on returning home, the narrator did not forget her. He took a fancy to the girl and his hardly communicated longing turned into a feverish desperation in love. He was impatient for the term to finish finally and left for Dehra Dun. He was agitated, yet resolute to tell her about his feelings.

I was determined that I wouldn't stand helplessly before her, hardly able to speak or do anything about my feelings.

The climax of the story is retached when the narrator does not find the girl at the station. He wonders what might have happened to her and he suddenly felt tenderness and a sense of responsibility for her. He enquired about her but to no avail. Limited time as he had, he had to abandon his search and run up to his train to catch it. As the train sped through the jungles, the narrator brooded over the suspense of the girl not being at the platform. On his way back, he made another attempt to know more about her. However, the new station master and the tea-stall owner could not help him much and the train too, never stopped long enough for him to complete his enquiry. Hence the mystery of the girl remained unsolved.

What could I do about finding a girl I had seen only twice, who had hardly spoken to me, and about whom I knew nothing, absolutely nothing-but from whom I felt tenderness and responsibility that I had never felt before?

The narrator consoled himself with a resolve to break his journey there once and spend a day in the village to find out more about her but it never happened so.

Somehow, I couldn't bring myself to break journey at Deoli and spend a day there.

He never met the girl ever again but every time he travelled past the Deoli station, he hoped and dreamt of meeting her, and seeing the same unchanged face of the basket seller smiling at him. Her memories remained with him like a dream in the corner of his mind and the feeling of passion for the mysterious girl pervaded his spirit, refusing to fade into oblivion, which like a deep-rooted lingering obsession that he continued to cherish. As a romantic he sought to escape the bitter reality which once unveiled, might account for extreme disappointment and deep disillusionment.

Romanticism is quite often defined as the love for strange and unknown & the pursuit of a beautiful story that eludes us. The atmosphere of mystery is built up at the outset of the story with the portrayal of the remote station of Deoli. The essence of the author's romanticism lies in representing a strange, meeting artistically-the unspoken words, the eloquent conversation, the pale beauty of the girl, the light in her eyes when she meets the author, the narrator's impulse to take her with him, the intense eagerness to see her and finally the unknown destiny of the girl- all add to the feeling of romance.

The narrator admits that he would never break his journey at Deoli as it would spoil his 'game'- the game of trying to spot the familiar and cheerful face of the girl at the station and experiencing a thrill of expectation surging through him, from which he seemed to derive contentment.

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The faint and bright memories of the dream like encounter create a world where passion reigns supreme. The end too remains enveloped in mystery and the author lets it remain so like a beautiful and curious dream, the memory of which creates an elusive and mesmerizing effect.

ANALYSIS

In *The Night Train at Deoli* by Ruskin Bond we have the theme of innocence, memories, connection, love, letting go, desire, acceptance and fear. Taken from his *Collected Short Stories* collection the story is narrated in the first person by an unnamed man and after reading the story the reader realizes that Bond may be exploring the theme of letting go. The narrator is unable to let go of the girl at Deoli despite the passing of time. It is as though he has reserved a place for the girl in his heart.

Though some critics might suggest that the narrator has become infatuated with the girl it is more likely that she is his first love and it is for this reason that he has never let go of the girl or forgotten her. It is also somewhat ironic that the narrator tells the reader that nothing happens at Deoli. Yet Deoli is the place where the narrator has fallen in love for the first time. It might also be important that the narrator no longer gets off the train at Deoli as this could suggest that the narrator rather than having to face reality and discover what happened the girl. Prefers instead to hold onto his memories.

It is easier for the narrator to live his life with the unbroken heart of a young man than to have to discover that the girl may have simply moved on with her life and got married. This type of reality would be crushing to the narrator and as such he holds onto his memories. If anything it may be easier for the narrator to remember happy times that can last forever in memories than to become aware of the truth. Which may leave some readers suspecting that the narrator is simply deceiving himself? That he is unable to accept that the girl may have moved on with her life. It is also interesting that the girl had little or no impact on any of the other characters in the story. It is only the narrator who feels as though the girl was special. There is also a sense that the narrator and the girl have made a connection with one another. At least that is how the narrator feels. So strong are the feelings that the narrator has for the girl that he cuts short his visit to his grandmothers. It is as though the narrator is driven by desire.

It might also be important that the narrator only had brief moments of engagement with the girl as Bond could be suggesting that a brief moment is all it takes for an individual to fall in love. Even if during those brief moments the narrator learned nothing about the girl he has fallen in love with. The fact that the narrator never sees the girl again could also suggest that there is an element of loss in the story. However, the narrator butts any sense of loss to the back of his mind preferring instead to think that someday he will see the girl again. Which would play on the theme of acceptance and letting go? At no stage in the story does the narrator accept that he will never see the girl again. Something that is clearer to the reader by the fact that the narrator journeys through Deoli more frequently as he has grown older. Still hoping to see the girl!

If anything the narrator is holding onto a memory and nothing more. Despite the years passing he has never seen the girl again nor is he likely too. For the narrator has never



taken the steps to try and find the girl. Which may suggest that the narrator is afraid to find out the truth? The narrator's heart is not broken rather it is optimistic. However, should the narrator find out the truth about the girl and the truth is unpleasant to the narrator. Then his heart will be broken. It is for this reason that the narrator dreams about what could be. Maintaining the innocence, he had when he was afraid to touch the girl's fingers. If anything the narrator has put the girl on a pedestal which she may not justify. In his mind the narrator has created an image of the girl that may not be real. However, it is real to the narrator. Just as everyone's first love is real. At the end of the story the narrator has no regrets because he is working off his memory. Time changes people but the narrator doesn't allow for this. To him the girl has remained the same. She will always be the same for the narrator because the narrator cannot let her go. If anything the narrator lives in hope that he may one day see the girl in Deoli again. However, the reality is most likely very different.

THEME

Filled with 30 simple short stories, Ruskin Bond's *The Night Train at Deoli and Other Stories* is a compilation of some of his best work. The tales are a slice of life and an ode to the place & times Ruskin Bond grew up in.

"The longings after something lost. Perhaps that is dominant theme in my stories. It is a longing that has been experienced by all of us at various times in our lives unless one has become desensitized by power and money."

With lines like these, Ruskin Bond will capture your heart and soothe your soul right from 'Introduction'.

Filled with 30 simple short stories, Ruskin Bond's *The Night Train at Deoli and Other Stories* is a compilation of some of his best work. The tales are a slice of life and an ode to the place & times Ruskin Bond grew up in. Primarily set in Mussorie, Dehradun and Shimla, where Bond has spent a good part of his life (he still lives in Mussorie), his love for the hills, nature and the people living there clearly reflects in his writing.

Heavy with subtle longing for golden years gone by, which were unadulterated with toxicity, Bond paints a beautiful picture in the mind of the readers through this book. By his own admission, you would find influences from his own experiences, as well as those of the people he met on his life's journey, in the stories. Which is why, the book is an amalgamation of fiction and autobiography, just like most of his other books.

The central theme of all the stories in *Night Train at Deoli and Other Stories* is 'Love' in some shape, size or form. To name a few, he touches upon love for one's hometown & the yearning for childhood in 'When You Can't Climb the Tree Anymore', 'My Father's Trees In Dehra', and 'The Coral Tree.' We get a glimpse at Bond's love for writing and the struggle that followed in, 'Bus Stop, Pipalnagar.' He explored the instant connection and love at times we feel for some strangers you meet on long journeys in, 'The Woman on Platform', 'The Night Train at Deoli', and 'The Eyes have it.' Not to forget, his tribute to sweet-bitter pain of unrequited love in, 'Love is a sad song', 'A Love Long Ago' will surely strike a chord.

The book is like a warm hug that unclenches your fists, calms your pulsating nerves, relaxes your back and gives you a dash of momentary peace in stressful times. It will

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remind you, just like it did me, of all the places, things and people that hover in some corner of our subconscious, without even realizing it. More importantly, it will make you realize, that stories are all around us. All we need to do is sit and observe. It will compel you to take pen and paper (or laptop, notepad, whatever) and start creating your very own set of stories.

The only piece of criticism for the book is the writer has used the same set of lines and description in two different stories (The Kitemaker & Sita and the River). A small error, though we can easily ignore it, as the positives are many!

Simple, concise, clean, and straight from heart! It can be enjoyed by children, young adults and adults – who want a moment of solace in our tumultuous, noisy world.

4.6 THE LIFE OF M.K. GANDHI

It is indeed rare for someone to create as great an impact on a nation as Mahatma Gandhi did with India. Mohandas Karamchand Gandhi, who has the honorific Mahatma added to his name, was an Indian lawyer, politician, and anti-colonial nationalist. Furthermore, Gandhi came forward with the highly successful nonviolent resistance against British rule. Moreover, this man was inspired by several civil rights and freedom movements across the world.



Early Life

Mahatma Gandhi came into this world on October 2, 1869. This great personality was born in an Indian Gujarati family. Law training of this man took place at the Inner Temple in London. The making of his greatness took place in South Africa. It was here that Mahatma Gandhi spent a significant part of his life.

Furthermore, in South Africa, Mahatma Gandhi raised his family. Most noteworthy, it was here that Gandhi fought for civil rights by employing nonviolent resistance.

Life-Changing Events

When Mahatma Gandhi came to South Africa, he had to deal with racial discrimination due to his skin color. Once while traveling on a stagecoach along with Europeans, he was asked to sit near the driver on the floor. Mahatma Gandhi came forward with his refusal as clearly this was a great humiliation for him. Consequently, Gandhi had to suffer beating because of his refusal.

In another incident, Mahatma Gandhi was forcefully made to quit a train at Pietermaritzburg in South Africa. This was due to his adamant refusal to quit the first-class. Consequently, he spent the entire night shivering in the train station. Such events of pure racial discrimination were certainly instrumental in shaping the ideology of this great man. Ultimately, Mahatma Gandhi began to question the standing of his people in the British Empire.

Struggle for Independence

Mahatma Gandhi came back to India in 1915. By this time, there was a significant escalation in the reputation of this man. Furthermore, Mahatma Gandhi became famous as a leading

Indian nationalist. After his return, Gandhi became part of the Indian National Congress. In 1920, this man took leadership of the Congress.

As part of the freedom struggle, Mahatma Gandhi launched important movements like Champaran Satyagraha, Kheda Satyagraha, Khilafat, Non-Co-operation, Salt Satyagraha, Civil Disobedience, and Quit India. This shows the immense contribution of this man towards Indian independence.

Non-violence

Mahatma Gandhi was a huge advocate of non-violence. In fact, we can safely say that he was the originator of the principle of nonviolence. Furthermore, he was the first person to apply this concept on such a massive political scale. This man always preached people regarding the importance of ahimsa or non-violence.

If you want to learn more about Gandhi's ideas regarding nonviolence or ahimsa, then refer to his famous autobiography "The Story of My Experiments with Truth".

One incidence which clearly shows Mahatma Gandhi's staunch support for nonviolence was the Chauri Chaura incident. In this incident, angry demonstrators attacked a police station and set fire to the police. Consequently, there was the death of twenty-two policemen. Most noteworthy, there was the halting of the ongoing successful non-co-operation movement by Gandhi due to this incident.

He took this decision to halt the non-co-operation movement because he was strictly against the violence of any kind. He was a staunch man who would never tolerate the tarnishing of his movement with any kind of violence.

Mahatma Gandhi was a man who gave his whole life to the nation. No doubt people refer to him as the father of the nation. His empathy for the poor, oppressed, and lower caste people is absolutely unparalleled. This great man continues to command respect not only in India but all over the world.

4.7 ABOUT THE EXCERPT 'THE BIRTH OF KHADI'

I do not remember to have seen a handloom or a spinning wheel when in 1908 I described it in Hind Swaraj as the panacea for the growing pauperism of India. In that book I took it as understood that anything that helped India to get rid of the grinding poverty of her masses would in the same process also establish Swaraj. Even in 1915, when I returned to India from South Africa, I had not actually seen a spinning wheel. When the Satyagraha Ashram was founded at Sabarmati, we introduced a few handlooms there. But no sooner had we done this than we found ourselves up against a difficulty. All of us belonged either to the liberal professions or to business; not one of us was an artisan. We needed a weaving expert to teach us to weave before we could work the looms. One was at last produced from Palanpur, but he did not communicate to us the whole of his art. But Maganlal Gandhi was not to be easily baffled. Possessed of a natural talent for mechanics, he was able fully to master the art before long, and one after another several new weavers were trained up in the Ashram.

The object that we set before ourselves was to be able to clothe ourselves entirely in cloth manufactured by our own hands. We therefore forthwith discarded the use of mill-

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woven cloth, and all the members of the Ashram resolved to wear hand-woven cloth made from Indian yarn only. The adoption of this practice brought us a world of experience. It enabled us to know, from direct contact, the conditions of life among the weavers, the extent of their production, the handicaps in the way of their obtaining their yarn supply, the way in which they were being made victims of fraud, and lastly, their ever-growing indebtedness. We were not in a position immediately to manufacture all the cloth for our needs. The alternative therefore was to get our cloth supply from handloom weavers. But ready-made cloth from Indian mill-yarn was not easily obtainable either from the cloth-dealers or from the weavers themselves.

All the fine cloth woven by the weavers was from foreign yarn, since Indian mills did not spin fine counts. Even today the outturn of higher counts by Indian mills is very limited, whilst highest counts they cannot spin at all. It was after the greatest effort that we were at last able to find some weavers who condescended to weave Swadeshi yarn for us, and only on condition that the Ashram would take up all the cloth that they might produce. By thus adopting cloth woven from mill-yarn as our wear, and propagating it among our friends, we made ourselves voluntary agents of the Indian spinning mills.

This in its turn brought us into contact with the mills, and enabled us to know something about their management and their handicaps. We saw that the aim of the mills was more and more to weave the yarn spun by them; their co-operation with the handloom weaver was not willing, but unavoidable and temporary. We became impatient to be able to spin our own yarn. It was clear that, until we could do this ourselves, dependence on the mills would remain. We did not feel that we could render any service to the country by continuing as agents of Indian spinning mills.

No end of difficulties again faced us. We could get neither a spinning wheel nor a spinner to teach us how to spin. We were employing some wheels for filling bobbins and bobbins for weaving in the Ashram. But we had no idea that these could be used as spinning wheels. Once Kalidas Jhaveri discovered a woman who, he said, would demonstrate to us how spinning was done. We sent to her a member of the Ashram who was known for his great versatility in learning new things. But even he returned without wresting the secret of the art.

So the time passed on, and my impatience grew with the time. I plied every chance visitor to the Ashram who was likely to possess some information about handspinning with questions about the art. But the art being confined to women and having been all but exterminated, if there was some stray spinner still surviving in some obscure corner, only a member of that sex was likely to find out her whereabouts.

In the year 1917 I was taken by my Gujarati friends to preside at the Broach Educational Conference. It was here that I discovered that remarkable lady Gangabehn Majmundar. She was a widow, but her enterprising spirit knew no bounds. Her education, in the accepted sense of the term, was not much. But in courage and commonsense she easily surpassed the general run of our educated women. She had already got rid of the curse of untouchability, and fearlessly moved among and served the suppressed classes. She had means of her own, and her needs were few. She had a well-seasoned constitution,

and went about everywhere without an escort. She felt quite at home on horseback. I came to know her more intimately at the Godhra Conference. To her I poured out my grief about the charkha, and she lightened my burden by a promise to prosecute an earnest and incessant search for the spinning wheel.

THEME

Khadi or khaddar is the term conventionally used in North and Central India to refer to varieties of coarse cotton cloth hand woven using hand spun yarn. This was the cloth commonly worn by peasant and artisan groups in pre-industrial India. It was made from locally grown cotton which would be harvested by peasants and labourers, spun by local women and woven into cloth by men from various specialist weaving castes. The precise technology involved in the production of khadi would vary from region to region, as would the techniques used for its decoration (dying, embroidery, printing etc.).

Although hand spun hand woven cotton cloth of this kind was common throughout India, it was not until the early 20th century, when its production and use were in severe decline that the term “khadi” entered nationalist vocabulary and the cloth became a key visual symbol of India’s struggle from colonial rule. The effectiveness of khadi as a visual symbol of the Indian freedom struggle cannot be understood without examination of the critical role played by M. K. Gandhi (known by many as Mahatma – Great Soul) in elevating it to the status of a national cloth imbued with quasi-sacred properties. Gandhi’s success lay in his capacity to pick up, embody and develop existing political and economic critiques of colonialism and rework these through his own clothing practices and through his elaboration of the symbolism of cloth – a simple everyday material form to which people from all backgrounds could relate.

4.8 ABOUT THE LIFE OF J.L. NEHRU



Pandit Jawaharlal Nehru is the first prime minister of India and every citizen is aware of his achievements. He was quite famous among children that why children called him ‘Chacha Nehru’. Because of his love for children, the government celebrates his birthday as a children’s day. Chacha Nehru was a great leader who loves his country immensely.

Early Life of Jawaharlal Nehru

Pandit Nehru was born on 14th November 1889 in Allahabad (now Prayagraj). Furthermore, his father was Motilal Nehru who was a lawyer by occupation. And he was very rich because of which he got the best education.

Moreover, he was sent abroad for studies at an early age. In England, he got his education from two universities namely Cambridge and Harrow. In 1910, Nehruji completed his degree. He was an average guy in his studies and does not have much interest in studying law. Instead, he had an interest in politics. However, later on, he becomes a lawyer and

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practiced law in Allahabad High Court. He married to Smt. Kamla Devi at the age of 24. Soon after, they gave birth to a daughter whom they named Indira.

Nehru as a Leader

After India got independence Nehru became the First Prime Minister of India. Furthermore, he was the man of inordinate vision also he was a great leader, politician, and writer too. Moreover, he always worked for day and night for the betterment of the country and its people. Most noteworthy, he gave the slogan "Aaram Haram Hai" which simply means "Rest is Not Best".

He was a man of peace and accord but when he saw how Britishers treat Indians he decided to join the freedom movement. Because of his love for the county, he shook hands with Mahatma Gandhi (father of the nation- Babu). Consequently, he joined the non-cooperation movement of Mahatma Gandhi.

During the freedom struggles, he faced many challenges. Even he went to jail many times for protesting against the Britishers. But, his love for the country did not get any less instead it increased.

He and other leaders fought a great fight which results in the independence of the country. On 15th August 1947, India got its' independence. And because of the efforts, Pandit Nehru was elected as the first prime minister of India.

Achievements as a Prime Minister

He was a modern and progressive thinker and he always wants to make India a modern and civilized country. However, there was a difference in the thinking of Mahatma Gandhi and Jawaharlal Nehru.

Also, they have different ideologies towards society and civilization. Nehru wanted a modern India on the other hand, Gandhi was of ancient India. Nehru at all times wanted to go in a forward direction. Regardless of the religious and cultural variances in the country.

At that time there was a pressure of religious freedom in the country and the main motive was to unite the country. So, with all this pressure Nehru led the country in modern and scientific efforts. He achieved great things as a prime minister and he changed ancient Hindu Culture. That helped the Hindu widows a lot. Moreover, this change had given women equal rights like men have. These include the right to inheritance and property.

Although, Nehru was a great prime minister a problem that stressed him a lot was the issue of the Kashmir region between India and Pakistan. However, he tried to settle this dispute many times but the problem was still there.

To conclude, Pandit Nehru was a great man who makes many sacrifices for the country. Also, because of his effort in the freedom struggle, he was made the first prime minister of India.

4.9 ABOUT THE SPEECH 'A TRYST WITH DESTINY'

SPEECH

Long years ago we made a tryst with destiny, and now the time comes when we shall redeem our pledge, not wholly or in full measure, but very substantially. At the stroke of

the midnight hour, when the world sleeps, India will awake to life and freedom. A moment comes, which comes but rarely in history, when we step out from the old to the new, when an age ends, and when the soul of a nation, long suppressed, finds utterance. It is fitting that at this solemn moment, we take the pledge of dedication to the service of India and her people and to the still larger cause of humanity. At the dawn of history, India started on her unending quest, and trackless centuries are filled with her striving and grandeur of her success and failures.

Through good and ill fortune alike, she has never lost sight of that quest, forgotten the ideals which gave her strength. We end today a period of misfortunes and India discovers herself again. The achievement we celebrate today is but a step, an opening of opportunity to the greater triumphs and achievements that await us. Are we brave enough and wise enough to grasp this opportunity and accept the challenge of the future? Freedom and power bring responsibility. The responsibility rests upon this Assembly, a sovereign body representing the sovereign people of India. Before the birth of freedom, we have endured all the pains of labour and our hearts are heavy with the memory of this sorrow.

Some of those pains continue even now. Nevertheless, the past is over and it is the future that beckons us now. That future is not one of ease or resting but of incessant striving so that we may fulfill the pledges we have so often taken and the one we shall take today. The service of India means, the service of the millions who suffer. It means the ending of poverty and ignorance and poverty and disease and inequality of opportunity. The ambition of the greatest men of our generation has been to wipe every tear from every eye. That may be beyond us, but as long as there are tears and suffering, so long our work will not be over. And so we have to labour and to work, and to work hard, to give reality to our dreams.

Those dreams are for India, but they are also for the world, for all the nations and peoples are too closely knit together today for any one of them to imagine that it can live apart. Peace is said to be indivisible, so is freedom, so is prosperity now, and also is disaster in this one world that can no longer be split into isolated fragments. To the people of India, whose representatives we are, we make an appeal to join us with faith and confidence in this great adventure. This is no time for petty and destructive criticism, no time for illwill or blaming others. We have to build the noble mansion of free India where all her children may dwell. The appointed day has come -the day appointed by destiny- and India stands forth again, after long slumber and struggle, awake, vital, free and independent. The past clings on to us still in some measure and we have to do much before we redeem the pledges we have so often taken.

Yet the turning-point is past, and history begins anew for us, the history which we shall live and act and others will write about. It is a fateful moment for us in India, for all Asia and for the world. A new star rises, the star of freedom in the East, a new hope comes into being, a vision long cherished materializes. May the star never set and that hope never be betrayed! We rejoice in that freedom, even though clouds surround us, and many of our people are sorrowstricken and difficult problems encompass us. But freedom brings responsibilities and burdens and we have to face them in the spirit of a free and disciplined people. On this day our first thoughts go to the architect of this freedom, the Father of our

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Nation, who, embodying the old spirit of India held aloft the torch of freedom and lighted up the darkness that surrounded us.

We have often been unworthy followers of his and have strayed from his message, but not only we but succeeding generations will remember this message and bear the imprint in their hearts of this great son of India, magnificent in his faith and strength and courage and humility. We shall never allow that torch of freedom to be blown out, however high the wind or stormy the tempest. Our next thoughts must be of the unknown volunteers and soldiers of freedom who, without praise or reward, have served India even unto death. We think also of our brothers and sisters who have been cut off from us by political boundaries and who unhappily cannot share at present in the freedom that has come.

They are of us and will remain of us whatever may happen, and we shall be sharers in their good [or] ill fortune alike. The future beckons to us. Whither do we go and what shall be our endeavor? To bring freedom and opportunity to the common man, to the peasants and workers of India; to fight and end poverty and ignorance and disease; to build up a prosperous, democratic and progressive nation, and to create social, economic and political institutions which will ensure justice and fullness of life to every man and woman. We have hard work ahead. There is no resting for any one of us till we redeem our pledge in full, till we make all the people of India what destiny intended them to be.

We are citizens of a great country on the verge of bold advance, and we have to live up to that high standard. All of us, to whatever religion we may belong, are equally the children of India with equal rights, privileges and obligations. We cannot encourage communalism or narrow-mindedness, for no nation can be great whose people are narrow in thought or in action. To the nations and peoples of the world we send greetings and pledge ourselves to cooperate with them in furthering peace, freedom and democracy. And to India, our much-loved motherland, the ancient, the eternal and the ever-new, we pay our reverent homage and we bind ourselves afresh to her service.

SUMMARY

On August 15, 1947, India became its own country. Nehru spoke to the people of India as the first prime minister of India on All India Radio. He gave a speech that is called "A Tryst with Destiny." First, he talked about Indians making a long time ago. They said that they would fight for their country's freedom, so they would be free. They should put their lives into service for India and for the whole world, he told them. People who fought for freedom for a long time made a lot of hard work to get where they are now. Based on what he said, he thought that people in India would get their courage from people in the past.

The success celebrated on August 15 was the start of many greater things to come. This is a big deal, and he wants everyone in India to do their best for the future of the country. He told the people of India that being free and powerful comes with a lot of work. Take charge of your own decisions and move forward. India needs to become a mature and wise country that other countries can look up to and learn from. He thought that all Indians should work hard to help their country grow. People all over India are poor and need help, so if you help India, you help a lot of people all over. He thought that the past was over and that the future had to be taken care of. He told the people to work hard and

work for the dream to come true. He said that no country can stay alive on its own. Peace, freedom, and prosperity are the main things that everyone wants. As the world can't be split into small, isolated parts, he told the people that a disaster in one part of the world can affect everyone else.

ANALYSIS

There was only one political reference in the entire speech "A Tryst with Destiny". The only political element in the speech was Nehru's intention to fight poverty and disease. Hence, Nehru makes the speech as ethical as possible. In the rest of the speech, Nehru takes time to properly summarize and explain what India is all about.

Nehru makes use of metaphors to explain the spectacular and poetic tale of India. Furthermore, Nehru refers to a country metaphorically as a "she". It is a metaphor because the country is neither male nor female. Another use of metaphor by Nehru is when he says that "India will awake".

Poetry certainly comes to mind when Indian independence is compared with a star of hope and freedom. There is a possibility that many metaphors get lost in the lyrics. Moreover, Nehru provides listeners with a clear image. Such a clear image certainly plants patriotic feelings in the heart of any Indian.

THEME

The speech's central message was to end poverty and ignorance in India. The diseases, inequality had to be diminished from the country and unless there is no end to the suffering of people the work of truly free India are not complete. Jawaharlal Nehru was an ambitious man and his mission was to wipe every tear from every eye in India.

4.10 THE LIFE OF A.P.J. ABDUL KALAM

Dr. APJ Abdul Kalam is a famous name in the whole world. He is counted among the greatest scientists of the 21st century. Even more, he becomes the 11th president of India and served his country. He was the most valued person of the country as his contribution as a scientist and as a president is beyond compare. Apart from that, his contribution to the ISRO (Indian Space Research Organization) is remarkable. He headed many projects that contributed to the society also he was the one who helped in the development of Agni and Prithvi missiles. For his involvement in the Nuclear power in India, he was known as "Missile Man of India". And due to his contribution to the country, the government awarded him with the highest civilian award.



Career and Contribution of APJ Abdul Kalam

APJ Abdul Kalam was born in Tamil Nadu. At that time the financial condition of his family was poor so from an early age he started supporting his family financially. But he never gave up education. Along with supporting his family he continued his studies and





completed graduation. Above all, he was a member of the Pokhran nuclear test conducted in 1998. There is a countless contribution of Dr. APJ Abdul Kalam to the country but he was most famous for his greatest contribution that is the development of missiles that goes by the name Agni and Prithvi.

Presidency Period

The great missile man becomes the President of India in 2002. During his presidency period, the army and country achieved many milestones that contributed a lot to the nation. He served the nation with an open heart that's why he was called 'people's president'. But at the end of his term period, he was not satisfied with his work that's why he wanted to be the President a second time but later on forfeited his name.

Post-presidency Period

After leaving the presidential office at the end of his term Dr. APJ Abdul Kalam again turn to his old passion which is teaching students. He worked for many renowned and prestigious institute of India located across the country. Above all, according to the youth of the country is very talented but need the opportunity to prove their worth that's why he supported them in their every good deed.

Awards and Honors

During his lifetime Dr. APJ Abdul Kalam was not only awarded and honored by Indian organization and committees but also by many international organizations and committees.

Writings and Character

During his lifetime, Dr. APJ Abdul Kalam wrote many books but his most notable work was 'India 2020' which have an action plan to make India a superpower. Dr. APJ Abdul Kalam was a man of simplicity and integrity. He was so busy at work that he rises up early in the morning and work till late hours after midnight.

Death of APJ Abdul Kalam

He died during delivering a lecture to students in Shillong by sudden cardiac arrest in 2015. He was an outstanding scientist and a pioneer engineer who served his entire life for the nation and died while serving it. The man had the vision to make India a great country. And according to the youth are the real assets of the country that's why we should inspire and motivate them.

4.11 ABOUT THE NOVEL 'VISION FOR 2020'

SUMMARY

Vision for 2020 was initially a document prepared by the Technology Information, Forecasting and Assessment Council of India's Department of Science and Technology under the chairmanship of Dr. Kalam and a team of 500 experts. The same plan is further detailed and discussed elaborately in the book India 2020: A Vision for the New Millennium, which Dr. Kalam coauthored with Dr. YS Rajan.



In Dr. Kalam's own words, the plan is about "transforming the nation into a developed country, five areas in combination have been identified based on India's core competence, natural resources and talented manpower for integrated action to double the growth rate of GDP and realize the Vision of Developed India."

The document not only recognizes five distinct areas which will enable us to become a developed country but also creates a distinctive profile for a developed India.

The distinctive profile of a developed India is a nation wherein the rural-urban divide is reduced as much as possible, a nation where there is equitable distribution of an adequate access to energy and quality water, and a nation where the three sectors of the economy work in symphony with each other. The profile envisions a nation where education with a good value system is not denied to meritorious candidates due to societal or economic discrimination and one which is a hub for the most talented scholars, scientists, and investors from around the world. Developed India is a nation where the best of healthcare is available to all, poverty has been eradicated, and illiteracy removed, crimes against women or children absent and one where no individual feels alienated. It is a nation where governance is responsive, transparent and corruption-free, a nation that is prosperous, healthy, secure, devoid of terrorism, peaceful and happy, and continues on a sustainable growth path one which is one of the best places to live in and is proud of its leadership.

The areas recognized that require focus for the successful fulfillment of this vision are:

1. **Agriculture and food processing:** Aimed at doubling the present production of agricultural and food processing.
2. **Infrastructure with reliable electric power:** Providing urban amenities to rural areas, and increasing solar power operations.
3. **Education and Healthcare:** Directed towards illiteracy, social security, and overall health for the population.
4. **Information and Communication Technology:** For increased e-governance to promote education in remote areas, telecommunication, and telemedicine.
5. **Critical technologies and strategic industries:** The growth of nuclear technology, space technology and defense technology.

With four years to go for the benchmark that was set by Dr Kalam, Vision 2020 seems like another plan which looked good on paper but could not be implemented in our country. The government's focus has also shifted, from Vision 2020 to Vision 2035, which was also created by the Technology Information, Forecasting and Assessment Council of India's Department of Science and Technology.

ANALYSIS

This is perhaps one of the best known books penned on India's Growth Imperatives in its search for developed country status, penned by one of India's favorite sons- our beloved Late Dr APJ Abdul Kalam, Former President, Nuclear Scientist and, as it turns out, thinker extraordinaire with a tremendous passion for India and all things Indian. It has been co-authored with Dr Y S Rajan, who used to be the Scientific Secretary to the office of the



Principal Scientific Adviser to the Government of India. He was also associated with ISRO and the Department of Space

This book, as it turns out, is far more than a mere problems/challenges-and-solutions stuff... it is the dream of a great Indian, a man who had given his entire life in the service of the nation. It is in every way a vision, a passionate dream; but one that is well presented, sorted out, supported with extensive research, facts & data – and does justice to most of the problems and challenges our nation faces in its quest for developed nation status. It justifies its title in letter and spirit: A Vision for the New Millennium.

The Need for a Vision

Before delving into the specifics of the challenges, the book looks at the need of a national vision. The best part about this section, covered in 3 engaging chapters, is the usage of real world examples of visions – both from India as well as from the rest of the world. The Indian vision : The Struggle For Freedom... this drives home the point of how, when the majority of the people come to dream one single dream – the impossible becomes suddenly within reach and feasible.

The book then moves onto real world examples of how a vision document was created in other countries, and how it was implemented, giving a more practical, deeper insight into the concept of a vision and its applicability in the Modern World. The best part – appealing to both the emotional, historical and practical aspects of the first challenge, that of selling the concept of a vision is remarkable, and indicative of a person of high intellect as well as emotional maturity, which is of course well known to all of us!

The Vision and the Challenges

This isn't a coffee table analysis, done on the basis of experience this is the result of hard, painstaking research, with solid data, field work and a series of discussions with Government, Quasi Government and private professionals from various fields, with an effort to understand as well as analyze each and every aspect of the presented points. This is a veritable treasure of data, and not just an ideation session that seeks to implant ideas in your mind. This is a seriously put together document that needs attention and repeated referencing for it to be properly assimilated and understood by the serious reader.

The first task taken was then to identify the specific areas or industries where we can develop a competitive advantage, and go onto build world class infrastructure, institutions and companies in these areas. And this is where the book really hits home, and hard: as opposed to the current penchant of grand projects, high tech fields, bullet trains, and smart cities that we currently dream of – the book takes off an entirely different tangent... and succeeds in developing a workable vision for all of us. Question is: are we working on it?

That is where the concept of a Vision comes in. The authors have identified all key variables that impact and influence the current status: population distribution and dependency, GDP factors, social variables, income distribution etc. in a short but deeply incisive chapter that sets your grey cells on overdrive.



Note the selected points and areas: no mention of Power, Education, Infrastructure, Roads, Internet Connectivity, and other terms we are so used to hearing. Think for a moment about that: why should it be so? That is the leap of thought, the leap of insight we as a people urgently require. All the ones we eulogize about are in reality the enablers, not the end-objective. We don't need power for power itself; it is a means to production. Similar is the case with the other points mentioned.

By focusing on the means and only the means, we are leaving the what-to-so-with-these unplanned, and at the vagaries of the market; there is no conscious plan, no strategy industry wise, where we deal with the hindrances & the available opportunities to us as a people. This reduces the efficacy, as market forces alone will never ensure competitive strength; it requires a series of inputs and plans to ensure a competitive strength in a defined area.

The chosen sectors are broad enough to ensure flexibility, and yet have, with sufficient details inside each section, core areas of concentration identified. That brings me to my second observation if a Nuclear Scientist can understand, given the income distribution, people dependency on and status of Agriculture

that it has to be the thrust of any developmental effort that dreams to make India a developed nation, then why can't we? Food for thought. High time we, the people of India, started giving Agriculture the attention and respect it so richly deserves!

THEME

The book was authored in 1998 and 22 years have passed since then. We are very near the target date taken for the national vision: 2020. It would look at how far we have progressed on the dream of a developed India as put forth in the book.

4.12 REVIEW QUESTIONS

SHORT ANSWER TYPE QUESTIONS

1. How does the 'Voice of Unwanted Girl' question the society?
2. What is the theme of 'A Tryst with Destiny'?
3. Discuss the literary style of Ruskin Bond.
4. State the achievements of Pt. Jawaharlal Nehru as a Prime Minister.
5. Discuss the theme of excerpt 'The Birth of Khadi'.

LONG ANSWER TYPE QUESTIONS

1. Why is the mother not concerned with the 'Voice of Unwanted Girl'?
2. Who, in your opinion, is responsible for the killing of the unborn female child-mother, doctor, society or all of them?
3. Write the analysis of the speech 'A Tryst with Destiny'.
4. Discuss the life changing events in the life of M.K. Gandhi.
5. Write the summary of the novel 'The Night Train for Deoli' in your own words.



4.13 MULTIPLE CHOICE QUESTIONS

1. **Which of the following word is spelt incorrectly?**
 - a. Traffic
 - b. Blossoms
 - c. Glistened
 - d. Cluched
2. **Ruskin Bond was born in _____.**
 - a. Kasauli
 - b. Shimla
 - c. Mussoorie
 - d. Kasol
3. **Who is the author of 'Vision 2020'?**
 - a. Pt. Jawaharlal Nehru
 - b. Mahatma Gandhi
 - c. Dr. A.P.J. Abdul Kalam
 - d. Ruskin Bond
4. **"The Story of My Experiments with Truth" is the autobiography of _____.**
 - a. Pt. Jawaharlal Nehru
 - b. Mahatma Gandhi
 - c. Dr. A.P.J. Abdul Kalam
 - d. Ruskin Bond
5. **Who is the author of 'A Flight of Pigeons'?**
 - a. Pt. Jawaharlal Nehru
 - b. Ruskin Bond
 - c. Mahatma Gandhi
 - d. Dr. A.P.J. Abdul Kalam
6. **Who is known as the "Missile Man of India"?**
 - a. Mahatma Gandhi
 - b. Ruskin Bond
 - c. Dr. A.P.J. Abdul Kalam
 - d. Pt. Jawaharlal Nehru
7. **The speaker in the poem is an unwanted girl is speaking to her _____.**
 - a. Brother
 - b. Sister
 - c. Husband
 - d. Mother
8. **Who is the author of 'The Stinking Rose'?**
 - a. Sujata Bhatt
 - b. Ruskin Bond

- c. Mahatma Gandhi
 - d. Dr. A.P.J. Abdul Kalam
9. **'The Night Train at Deoli'** has how many short stories?
- a. 50
 - b. 40
 - c. 30
 - d. 20
10. In **'A Tryst with Destiny'** Nehru refers to a country metaphorically as a _____.
- a. He
 - b. She
 - c. I
 - d. None of these

◆◆◆◆

NOTES 

UNIT

V

COMPOSITION

STRUCTURE

- 5.1 Learning Objective
- 5.2 Introduction
- 5.3 Compositional Skills
- 5.4 Letters - Formal and Informal
- 5.5 CV's Resume and Job Applications
- 5.6 Report Writing
- 5.7 Paragraph Writing
- 5.8 Review Questions
- 5.9 Multiple Choice Questions

5.1 LEARNING OBJECTIVE

NOTES



After going through this unit, you'll be able to:

- Understand the compositional skills.
- Learn about the format of formal and informal letters.
- Know the format of report and paragraph writing

5.2 INTRODUCTION

Grammar is central to good writing. Our mastery of grammatical categories and structures determines whether what we write is meaningful, logical and interesting to read. The message that we wish to convey through our written words will serve its purpose only if we shape it through the appropriate language.

This unit presents ways in which grammatical structures convey different meanings in written compositions. It contains activities for practice in using simple, compound and complex sentences, sequencing of ideas in paragraphs through relative clauses and pronouns, use of grammatical connectors like conjunctions, and descriptive categories.

5.3 COMPOSITIONAL SKILLS

What is English Composition? Composition is a fundamental writing skill you can use anywhere, anytime! The Oxford Dictionary defines composition as “the way something whole or a mixture is made up.” Everything is made up (composed) of other things and so is English Composition. A composition takes several ideas and puts them in an order so readers can understand an idea or argument.

In most English classes, compositions can be called an essay, report, presentation or a term paper. Compositions are composed of different elements, such as:

- Questions to be asked and answered
- Arguments to be presented and discussed from both sides
- Stories to describe who, what, where, when, why and how
- Opinions to state a position then present evidence to support the claim or position
- Sources or references to provide information used to support a composition
- In English Composition, you learn how to “compose” or put together these different elements to clearly communicate in writing. The end result? You learn to write persuasively, logically, and in as few words as possible at a level your target audience can easily understand. You'll also learn how to organize your writing, so it flows logically.

What is Composition Writing?

The definition of Composition writing is the creation and organization of a written paper or an essay on a topic in a field of study such as literature, history, or sociology. By writing papers on a subject, students learn about the subject in-depth. This type of writing should be well-focused and supported with details gathered from research.



Most higher education institutions offer an entire course on Composition writing because it helps students recognize good writing and develop their own communication skills. Moreover, students gain confidence when they learn to make assertions and present evidence in a logical order.

Types of Composition

There are four types of composition writing.

- Description
- Narration
- Exposition
- Argumentation

Each has a distinct purpose and pattern of organization.

Description

The objective of descriptive composition is to present a subject with enough details for a reader to imagine what the subject is like. An essay about a place, for example, often called a travelogue, gives specific details about a location's food, architecture, music, and history. An essay about a person, a profile, gives specific details about that person's character and influence. To organize a description essay, writers often present an overview first and then, like a camera zooming closer to a subject, will focus on specific details to add color.

Narration

Composition of narration comes from storytelling. Some movies and plays use a narrator to explain what happens before a story begins or what happens between scenes. Writers tell an autobiographical story about what happened to them by relating events in first-person point of view. For example, a writer may use narration to compose a memoir about their first trip overseas and arrange the story in chronological order, in the way events really happened, or they may arrange the events thematically to emphasize an insight learned from several experiences.

Exposition

Exposition comes from a Latin word that means "to show forth." In composition writing, exposition is used "to show forth" essential information about a topic. For example, a composition about a historical topic would include background exposition about the details leading up to the event, which provides a context for the reader. Writers organize expositions according to subject and purpose, sometimes referred to as "how to" process writing. A writer may use exposition to describe how a process or object works, such as an engineer explaining how wind turbines generate power, or, if the exposition compares wind and solar power, the writing might be arranged around the key differences between the two.

Argumentation

Argumentation is a form of composition that sets forth a case (makes an assertion) about a debatable topic. A writer will research what others say about a topic and will respond



in a reasonable way. For example, a writer may set forth a case for or against the use of wind power as an alternative form of energy using persuasive evidence for their side of the issue. Often, argumentation compositions include opposing arguments, called counterarguments, to increase the strength of an assertion. Argumentative writing can be arranged from the weakest to the strongest or most persuasive point to build up the argument.

The Parts of an Essay

The parts of an essay or composition often are divided into five parts, or paragraphs, to help beginning writers learn how to organize their thoughts. The parts include:

- The introductory paragraph that sets up the composition's premise and usually presents the writer's thesis. A thesis is the main idea; the assertion a writer makes about a topic. An example of an argumentation assertion would be, "Wind power is a good alternative energy because it is environmentally clean and can benefit the local economy."
- Three paragraphs of support that explain in detail why the thesis is reasonable.
- The concluding paragraph that wraps up the essay.

Intended as a model, the five part-essay helps writers plan their research, organize their thoughts, and present their final written composition. The five-part essay is used to help writers understand how to unify a composition. Because many topics are too complex to discuss in only five paragraphs, this structure also provides the writer with a foundation upon which to build a longer, more fully developed essay.

Composition Writing Examples

A composition about the benefits of wind power might make these points:

The introduction, paragraph one, explains why wind power is used as an alternative energy source. In the introduction, a writer may ask a question about a topic, such as whether the benefits outweigh the drawbacks of wind power, or assert a claim plus reasons. A sample thesis might be, "Although there are some drawbacks to wind power, the benefits of this alternative energy outweigh the drawbacks because wind power supplies clean energy, brings revenue to a local economy, and reduces dependence on fossil fuels." The introduction may acknowledge the drawbacks of wind power in order to present the other side of the debate.

The three paragraphs of support:

- Paragraph two explains why the clean energy of wind power is important.
- Paragraph three explains how wind power provides revenue for a community.
- Paragraph four explains how wind power can reduce dependence on fossil fuels.

The Conclusion, paragraph five, confirms why the benefits of wind power outweigh the risks.



5.4 LETTERS - FORMAL AND INFORMAL

WHAT IS A FORMAL LETTER?

Any kind of communication that is official can be carried out by sending a formal letter. There are many types of letters that are written for formal purposes. Some of them are as follows:

- Recommendation letter
- Apology letter
- Job application letter
- Invitation letter
- Enquiry letter
- Complaint letter
- Letter to editor, etc.

STEPS INVOLVED IN WRITING A FORMAL LETTER

1. **Sender's address:** It is to be written on the top left hand side of the page. It will include a street address, city, state, PIN code and if you are representing a company, write the company's address.

Sudha Sharma,
 HNo: 7-8-60,
 Surya Nagar,
 Andhra Pradesh-300376

2. **Date:** It should be written one line beneath the sender's address. The date is important because, if you want to continue with the further communication then adding date will make it easier to keep a tab on your letters.

Sudha Sharma,
 HNo: 7-8-60,
 Surya Nagar,
 Andhra Pradesh-300376
 12 January 2018

3. **Recipient's address:** It should be written one line underneath the date. Include his or her title: for example, Dr., Ms., Miss, Mrs., Mr., etc. Write the recipient's job title under his/her name. Below the name, write the name of the company (if provided). One line below that, write the recipient's street address followed by his/her city, state, and pin code.

Sudha Sharma,
 HNo: 7-8-60,
 Surya Nagar,
 Andhra Pradesh-300376
 12 January 2018



Mr. Ajay Gupta,
801, Himgiri Apartments Naini,
Hyderabad-500 016

4. **Subject:** Normally bold and summarises the intention of the word.

Sudha Sharma,
HNo: 7-8-60,
Surya Nagar,
Andhra Pradesh-300376
12 January 2018

Mr. Ajay Gupta,
801, Himgiri Apartments Naini,
Hyderabad 500 016 la wine orlando!

Sub: Request for infrastructure improvement.

5. **Salutation:** Salutation is an important part of the letter. Don't be friendly, while adding the salutation. Dear Sir or Madam will do.

Sudha Sharma, HNo: 7-8-60,
Surya Nagar,
Andhra Pradesh-300376
12 January 2018

Mr. Ajay Gupta,
801, Himgiri Apartments Naini,
Hyderabad-500 016

Sub: Request for infrastructure improvement.

Dear Sir,

6. **Body of the letter:** The body of the letter need not be more than three paragraphs.

The introductory paragraph

An introductory paragraph should always be short and to the point. It is important to put into words the key purpose of writing a letter in the introductory paragraph.

Sudha Sharma,
HNo: 7-8-60,
Surya Nagar,
Andhra Pradesh-300376
12 January 2018

Mr. Ajay Gupta,
801, Himgiri Apartments Naini, 247
Hyderabad-500 016

Sub: Request for infrastructure improvement.



Dear Sir,

I would like to bring to your notice that...

The main body

Give answer to the question asked in the main body of the letter. Do not exaggerate or write things that are unnecessary and go out of context. Write the points that best explain the purpose of the letter being written. Present your best self, write in a clear, conversational style, be concise, and be consistent.

Sudha Sharma, call tedric phored pro

HNo: 7-8-60,

Surya Nagar,

Andhra Pradesh-300376 bula

12 January 2018

Mr. Ajay Gupta,

801, Himgiri Apartments Naini,

Hyderabad-500 016

Sub: Request for infrastructure improvement.bid

Dear Sir,

I would like to bring to your notice that...

(Introductory Para)

(Main body Para).

The main body

The finishing paragraph of your formal letter should al present a call of action. It can be related to sending you information or refund or any such thing. Wind up your in a way that leaves a good impression on the mind examiner.

Sudha Sharma,

HNo: 7-8-60,

Surya Nagar,

Andhra Pradesh-300376

12 January 2018

Mr. Ajay Gupta,

801,Himgiri Apartments Naini,

Hyderabad-500 016

Sub: Request for infrastructure improvement.

Dear Sir,

I would like to bring to your notice that...

(Main body-complete explanation of the problem/issue)

Please take necessary steps.

I would look forward to hearing from you

7. **Signing off:** Sign off your letter with the appropriate salutation followed by your name. "Yours sincerely," "Sincerely," and "Best," "Yours obediently", "Yours faithfully" will all do. Write your title under your name if applicable.

Sudha Sharma,

HNo: 7-8-60,

Surya Nagar,

Andhra Pradesh 300376

12 January 2018

Mr. Ajay Gupta,

801, Himgiri Apartments Naini,

Hyderabad-500 016

Sub: Request for infrastructure improvement

Dear Sir,

I would like to bring to your notice that...

(Main body-complete explanation of the problem/issue)

Please take necessary steps I would look forward to hearing from you.

Yours sincerely,

Sudha Sharma

NOTES



USEFUL FORMAL LETTER WRITING AIDS

a. Complaint Letter

Letter of complaint is commonly written in a formal way. Letter should start with an appropriate salutation: Dear Sir, Dear Madam, etc. The language that you use while writing your letter depends on severity of the problem you complaining about. Always remember not to be abusive at a point of time when complaining. The complaint that you making should be supported with a justification.

Examples of Phrases that can be used in a complaint

I would like to express my extreme dissatisfaction....

I regret to say that I was not completely satisfied...

I would like to receive a full refund...

b. Application

A letter of application is written when you are applying for a permanent or a temporary job. It can also be written while applying for an educational course. The first paragraph includes the name of the job or the course you are applying for and where you saw its advertisement. The main body paragraph includes what you are currently doing and the work experience that you have, your academic qualifications, certifications and your own special qualities that make you eligible for the job or course. The final paragraph summarizes the points discussed in the main body. Thank the person for considering your application and ask the person to consider you for the job or course. Mention the possibility of further communication.



Examples of Phrases that can be used in a job application:

I had applied against notification...

I would like to apply for...

c. Invitation Letter

Letters of invitation can be formal or informal depending on the situation and the person we are writing to. They include description of the events such as a party, wedding, etc. or a place like a hotel, house, etc. and/or directions to the place.

Examples of Phrases that can be used in an invitation letter:

Could you please let me know if you can attend...

Could you please let me know if you are available for...

We are happy to let you know...

EXTRAS

This letter is to inform you about...

This letter is in reference to your...

We would like to bring to your notice/attention...

Letter in reply to an enquiry

This is in reference to your enquiry...

Apology letter

We would like to apologize for...

Please accept our apologies for...

Please let us know how we can compensate you...

Complementary close

Yours faithfully

With gratitude

Respectfully yours

Yours sincerely

Yours obediently

Thanking you

WHAT IS AN INFORMAL LETTER?

An informal letter is a letter that is written to a friend, family members, a close relative or to any individual who is extremely close to you or well acquainted with you. This letter is written in a personal manner. An informal letter is perhaps the most common of all letters.

We may write an informal letter for a special occasion and many other situations such as a letter to express sympathy when somebody has died, a letter to congratulate someone on his/ her marriage, a letter to someone to congratulate someone on his/her success in life, a thanksgiving letter to a teacher/ friends/parents, etc. Such letters are called personal or



informal letters. These letters may be short or long depending on the matter that is being discussed or the bond that you share with the person you are writing to. This immensely depends well you know the person so wisely consider with him/her. These letters are mostly chatty and casual. your on how relationship with him/her. These letters are mostly chatty and casual.

INFORMAL LETTER WRITING TIPS

- Informal letters always contain questions asking about the person's well-being, as well as that of those around him (his/her family and friends).
- The content of a letter should always be concise, conversational, tidy, logical, reasoned, clear-headed and grammatically correct.
- The language of informal letters is very friendly and casual unlike that of informal letters that are official and excessively polite.

Address

Your personal address should be located at the top left corner of the page. A number of people will insert the city where the letter is being written from. The English, however, do no such thing.

45, Bhavesh Nagar,

Kanpur

Date

The date is usually located below your own address. The month, day and year are the normal things to mention. Sometimes only the month and day will be sufficient.

45, Bhavesh Nagar,

Kanpur

20th December 2017

Salutation

The most common salutation in an informal letter is "Dear <name of the person you are writing to>" or "Hi <name of the person you are writing to>". Do not forget to put a comma after it.

45, Bhavesh Nagar,

Kanpur

20th December 2017

Dear Jai,

Body

The contents of your letter should be written in a friendly tone. You can use a different language for every different person you write to. Your adjustment depends on kind of relationship you share with the other person (if he/she is your friend/a relative/a family member or he/she is younger to you). A good way of assessing how you should write is to

NOTES



think about how you would interact with each other in real life. You can ask a few polite questions like “How have you been?” or “How was your trip?”

The first paragraph consists of an introduction that will give the recipient an idea of what you are writing to him/her with a brief description of the main purpose of your letter. You can start the paragraph with “I hope you are doing fine...” and continue to write as told. The second paragraph of the letter consists of a detailed description of what you want to convey to the other person. You can thank the recipient for their time, wish him/her a good luck or ask any questions in your concluding paragraph.

45, Bhavesh Nagar,

Kanpur

20th December 2017

Dear Jai,

I hope you are in a good health...

Give my regards to your mom and dad

Signature

In terms of signing off, the choice is yours and you have a lot of freedom here. You can end your letter with “Love”, “Lots of love”, “Yours”, “Yours forever”, etc. Note that it is always followed by a comma.

45, Bhavesh Nagar

Kanpur

20th December 2017

Dear Jai,

I hope you are in a good health...

Give my regards to your mom and dad

Yours truly,

Vilas

USEFUL INFORMAL LETTER WRITING AIDS

Salutation

There are a few things that you should know about in terms of addressing someone properly in an informal letter.

Men are addressed as “Mr.”

Women are addressed as “Mrs.” if they are married and with “Ms.” when they are not.

Opening Phrases

How are you? I hope you are in a good health.

How have you been?

I came to know about...



How is life treating you? I was happy to hear about...

How are the kids?

I hope you are doing great

I hope you, Mom, and Meera are having a great time.

Conclusion

I am looking forward to seeing you.

I dedicate my success to you.

I can't wait to see you soon.

Send me a detailed reply.

I can't wait to hear from you.

I am looking forward to hearing from you.

See you soon.

Revert as soon as possible.

Send my love to...

I hope you are doing well.

Good luck...

Give my regards to...

Complementary close

Best wishes

Yours sincerely

Yours obediently (can be used for Thanksgiving letter to teachers/mentors)

Kindly

Yours truly

Thanking you

Kind regards

Best regards

Lots of love

Love

EXAMPLES OF FORMAL AND INFORMAL LETTER WRITING

Formal Letter

Write a letter to the editor expressing your concern towards the need of awareness of toxic chemicals people might get exposed to on occasion of the festivals of colours, Holi.

31-D Nirman Vihar,

New Delhi-110092

NOTES



28th February 2018

The Editor,

The Hindu,

New Delhi.

Sub: Awareness regarding use of Toxic Chemicals during Holi Adda

Sir,

Through the columns of your esteemed Daily, I would like to draw the attention of your readers towards the need of being aware of toxic chemicals they might get exposed to on occasion of the festivals of colours, Holi.

Holi brings joy and fun. However, as we get into the spirit of this festival, it is important to be watchful about your skin and body as many people suffer due to the use of colours that contains harmful chemicals.

In some case, these colours causes' serious injuries like eczema, redness, blisters, extreme redness and flaking of the skin. To minimize these potential side effects on the skin and hair, it's best to take precautions.

Thanking you,

Yours faithfully,

Swati Sharma

In-Formal Letter

(Personal Letter/Expression of Concern)

Write a Letter to a friend, about the futility of exploding crackers on Deepawali (Diwali).

91, Rameshpuri,

Kolkata

13th October 2017

Dear Reshma,

I wish you a very Happy Diwali in advance! As you know that the festival of Diwali is here, so, I decided to make the people conscious of the imprudence of using crackers on Diwali.

I do not find any reason for wasting so much money on exploding crackers, which not only pollute the atmosphere but also cause an outbreak of fire many times. Some people are wasting money in exploding crackers and others don't have sufficient food to eat and clothes to cover their bodies.

So, I have decided to collect rupees fifty from every house to distribute sweets and clothes to the poor and celebrate the festival more meaningfully. Tell me about your opinion on celebrating Diwali in this way.

Convey my regards to your parents.

Yours lovingly,

Shruti

5.5 CV'S RESUME AND JOB APPLICATIONS

NOTES



What is a CV?

A CV, which stands for curriculum vitae, is a document used when applying for jobs. It allows you to summarize your education, skills and experience enabling you to successfully sell your abilities to potential employers.

How long should a CV be?

A standard CV should be no longer than two sides of A4. That said one size doesn't fit all. For example, a school leaver or recent graduate with minimal experience may only need to use one side of A4. Although not used as often, a three-page CV might be needed for those in high-level roles or for people who have gained a lot of experience or worked in multiple jobs over the last five to ten years. For example, some medical or academic CVs may be longer depending on your experience. While it's important to keep your CV concise you should also avoid selling your experience short.

To save space only includes the main points of your education and experience. Stick to relevant information and don't repeat what you've said in your cover letter. If you're struggling to edit your CV, ask yourself if certain information sells you. If it doesn't cut it out. If it's not relevant to the job you're applying for delete it and if it's old detail from ten years ago summarize it.

WHAT TO INCLUDE IN A CV

Contact details

Include your full name, home address, mobile number and email address. Your date of birth is irrelevant and unless you're applying for acting or modeling job you don't need to include a photograph.

- **Profile**

A CV profile is a concise statement that highlights your key attributes and helps you stand out from the crowd. Usually placed at the beginning of a CV it picks out a few relevant achievements and skills, while expressing your career aims. A good CV profile focuses on the sector you're applying to, as your cover letter will be job-specific. Keep CV personal statements short and snappy - 100 words are the perfect length.

- **Education**

List and date all previous education, including professional qualifications. Place the most recent first. Include qualification type/grades, and the dates. Mention specific modules only where relevant.

- **Work experience**

List your work experience in reverse date order, making sure that anything you mention is relevant to the job you're applying for. Include your job title, the name of the company, how long you were with the organization and key responsibilities. If you have plenty of relevant work experience, this section should come before education.

- **Skills and achievements**

This is where you talk about the foreign languages you speak and the IT packages you can competently use. The key skills that you list should be relevant to the job.

COMPOSITION



Don't exaggerate your abilities, as you'll need to back up your claims at interview. If you've got lots of job-specific skills, you should do a skills-based CV.

- **Interests**

'Socializing', 'going to the cinema' and 'reading' aren't going to catch a recruiter's attention. However, relevant interests can provide a more complete picture of which you are, as well as giving you something to talk about at interview. Examples include writing your own blog or community newsletters if you want to be a journalist, being part of a drama group if you're looking to get into sales and your involvement in climate change activism if you'd like an environmental job. If you don't have any relevant hobbies or interests leave this section out.

- **References**

You don't need to provide the names of referees at this stage. You can say 'references available upon request' but most employers would assume this to be the case so if you're stuck for space you can leave this out.

CV FORMAT

- **Avoid titling the document 'curriculum vitae' or 'CV'.** It's a waste of space. Instead let your name serve as the title.
- **Section headings are a good way to break up your CV.** Ensure they stand out by making them larger (font size 14 or 16) and bold.
- **Avoid fonts such as Comic Sans.** Choose something professional, clear and easy to read such Arial, Calibri or Times New Roman. Use a font size between 10 and 12 to make sure that potential employers can read your CV. Ensure all fonts and font sizes are consistent throughout.
- **List everything in reverse chronological order.** Then the recruiter sees your work history and most recent achievements first.
- **Keep it concise by using clear spacing and bullet points.** This type of CV layout allows potential employers to skim your CV and quickly pick out important information first.
- **Name the document when saving** - Don't just save as 'Document 1'. Make sure the title of the document is professional and identifies you, such as 'Joe-Smith-CV'.
- **Unless the job advert states differently (for example, it may ask you to provide your CV and cover letter as a Word document) save with a .PDF file extension to make sure it can be opened and read on any machine.**
- **If you're posting your CV, print it on white A4 paper** - Only print on one side and don't fold your CV - you don't want it to arrive creased.

HOW TO WRITE A GOOD CV

- **Use active verbs when possible.** For example, include words like 'created', 'analysed' and 'devised' to present yourself as a person who shows initiative.
- **A good CV doesn't have any spelling or grammar mistakes.** Use a spell checker and enlist a second pair of eyes to check over the document.

- **Avoid generic, over-used phrases** such as ‘team player’, ‘hardworking’ and ‘multitasker’. Instead, provide real-life examples that demonstrate all of these skills.
- **Tailor your CV.** Look at the company’s website and social media accounts, look to see if they’ve recently been mentioned in the local press and use the job advert to make sure your CV is targeted to the role and employer.
- **Create the right type of CV for your circumstances.** Decide whether the chronological, skills-based or academic CV is right for you.
- **Make sure your email address sounds professional.** If your personal address is inappropriate create a new account for professional use.
- **Don’t lie or exaggerate on your CV or job application.** Not only will you demonstrate your dishonesty to a potential employer, but there can be serious consequences too. For example, altering your degree grade from a 2:2 to a 2:1 is classed as degree fraud and can result in a prison sentence.
- **If posting your CV online don’t include your home address,** as you could be targeted by fraudsters.
- **Always include a cover letter unless the employer states otherwise.** It will enable you to personalize your application. You can draw attention to a particular part of your CV, disclose a disability or clarify gaps in your work history.

NOTES

**Example:**

LUCY GIVENS
673 Pine Hills Road, Apt. 7
Chapel Hill, NC 27514
lgivens@email.com
000.123.4567 (Cell)

RESEARCH INTERESTS — 1 Match to specific Job advertisements
Ancient Greece and Mesopotamia Archaeology, Mythology, Classical Greek, Classical Latin

EDUCATION
PhD in Classical Archaeology, June 2018 – UNIVERSITY OF NORTH CAROLINA, Chapel Hill, NY
MA in Classical Archaeology, June 2014 – UNIVERSITY OF NORTH CAROLINA, Chapel Hill, NY
BA in College Scholars Program (Emphasis: Greek), June 2012 – UNIVERSITY OF TENNESSEE, Knoxville, TN

PROFESSIONAL EXPERIENCE — 2 Relevant research experience
Adjunct Lecturer, Department of Classics, **UNC at Chapel Hill**, September 2017 – June 2018
Senior Teaching Assistant, Department of Classics, **UNC at Chapel Hill**, September 2013 – June 2017
Classical Greek Tutor, Department of Classics, **UNC at Chapel Hill**, September 2013 – June 2018

RESEARCH / FIELD WORK EXPERIENCE
• ANCIENT THOURIA IN MESSENA PROJECT, Kalamata, Greece, Summer 2015 Field School
• AZORIA PROJECT, Island of Crete, Summer 2014 Field School

PUBLICATIONS — 3 Use the appropriate citation format
1. Givens, Lucy. "Site Preservation Methods on the Isle of Crete." Dissertation.
2. Review of A. Davidson, Restoring Site Integrity for Ancient Greece Journal 7 n. 8 (2002), 327-29.

HONORS / AWARDS — 4 Most recent publications (within 10 years)
H. Schliemann Dissertation Fellowship, 2018
Homer Prize in Greek Studies, 2017
UNC Teaching Award, 2018 AND 2017
American Institute Study Abroad Fellowship, 2016

MEMBERSHIPS / AFFILIATIONS
Society for Classical Studies
Association of Ancient Historians
Archaeological Institute of America

COMPOSITION



5.6 REPORT WRITING

A report is a written record of what you've seen, heard, done, or looked into. It is a well-organized and methodical presentation of facts and results from an event that has already occurred. Reports are a sort of written assessment that is used to determine what you have learned through your reading, study, or experience, as well as to provide you hands-on experience with a crucial skill that is often used in the business.

Report Writing: Things to Keep in Mind

Before writing a report, there are certain things you must know to ensure that you draft a precise and structured report, and these points to remember are listed below:

- Write a concise and clear title of the report.
- Always use the past tense.
- Don't explain the issue in the first person, i.e. 'I' or 'Me'. Always write in the third person.
- Put the date, name of the place as well as the reporter's name after the heading.
- Structure the report by dividing it into paragraphs.
- Stick to the facts and keep it descriptive.

Report Writing Formats

It is quintessential to follow a proper format in report writing to provide it with a compact structure. Business reports and technical reports don't have a uniform structure and are generally based on the topic or content they are elaborating on. Let's have a look at the proper format of report writing generally for news and magazines and the key elements you must add in a news report:

- **Title/Heading** (Use a proper and creative and catchy heading related to the story)
- **Reported by** (in newspaper terminology, this is known as a by-line) Place Date
- **Introduction** (Must be factual, crisp, and concise; It should generally cover the 4W and 1H of the topic, i.e., what, when, where, who, why & how)
- **Body of Content Explain**, WHY the particular event or incident took place. Conduct meticulous research and gather all factual information related to the story. Here, the readers would want to know more about the event in detail.
- **Conclusion** In the conclusion part, the background information of the story is mentioned. If you are covering any event, you have the liberty to add the list of participants or attendees who thronged the event.

5.7 PARAGRAPH WRITING

Introduction

Requisites of good paragraph writing and scientific writing skills:

- Developing the ability to write effective paragraphs is essential because documents contain a series of related paragraphs. No paragraph can be developed if it lacks requisites of a good paragraph. The paragraph is the indispensable of



any long discourse (any piece of writing longer than a sentence). All business letters, abstracts, reports, proposals and promotional materials such as brochures and business circulars are composed with well-written and closely structured paragraphs; they are the bricks of any structure which serves business communication.

- Scientists write to communicate their research results and findings with other scientists or experts. In this way, information is shared systematically. so that researchers can build upon the work of others. Although there are different ways to share information amongst the scientific community, such as oral or poster - presentations on scientific conferences, science blogs, or data warehouses, written reports, especially those reviewed by peer scientists and published in international journals, are still the most effective way to add your research outcomes to the body of scientific knowledge. Again, scientific writing skills require requisites without which scientific writing skills are incomplete.
- **Effective listening:** Listening is a process of receiving. Interpreting and reacting to the messages received from the communication sender. Effective listening is an art of communication, which is often taken for granted and ignored. Listening requires conscious efforts of interpreting the sounds, grasping the, meanings of the words and reacting to the message. Listening is defined as making an effort to hear somebody something. Listening is a combination of what we hear, understand and remember.
- Listening starts from hearing and it goes beyond hearing, since we evaluate and react based on it. Effective listening is not a passive communication activity. It takes a great deal of effort and motivation to become and remain an effective listener. Effective the listening is certainly not the answer to all business problems. But it is one of the first steps leading to solutions.
- **Importance of listening and hearing:** Hearing is the physical ability, while listening is a skill. Listening skills allow one to make sense of and understand what another person is saying. The ability to listen carefully allows workers to better understand assignments they are given. They are able to understand what is ex of them by their management.

Principles of good paragraph writing

Following are the principles of good paragraph writing:

- Proper length
- Unity
- Coherence
- Logical development or idea

A paragraph is a group of closely related sentences that deals with a thought or a division of thought. It is a small set of carefully arranged sentences on a topic.



Features of a good paragraph

The main features of a good paragraph are:

- Topic sentence which expresses the thought or the central idea.
- Supporting ideas which develop. Explain the thought, and compare and contrast the central idea.
- Supporting details such as stating reasons, examples and names a concluding sentence that sums up the paragraph.
- Repetition of key words and phrases that contribute to the unity of the paragraph.
- Coherence that is achieved through logical organization of the sentences; and transition words and linkers that help in coherence.
- A smooth transition of ideas is very important to engage the reader's interest in the topic. Coherence refers to the clear and logical linking of ideas. Cohesion can be achieved through use of pronouns and repetition of keywords.

For example

- It is a common knowledge that organic molecules are the basis of life. When the earth was in its infancy. it had only inorganic molecules. As it cooled down, the latter combined to form the former, making life on earth possible. Therefore, any place in the universe that harbours organic ones can be a possible source. (Lack of repetition)
- It is a common knowledge that organic molecules are the basis of life. When the earth was in its infancy. it had only inorganic molecules. As it cooled down, the inorganic molecules combined to form the organic molecules, making life on earth possible. Therefore, any place in the universe that harbours organic ones can be a possible source. (Lack of repetition)

Transitional tags

S.NO.	INTENSION	TRANSITIONAL WORDS OR PHRASES
1.	Addition	and, or, more over again, first, next, last, in addition, further, besides, etc.
2.	Time	While, after, hen, meanwhile, during, next, then, afterwards, never, always, whenever, sometimes, simultaneously, etc.
3.	Place	here, there, nearby, beyond, opposite to, neighbouring on, etc.
4.	Examples	for example, to illustrate, to demonstrate, for instance, such as, etc.
5.	Similarity	in the same way, similarly, likewise, in smaller fashion, etc.
6.	Contrast	on the contrary, in contrast. nevertheless. but, at the same time. yet, though, despite etc.,
7.	Clarification	that is to say, in other words, to clarify, instead, etc.
8.	Cause	because, on account of, due to, etc.
9.	Cause	therefore, consequently, as a result, etc.
10.	Purpose	Thus, hence. accordingly, in order to. etc.

Use of parallel grammatical structures

- Either... or...
- Neither... nor...
- Not only... but also...
- Both... and...

Compose the paragraph structure as given below:

1. Mind mapping on the idea topic sentence/theme sentence
 - a. Supporting idea 1
 - b. Supporting idea 2
 - c. Supporting idea 3
 - Supporting details, A
 - Supporting details B
 - Supporting details C
2. Concluding sentence
3. Arrange the supporting details and ideas.
4. Write the first draft and revise it.
5. Ensure flow and readability

5.8 REVIEW QUESTIONS**SHORT ANSWER TYPE QUESTIONS**

1. Write a format of report writing.
2. What is an informal letter? What kinds of letters are included in the same?
3. What are the Principles of good paragraph writing?
4. Write the format to write a formal letter.
5. Define argumentation.

LONG ANSWER TYPE QUESTIONS

1. Write a report on topic: - "Road Accident" and "Gold Chain Snatching"
2. Write the format of formal letter in detail.
3. Discuss the features of a good paragraph.
4. What is a CV? Write the format to write a CV.
5. Give a detail explanation of composition writing?

5.9 MULTIPLE CHOICE QUESTIONS

1. A report is a written record of what you've _____, or looked into.
 - a. Seen
 - b. Heard
 - c. Done
 - d. All of the above

NOTES





2. _____ is a group of closely related sentences.
 - a. Report
 - b. Letter
 - c. Paragraph
 - d. None of these

3. _____ is a process of receiving, interpreting and reacting to the messages received from the communication sender.
 - a. Hearing
 - b. Listening
 - c. Speaking
 - d. Viewing

4. _____ is the physical ability, while _____ is a skill.
 - a. Listening, Hearing
 - b. Speaking, Listening
 - c. Hearing, Viewing
 - d. Hearing, Listening

5. **What is the full form of 'CV'?**
 - a. Curriculum Vitae
 - b. Compositional Vitae
 - c. Curriculum Vitality
 - d. None of these

6. **A _____ is a written record of what you've seen, heard, done, or looked into**
 - a. CV
 - b. Report
 - c. Paragraph
 - d. Letter

7. **A _____ is a document used when applying for jobs**
 - a. CV
 - b. Report
 - c. Paragraph
 - d. Letter

8. **A _____ is written to a friend, family members, a close relative or to any individual who is extremely close to you or well acquainted with you.**
 - a. Formal letter
 - b. CV
 - c. Informal letter
 - d. None of these

9. **Any kind of communication that is official can be carried out by sending a _____.**
 - a. Formal letter
 - b. Paragraph

- c. Informal letter
- d. None of these

10. _____ Skills allow one to make sense of and understand what another person is saying.

- a. Listening
- b. Viewing
- c. Hearing
- d. None of these

◆◆◆◆

NOTES



ANSWER KEY

UNIT I

QUESTION	ANSWER	QUESTION	ANSWER
1	a.	6	a.
2	a.	7	d.
3	b.	8	a.
4	d.	9	b.
5	c.	10	b.

UNIT II

QUESTION	ANSWER	QUESTION	ANSWER
1	a.	6	a.
2	b.	7	c.
3	c.	8	b.
4	c.	9	a.
5	d.	10	d.

UNIT III

QUESTION	ANSWER	QUESTION	ANSWER
1	b.	6	c.
2	c.	7	d.
3	b.	8	c.
4	a.	9	c.
5	d.	10	a.

UNIT IV

QUESTION	ANSWER	QUESTION	ANSWER
1	d.	6	c.
2	a.	7	d.
3	c.	8	a.
4	b.	9	c.
5	b.	10	b.

UNIT V

QUESTION	ANSWER	QUESTION	ANSWER
1	a.	6	b.
2	c.	7	a.
3	b.	8	c.
4	d.	9	a.
5	a.	10	a.