

F.Y.B.A.

**COMMUNICATION SKILLS
IN ENGLISH**

Dr. Rajan Welukar
Vice Chancellor
University of Mumbai
Fort, Mumbai-400032.

Prin. Dr. Naresh Chandra
Pro-Vice Chancellor
University of Mumbai
Fort, Mumbai-400032.

Dr . Dhaneshwar Harichandan
Professor-cum-Director
Institute of Distance and Open Learning
University of Mumbai

Programme Co-ordinator: Mr. Santosh Rathod,
Assistant Professor,
IDOL, University of Mumbai.

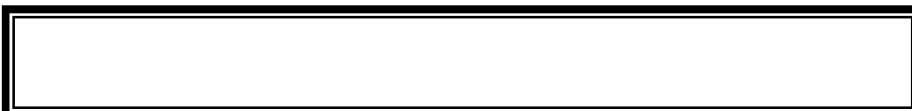
Course Co-ordinator : Dr. Patil Vijaykumar Ambadasrao,
Assistant Professor,
Nalanda Nritya Kala Mahavidyalaya,
Mumbai

Course Writers : 1) Dr. Patil Vijaykumar Ambadasrao.
2) Dr. Pawar Kishan Hanmantrao,
Assistant Professor, Dept. of English,
M.D. College, Lower Parel, Mumbai.
3) Dr. Shivaji Sargar, Head, Dept. of English,
Veer Wajekar Arts, Science & Commerce
College, Phunde, Dist., Raigad.
4) Dr. Parab Vithal,
HOD, Dept. of English,
K.M. Agrawal College, Kalyan (W),
Dist. Thane.
5) Mr. Yogesh Anwekar,
Head, Dept. of English, Khalsa College,
Matunga, Mumbai.
6) Ms. Priya Pawaskar,
Vising Faculty IDOL.

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REVISED SYLLABUS

F.Y.B.A. COMMUNICATION SKILLS IN ENGLISH

To be implemented from June 2011

Objectives of the Course

- 1) To enhance the learners communication skills by giving adequate exposure in reading, writing, listening and speaking skills and the related sub-skills
- 2) To help the learners recognize and operate in various styles and registers in English
- 3) To impart better writing skills by sensitizing the learners to the dynamics of effective writing
- 4) To build up the learners confidence in oral and interpersonal communication by reinforcing the basics of pronunciation

Unit 1: Basic Language Skills: Grammar and Usage

The ability to fill in the blanks, correct errors, choose correct forms out of alternative choices, join clauses, rewrite sentences as directed, and replace indicated sections with single words / opposites / synonyms are to be taught.
To be assessed through paragraphs or sentences

Unit 2: Comprehension of an unseen passage

This should imply not only (a) an understanding of the passage in question but also (b) a grasp of general language skills and issues with reference to words and usage within the passage and (c) the power of short independent composition based on themes and issues raised in the passage.

Passages are to be taken from Literary / Scientific / Technical writing as well as from the fields of Journalism / Management / Commerce.

One passage is to be given. The length of the passage should be about 250 to 300 words.

Questions framed should include those which require recognition as well as analysis, interpretation and evaluation. To be assessed by both objective/multiple-choice and short-answer type tests.

Unit 3: Phonology and Stress Marking

This will involve training in sounds and correct pronunciation.

Unit 4: Social and Official Correspondence

Official Correspondence includes:

- a. Enquiries, Complaints and Replies; Representations
- b. Letters of application for jobs
- c. Letters to the editor and Social appeals in the form of letters/pamphlets.

Students should be acquainted with Different Parts of official correspondence and Seven Cs of communication.

Unit 5: Interpretation of Short Unseen Literary Prose Pieces (Fiction and non-fiction)

The pieces should conform to the practice of simple modern English, whatever their actual date. They should cover a range of authors, subjects and contexts. In all cases, the language should be accessible (with a modicum of explanation and reference to standard dictionaries) to the general body of students schooled in the medium of an Indian language.

Unit 6: i) Types of Logical Structures based on Analysis, Argumentation, Classification.

Comparison and Contrast and Cause and Effect relationship

Exemplification, Definition,

Statement- elaboration: Expanding points into paragraphs.

Listing, Chronological patterning, Process

Repetition, General- Specific, Specific-general

ii) Principles of Editing

Punctuation, Substitution of words, Restructuring of sentences, Re-organising sentence sequence in a paragraph, Use of link words and Principles of Coherence and Cohesion.

Unit 8 : Summary Writing

This is to create an awareness in students regarding the organization of material—the points and sub-points, the logical connection between these points. This will include making students aware of the notions of the “main idea”,/ “thesis statement” and the “ supporting ideas” ,with a view

to training them to shorten the material, to capture the essence and present it in a precise manner.

Unit 9: Interpretation of Technical Data

Students should be taught to read and interpret maps, charts, graphs. They should be able to write a paragraph based on the data given there.

Unit 10: Report Writing

Committee reports, news paper reports and activity reports. Two topics should be given in the examination and students should attempt one out of two.

Unit 11: Interpretation of Short Unseen Poems

With poetry, it may sometimes be advisable to include pieces from earlier periods, which are often simpler than modern examples. Students should be able to grasp the content of each piece; explain specific words, phrases and allusions; and comment on general points of narrative or argument. Students will write an appreciation / evaluation expressing their point of view based on the issues /themes raised in / arising out of the given piece of writing. A series of questions could be set to elicit the appreciation from the students.



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COMMUNICATION SKILLS IN ENGLISH

QUESTION PAPER PATTERN

Time : 03 hrs.

Marks : 100

Q. 1	(a)
Correct following sentences.	04
(b)	Fill
in the blanks	04
(c)	
Match the following	04
	(d)
Write the synonyms and antonyms for the followings.	
04	
(e)	
Mark stress on the syllables in the following words	04
Q.	2
Comprehension (02 passages)	20
Q. 3	(a)
Letters	14
(b)	
Short notes	06
Q. 4	(a)
Report	12
(b)	
Short notes (Any two)	08
Q. 5	(a)
Summary Writing	07
(b)	
Interpretation of Technical Data	05
(c)	
Interpretation of Unseen Poem	08



BASIC LANGUAGE SKILLS : GRAMMAR AND USAGE PART - I

Unit Structure

- 1.0 Objectives
- 1.1 Introduction
- 1.2 Sentence: Its Parts and Kinds
- 1.3 Parts of Speech
 - 1.3.1 Nouns: Kinds, Number and Gender
 - 1.3.2 Pronouns: Persons and Types of Pronouns
 - 1.3.3 Adjectives: Its types
 - 1.3.4 Verbs: Transitive and intransitive verbs, participle, gerund and Auxiliary verb
 - 1.3.5 Adverbs: Its Types
 - 1.3.6 Prepositions
 - 1.3.7 Conjunctions: Its types
 - 1.3.8 Interjections
- 1.4 Articles
- 1.5 Phrase and Clause
 - 1.5.1 Simple, Compound and Complex Sentences
- 1.6 Let Us Sum Up
- 1.7 Key to the Exercises

1.0 OBJECTIVES

- This unit will help you to understand the sentence as the structural and functional unit of the language
 - You will be able to identify various parts of the speech; choose their correct form and use them effectively.
-

1.1 INTRODUCTION

Grammar is vital for the efficient use of language in academic as well as social environment you already know that our speech is made up of sentences. A sentence is the basic unit of the written and spoken language. In this unit we will learn about various structural and functional parts of the sentence, their types, subtypes and their usage.

1.2 SENTENCE: ITS PARTS AND KINDS

When groups of words are arranged together as a coherent unit to make complete sense, it is called a sentence.

A sentence has two parts—i) subject ii) predicate

i) **Subject:** In every sentence there is a **doer or the person or the thing about which the sentence speaks**. This part is called **subject** of the sentence

ii) **Predicate:** The remaining **part of the sentence that tells something about the subject** is called the **predicate** of the sentence.

For Example: The teacher entered in the class.

This sentence speaks about the teacher and what the teacher did. Here, 'the teacher' is the subject and 'entered in the class' is predicate.

Kinds of sentences

There are four kinds of sentences.

Read the following sentences carefully.

- i) The captain stood on the deck.
- ii) Where are you going?
- iii) Come here.
- iv) How sweet the night is!

First sentence makes a statement. **A sentence that makes a statement or assertion is called Declarative or Assertive Sentence.**

Second sentence asks a question. **A sentence that asks a question is called Interrogative sentence.**

Third sentence gives a command or order. **A sentence that expresses a command is called an imperative sentence.**

Fourth sentence expresses happiness. **A sentence that expresses strong emotion is called an exclamatory sentence.**

[I] CHECK YOUR PROGRESS

A) Identify the subject and predicate in the following sentences.

- i) He is an avid reader.
- ii) John was the best performer of the show.
- iii) Health is wealth.
- iv) Take the book and sit down.

B) Identify the type of sentence by choosing the correct alternative.

- i) What a waste of time!(Assertive, Imperative, Exclamatory)
- ii) Where are you going? (Interrogative, Exclamatory, Imperative)

- iii) The Earth **revolves** around the sun.(Interrogative , Assertive , imperative)
iv) Be quiet. (Imperative, Exclamatory, assertive)
-

1.3 PARTS OF SPEECH

A sentence is further divided into various parts(words) according to the functions they do in the sentence. They are called **parts of speech** .They are eight in number :

- i) Noun ii) Pronoun iii) Adjective iv) Verb
v) Adverb vi) Preposition vii) Conjunction viii) Interjection

1.3.1 Noun: Kinds, Number and Gender

A Noun is a word used as the name of a person, place, or a thing. It includes the name of an object that we can perceive through our senses (sight, smell, touch, hearing, taste) as well as an object about which we can think but cannot perceive through the senses. There are various kinds of nouns.

i) Proper nouns :

They are the **names of particular persons, places, animals , objects , etc.**A proper name is always written with a capital letter in the beginning.

For Example : Himalaya is the tallest mountain in India.

Here **Himalaya and India** are the names of one specific mountain and one specific country respectively and cannot be applied to any another mountain and country ; and hence they are proper names.

ii) Common nouns :

Nouns other than proper nouns are called common nouns.

For Example In the above given sentence, mountain is a general category indicating the geographical structure and hence it is a common noun.

Common nouns can be Abstract nouns or Concrete nouns.

a) Abstract nouns :

Abstract nouns denote the ideas, qualities, and emotions about which we can think but which cannot be perceived by using our senses.

For Example: courage, kindness, beauty, honesty etc.

b) Concrete nouns :

Concrete nouns denote the animate or inanimate objects that can be perceived through our senses.

For Example book, road , cup , telephone water , noise etc.

iii) Collective nouns :

They stand for **a group of persons, animals, birds etc** and various other objects which are taken together as a unit.

For Example: army , fleet , police , herd , swarm, flock and so on.

iv) **Countable and Uncountable nouns :**

Countable nouns are the names of the objects that can be counted. Countable nouns have both singular and plural form.

For Example dog, person, note , table

Uncountable nouns are the names of materials, substances, concepts, qualities and such things which are not individual objects and cannot be divided into separate elements and hence cannot be counted.

For Example : milk, sugar , cake , kindness , love , water , smoke , electricity

Uncountable nouns are always treated as singular form and they use singular verb.

NOUNS : NUMBER: SINGULAR AND PLURAL

A noun that denotes single number is called singular

For Example : boy, crow, bag ,

A noun that denotes many numbers is called plural.

For Example : boys, crows, bags

General Rules to form plurals.

v) The plural form of most of the nouns can be obtained by adding 's' to the singular form.

For Example : Boy, Tree, River, Cap
 Boys, Trees, Rivers, Caps

vi) In nouns ending in s, sh, ch, x, and z, the plural form is obtained by adding 'es' to the singular form.

vii) For Example :

Class, Bush, Watch, Box, Quiz, Fuzz
Classes, Bushes, Watches, Boxes, Quizzes, Fuzzes

Note : In case of nouns ending in 'z' , if the noun has double z at the end in the singular form then 'es' is directly added to the singular form to form the plural ; but if the singular form has single 'z' at the end then 'z' is added to the singular form before adding 'es' to form the plural

i) Nouns ending in 'y' and preceded by consonant , form the plurals by changing 'y' to 'i' and adding 'es' to the singular form.

For Example : Lady Duty Story Berr
 Ladies Duties Stories Berries

ii) In nouns ending in 'o', plurals are formed by adding 'es' or 's' to the singular form.

For Example : Mango Buffalo Piano
 Ratio
 Mangoes Buffaloes pianos Ratios

viii) Though the suffix 'ess' is commonly used to change the gender there are some irregular suffixes used to form the feminine form.

For Example :

Czar	Hero	Signor
Czarina	Heroine	Signora

ix) Sometimes a word is placed before or after the masculine noun to form the feminine form.

For Example :

Bull- calf	He-goat	Grand-father	Milk –man
Cow-calf	She-goat	Grand-mother	Milk-maid

1.3.2 Pronoun : Persons and Types of Pronouns

Pronoun is a word used in the place of a noun.

For Example: Neeta woke up late. Neeta slept late at night.

Neeta woke up late because **she** slept late at night.

Here 'she' is used instead of Neeta, so it is a pronoun..Since nouns follow number and gender, pronouns too follow them. 'He' is masculine pronoun, 'she' is feminine and 'it' is neuter one 'I', 'He', 'She', 'It' are singular pronouns while 'we', 'our', 'us', 'they' are plural pronouns.

Persons

When we talk to others we refer to ourselves as 'I' or 'we'; the person to whom we are talking as 'you' and the person or thing about we are talking as 'he', 'she' or 'it'. This is called, persons.

Thus the relationship between the addresser ,the addressee and the subject of the address is called persons. There are three persons in English language.

See the table below.

Persons	Singular	Plural
1 st	I	we
2 nd	you	you
3 rd	he	they
	She	they
	It	they

Gender of the pronouns

First Person Pronouns : Masculine or Feminine

Second Person Pronouns : Masculine or Feminine

Third Person Pronouns : He –Masculine

She-Feminine

It-Neuter

They- Any gender can be applied as per the specification.

Types of pronouns :

i) Personal pronouns :

The pronouns that denote various persons are called personal pronouns. Generally 'it' substitutes a noun representing inanimate object, so it is called ***impersonal*** pronoun.

Read the following sentences carefully to understanding the use of impersonal pronouns

It was at school that the two friends met.

It was raining heavily.

Note that 'it' does not work as a substitute for any noun.

ii) Reflexive and emphatic pronouns :

When 'self' is added to personal pronouns, compound personal pronouns are formed. For Example myself, himself

Depending upon the use of the compound personal pronouns, there are two types.

Read the following sentences carefully.

i) He killed himself in despair.

ii) At last we found ourselves sitting in the stadium.

Here you will notice that, the compound personal pronouns are the objects of the respective verbs and they refer to the respective subjects .Here, 'himself' refers to 'he' and 'ourselves' refer to 'we'. Thus they help to reflect the action back to the subject. Hence they are called Reflexive Pronouns.

Emphatic Pronouns :

I **myself** saw the girl yesterday.

You **yourself** have to do it.

Here you will notice that compound personal pronouns (words in bold) are used to emphasize the action; and hence they are called Emphatic pronouns.

iii) Demonstrative Pronouns :

The pronouns that are used to refer to and point out the objects are called Demonstrative Pronouns.

For Example :

i) That is his house.

ii) These are my options for the extracurricular activities.

iii) Both the dresses are of reasonable price but this one is cheaper than that.

Here 'that', 'these' and 'both' point out the objects that are the subjects of the respective sentences.

iv) Indefinite Pronouns :

Read the following sentences carefully.

- a) One should exercise regularly to stay healthy.
- b) None of her arguments were true.
- c) They believed him to be a generous man.
- d) Someone should come forward.

In all the above given sentences, 'one', 'none', 'they', 'someone' refer to person or persons in general but they do not stand for a particular person or persons. Hence they are called Indefinite pronouns. **Thus the pronouns that refer to a person, persons or things in general are called Indefinite pronouns.**

Note : In the sentence number (d) above, you will notice that 'someone' is a compound word and it is called compound indefinite pronoun. Other such pronouns are 'anyone', 'anybody', 'anything', 'everyone', 'everybody', 'everything', 'none' (not+one), 'nobody', 'nothing', 'somebody', 'something', 'another' (any+other)

v) Distributive Pronouns :

- a) Each of the boys took his turn on the guard duty.
- b) Either of us should go at the railway station.
- c) Neither of the key was fitting the lock.

Here you will notice that 'each', 'either', 'neither' refer to the persons or things, one at a time; and hence they are called Distributive Pronouns. **Thus the pronouns that are used to denote singular person or thing one at a time are called Distributive Pronouns.** They always use singular verb.

vi) Relative Pronoun :

Seema is the girl. We met Seema at the mall yesterday.

Seema is the girl **whom** we met at the mall yesterday.

Here you will observe that 'whom', the pronoun stands for 'seema' the antecedent. **Thus the pronoun that refers to or relates to the antecedent is called Relative Pronoun** 'who', 'whom', 'what', 'which', 'whose' and 'that' are the Relative Pronouns. Adding 'ever' and 'so ever' to the Relative Pronouns, (except 'that') you get Compound Relative Pronouns, 'whosoever', 'whoever', 'whomsoever', 'whichever', 'whoseever', 'whatsoever', 'whatever'.

For Example : Whoever comes first will get the seat.

1.3.4 Adjective : Its Types

An adjective is a word that describes or gives more information about the noun is called adjective.

For Example : Neema is a **pretty** girl.

Types of Adjectives.

i) Adjectives of Quality :

The adjective that denotes the quality of the noun is called adjective of quality.

For Example: Tanya is a **brave** girl.

Here 'brave' denotes the quality of the common noun 'girl' and hence is an adjective of quality.

ii) Adjective of Quantity :

The adjective that tells about the quantity of the thing denoted by the noun is called Adjective of Quantity.

Note that by 'Quantity' the general quantity is meant and not the numbers of individual objects.

For Example :

i) We ate **some** rice as there were no rotis left.

ii) He had **sufficient** knowledge of the subject.

Here '**Some**' and '**sufficient**' are the Adjectives of Quantity.

The question 'how much' gives you the answer as adjective of quantity.

iii) Adjectives of Number :

The adjective that shows the number of person or thing is called Adjective of Number.

For Example :

a) There were **ten** people in the group.

b) **Most** of the girls from the class went for the athletics.

c) Teacher liked **some** of my pictures.

Here '**ten**', '**some**' and '**most**' are the Adjectives of Number. You can identify them by asking the question, 'how much'. The adjectives of number are of three types.

a) Definite numeral adjectives

When the Adjective of number denotes the exact number (cardinal or ordinal) it is called the Definite Numeral Adjective.

For Example :

a) She gets the salary on 10th day of every month.

b) Leena has six pet dogs.

c) Indefinite Numerical Adjectives

When Adjective of Number does not denote the exact number but still mean to refer to the number, it is called Indefinite Numeral Adjectives.

For Example : Many people were affected by the heavy rains.

vii) Distributive Numeral Adjectives :

a) **Each** girl was asked to go on the field trip.

b) **Neither** option is applicable here.

Here adjectives 'each' and 'neither' refer to every single number of the group. **Thus the adjective that shows the distributive quality by referring to every single number of the group, is called Distributive Numeral Adjective.**

viii) **Demonstrative Adjectives :**

a) **These** bags are mine.

b) **That** house belongs to him.

Here the adjectives 'these' and 'that' point at the objects 'bags' and 'house'. Thus, **the Adjective that is used to demonstrate the object is called Demonstrative Adjectives.**

1.3.4 Verbs : Transitive and Intransitive

Verbs, Participle Gerund and Auxiliary Verbs

a) Isha **walks** to school.

b) The forest **is** dark.

c) Leena **was punished**.

Herein sentence (a) '**walks**' tells us about what the subject 'Isha' is doing. In sentence (b) '**is**' tells us about the state of the subject 'forest'.

In sentence (c) '**was punished**' tells us about what was done to the subject 'Leena'. Here '**walks**', '**is**', and '**was punished**' are the verbs. **Thus a Verb is a word that tells us something about what the subject did, what was done to the subject, or the state of the subject.**

Transitive and Intransitive verbs :

In order to understand the transitive and intransitive verbs we must know the concept of direct and indirect objects.

a) I stopped the car.

b) Grandmother gave me the cake.

In sentence a) 'I' is the doer / subject. 'Stopped' is the action done by the subject and 'car' is the object of that action. The action is directly done to the car. Thus **the object that directly receives the action of the verb is called the direct object.** When you ask a question with "what" or "which" to the subject you will get the direct object.

In sentence b) 'Grandmother' is the subject; 'gave' is the action done and 'cake' is the object. But the 'cake' is given to 'me'. Thus the object towards which the action is directed is, 'me' Here 'me' is the indirect object. **Thus the objects that are not direct recipient of the action of the verb are called indirect objects.** When you ask a question with "whom" to the subject you will get the indirect object.

In sentence a) 'stopped' is transitive verb. Thus **transitive verb is a verb which is followed by direct object.**

The car stopped suddenly.

Here, 'car' is the subject, 'stopped' is the verb but the object of the action is absent. Thus **intransitive verb is a verb which is not followed by the object of its action.**

Agreement of the verb and the subject.

You have seen before that there are three persons (refer –personal pronouns) which are applied to pronouns. Nouns and pronouns follow singular and plural forms. And just like nouns and pronouns, verbs too follow number forms and persons. Hence a verb and its subject both must have the same person and the number form (singular/plural). This is called the agreement of the verb and the subject. A singular subject should have a singular verb and plural subject should have plural verb.

Infinitive verbs

When the verb follows 'to', it is called infinitive form.

For Example To eat, To run, To drink

Teacher told the class to stay quiet.

Here 'told' is the main verb and 'to stay' is the infinitive verb. The action of the infinitive verb is not limited and hence the name.

Read the following sentences carefully

- a) I let him do it.
- b) They can dance.

Here 'do', and 'can' are infinitive verbs without 'to'.

The participle :

Participle is a form of verb that shows the qualities of both, a verb and an adjective.

Present participle :

Present participle is formed by adding the suffix 'ing' to the verb. It is used when the action is in the present tense (see Tenses) and is ongoing or incomplete.

For Example Teacher entered the classroom **carrying** books.

Past Participle :

Past participle is formed by using the past perfect form of the verb. It shows that the action is complete.

For Example : **Drawn** by the sweet music he entered the room.

Perfect Participle :

Perfect participle is formed by placing 'having' before the past perfect form of the verb. It shows the action has completed sometime in the past.

For Example : **Having spent** all the money he felt guilty.

Gerund : Verbal Noun

Gerund is the 'ing' form of the verb and it shows the qualities of both the verb and the noun.

For Example : We like seeing movies.

Cleaning is her favorite hobby.

Here '**cleaning**' and '**seeing**' act like verbs by referring to the action related to main verbs and they also act like adjectives by being the objects of the verbs, 'like' and 'is'. Hence 'seeing' and 'cleaning' are gerunds.

Auxiliaries :

Auxiliary verbs are the verbs which combine with the other verbs to form tenses, commands, questions, question tags, negatives and passive voices. They are, 'be' (am, was, are, were etc.), 'have', 'do', 'can', 'could', 'may', 'might', 'shall', 'should', 'will', 'would', 'ought', 'must', 'used', 'need' and 'dare'. Of these, 'can', 'could', 'may', 'might', 'shall', 'should', 'will', 'would', 'must', 'used', 'dare', 'ought', 'need' are special verbs in that they combine with other verbs to express permission, probability, request, certainty, necessity, capacity, future tense, etc.

They are called **Modal auxiliaries**. Modal Auxiliaries do not take 's' in third person singular and they do not carry suffix 'ing' and also they do not have an infinitive form.

Example of auxiliary verbs

They have to go .Don't they? (Question Tag)

Do they have to go? (Question)

They don't have to go. (Negative)

Example of Modal Auxiliaries.

Can you buy the books for me? (Capacity)

May I go now? (Permission)

May God bless you. (Wish)

1.3.5 Adverb : Its Types

An adverb is a word that adds more meaning to or changes the meaning of verb, adjective or another adverb.

For Example :

a) Ramesh writes slowly.

b) The scene was very pleasant.

c) Reema memorized the answer quite correctly.

Here '**slowly**' tells us more about the **verb** '**writes**', '**very**' modifies the **adjective** '**pleasant**' and '**quite**' modifies the **adverb** '**correctly**'. 'slowly', 'very' and 'quite' are adverbs.

Kinds of Adverbs

i) Adverbs of Time : ***They answer the question 'when' and show the time or relative time of the action.***

For Example : I went for the walk yesterday.

He will soon be going to school.

Here 'yesterday' and 'soon' both show the time of action, but 'soon' denotes relative time.

ii) Adverbs of Place : **They answer the question 'where' and show the place of action**

For Example: The dog follows Neeta **everywhere**.

iii) Adverbs of frequency : **They answer the question 'how often' and show the frequency of the action.**

For Example: She goes for shopping **once a week**.

iv) Adverbs of manner : **They answer the question 'how' , 'in what manner'.**

For Example : The soldier fought bravely.

v) Adverbs of Reason : **They refer to the reason of the action.**

For Example : She therefore left the office.

vi) Adverbs of Degree /Quality : **They answer the question 'to what extent' or ' how much'.**

For Example : Both of them are **equally** right.
These bananas are **very** sweet.

1.3.6 Preposition

a) The dog sat **under** the table.

b) The book is **on** the table.

In sentence a) '**under**' join the words 'sat' and 'the table' and shows the relationship between them. Also 'on' join the words 'is' and 'the table'. Thus **a Preposition is defined as a word that is written before a noun or pronoun, and which shows the relation of the person or thing or quality denoted by that noun or pronoun to something else.**

Prepositions : In , out ,off, of , up, down, for, at, to, from, by, till, with, within, without, through, above, below, beneath, beside, beyond, between, underneath, across, outside

Read the following sentences carefully.

a) Come in

b) The biscuits are in the jar.

Here in the first sentence ,'**in**' gives the information about the verb '**come**' ,so it is an adverb. But in the second sentence '**in**' join the words '**are**' and '**the jar**' and it shows the relationship between them and therefore is a preposition.

1.3.7 Conjunction : Its Types

a) Rice **and** dal is staple Indian diet.

b) The fort is captured **but** the lion is dead.

In sentence a), 'and' join the two words. In sentence b), 'but' join the two sentences. Thus Conjunction **is a word which merely joins together two sentences or two words.**

Conjunctions: and, or, if, that, but, where, or, also, still, since, only, after, before, because, as, neither.....nor, either.....or, not only.....but also

Note : There are some conjunctions that are always used in pairs
For Example : neither.....nor, either.....or, not only.....but also

Types of Conjunctions :

- a) Coordinating conjunctions
- b) subordinating conjunctions

Read the following sentences carefully.

- i) I waited on the station but the train did not arrive.
- ii) Since you asked, I am going to tell you the story.

Here in the first sentence, 'I waited on the station' and 'the train did not arrive' are two independent clauses; joined by the conjunction 'but'. They can stand as the sentences of complete meaning if separated, by removing the joining conjunction. They are called **main/ principal clauses**. Thus **conjunctions which join together the two or more independent clauses are called coordinating conjunctions.**

In the second sentence, 'since' is conjunction and 'since you asked' and 'I am going to tell you the story.' are the two clauses. Second clause can stand on its own as an independent sentence and it is the main clause. However the first clause depends on the second clause for its complete meaning. Here 'Since' is subordinating conjunction and the clause 'since you asked' is Subordinating clause. Thus **conjunctions which join one or more dependent or subordinate clauses to the independent or main clause are called subordinating conjunctions.**

1.3.8 Interjection

- a) Alas! She is dead.
- b) Hush! The baby is asleep.
- c) Oh! Aren't the exams over yet?

Here 'Alas', 'Hush', 'Oh' express the sudden and intense emotions. Also you will notice that they are not grammatically related to the other parts of the sentence. They are interjections. Thus an **interjection is a word that expresses sudden emotion and is structurally unrelated to the rest of the sentence.**

[II] CHECK YOUR PROGRESS

A) Identify the Part of speech of underlined words.

- 1) The batsman hit the ball hard.
- 2) Neela and her friend went home together.

- 3) The grapes were sour but the bananas were sweet.
4) She walked very gracefully.

B) Fill in the blanks using correct prepositions.

- 1) He fell _____ the stairs and broke his ankle.
- 2) The minister personally spoke _____ the people who were waiting _____ him.
- 3) Gandhiji impressed _____ people, the importance _____ nonviolence.
- 4) We shouldn't think only _____ ourselves all the time.
- 5) Passages _____ Shakuntala are still revered _____ the academics.

C) Choose the correct adjectives.

- 1) A _____ sleep is necessary for health. (beauty, sound, dreamy)
- 2) _____ words leave _____ impact on the mind. (harsh, soft, deep)
- 3) She is an _____ reader, but has a _____ memory. (average, good, narrow)
- 4) His _____ help saved the day. (good, lovely, timely)
- 5) She is a _____ person, but an _____ leader. (polite, assertive, avid)

D) Fill in the blanks with correct conjunctions.

- 1) It is natural to get tempted _____ the temptation does not help us.
- 2) One should exercise regularly _____ one wants to stay healthy.
- 3) It is _____ wise _____ profitable to be lazy.
- 4) _____ he was ambitious, he was not greedy.
- 5) The movie had already started _____ we reached the theatre.

E) Choose the correct alternative for the underlined words.

- 1) I saw Tanya carrying a large pile of books in her hands. (gerund, participle)
- 2) Knitting is my grandmother's favorite hobby. (Gerund, participle)
- 3) Owing to his leg injury, he walked slowly. (Adverb of manner, adverb of frequency.)

- 4) In Mumbai, the rains often bring life to a standstill. (Adverb of time, adverb of frequency)
- 5) In some regions, it rains throughout the year. (Transitive verb, intransitive verb)

1.4 ARTICLES : DEFINITE AND INDEFINITE

An article is a word that modifies the noun. There are two kinds of articles.

i) *Definite articles* ii) *Indefinite articles*

Read the following sentences carefully.

Diamond is **a** precious stone.

The party continued for **an** hour.

In sentence a), 'a' informs about 'diamond', but it does not speak about any specificity of the diamond. Similarly 'an' informs about 'hour' in non particular, vague way. They are Indefinite articles **An article which modifies the noun in general way without referring to it is called indefinite article.**

Note : The use of 'a' or 'an' depends upon the initial sound of the noun which is being modified by the article. When there is consonant sound, article 'a' is used; and in case of vowel sound article 'an' is used.

In the second sentence, article 'the' is used to modify 'party'. This is because it is one specific party, which continued for one hour, and not any party. **An article which modifies the noun in particular way and denotes its specificity is called Definite Article.**

Note : Indefinite article is used only for singular nouns while definite articles are used for both, singular as well as plural nouns.

1.5 PHRASE AND CLAUSE

i) He is **an honest man**.

ii) He is a man **who is honest by nature**.

In sentence i), 'an honest man' is a group of words, which makes sense as a part of the given sentence, but if separated from the sentence it does not make complete sense and cannot stand on its own. Also it does not have a verb. However, in sentence ii), 'who is honest by nature' is a group of words which not only makes sense as the part of the sentence but also after being separated from it. It can stand on its own as a complete sentence with 'who' as the subject, 'is honest by nature' as the predicate and 'is' as the verb. ('who', the personal pronoun can be replaced by the noun and the subject of the sentence.) Here, 'an honest man' is a phrase and 'who is honest by nature' is a clause.

Phrase is defined as the group of words which makes sense as the part of the sentence but does not make complete sense

when separated from the sentence and which does not have a finite verb.

Clause is defined as the group of words which makes complete sense, both as a part of the sentence and as a separate entity and which contain a verb.

Based on subordinate clause and coordinate clause there are three types of sentences.

- i) The sentence in which two or more principal or main clauses are joined together by the coordinating conjunctions is called **Compound** sentence.
- ii) The sentence in which one or more subordinate clauses are joined to the principal or main clause, by the subordinating conjunctions, is called **Complex** sentence.
- iii) The sentence made of only one clause, (one subject and one predicate with one verb,) is called **simple** sentence.

[III] CHECK YOUR PROGRESS

A) Fill in the blanks with correct articles.

- 1) _____ King of Magadha was _____ kind ruler.
- 2) _____ hour is _____ long time to wait.
- 3) In _____ market she saw _____ large decorated wooden egg kept for sale.

B) Join the clauses.

- 1) He didn't attend the party. It wasn't too late.
- 2) Marriage is a happy occasion. Marriage makes the parents of the bride sad.
- 3) It is difficult to get this job. You must have very good scores.

1.6 LET US SUM UP

- A sentence has two parts: subject, and predicate. There are four types of sentences: Assertive, Interrogative, Imperative, and Exclamatory.
- Functionally, there are 8 parts of speech. They are: Noun, Pronoun, Adjective, Verb, Adverb, Preposition, Conjunction, and Interjection.
- There are two types of articles: Definite and Indefinite.
- A 'Clause' is a group of words which can stand independently, while a 'Phrase' is a group of words which does not have any independent meaning.
- Based on the type of conjunctions that join the clauses, there are three types of sentences: Simple, Compound, and Complex.

1.7 KEY TO CHECK YOUR PROGRESS

[I] A) Subject : (1) he (2) John (3) health (4) you, it is assumed, but is absent in the sentence.

Predicate : (1) is an avid reader (2) was the best performer of the show is wealth (3) take the book and sits down.

B) (1) exclamatory (2) interrogative (3) assertive (4) imperative

[II] A) (1) batsman, ball: common noun, hit: transitive verb

(2) Neela : proper noun, her : personal pronoun

(3) Sour, sweet: adjectives

(4) She: pronoun, gracefully: adverb of manner, often: adverb of frequency

B) (1) off (2) to, for (3) on, of (4) about (5) from, by

C) (1) sound (2) harsh, deep (3) average, good, (4) timely (5) polite, assertive

D) (1) but (2) if (3) neither, nor (4) although (5) when

E) (1) participle (2) gerund (3) adverb of manner

(4) adverb of frequency (5) intransitive verb

[III] A) (1) the, a (2) an, a (3) the, a

B) (1) He did not



**BASIC LANGUAGE SKILLS :
GRAMMAR AND USAGE
PART - II**

Unit Structure

- 2.0 Objectives
- 2.1 Introduction
- 2.2 Transformation of Simple compound and complex sentences
 - 2.2.1 Conversion of Simple Sentences into Compound and Complex sentences
 - 2.2.2 Conversion of Compound sentences into simple and Complex Sentences
 - 2.2.3 Conversion of complex Sentences into simple and Compound sentences
- 2.3 Use of, Not Only....But Also, Either....Or, and Neither....Nor
- 2.4 Degrees of Comparison: Its usage
 - 2.4.1 Degrees of comparison: Positive Comparative, superlative
 - 2.4.2 Interchange of Degrees of Comparison
- 2.5 Active and Passive Voice
- 2.6 Tenses: Its Types
- 2.7 Direct and Indirect Speech
- 2.8 Let Us Sum Up
- 2.9 Key to the Exercises

2.0 OBJECTIVES

- This part will help you to analyse sentences structurally and functionally for the practical usage.
- You will be able to do the effective transformation of the sentences without the change in their meaning, and use them with grammatical correctness in written as well as spoken language.

2.1 INTRODUCTION

Along with the knowledge of correct grammar, it is important to know its correct practical use. In this part, you will study sentences in larger context for social as well as academic purposes. You will learn to construct and synthesize the sentences.

You will also learn to transform the sentences without changing their meaning.

2.2 TRANSFORMATION OF SIMPLE, COMPOUND AND COMPLEX SENTENCES

2.2.1 Conversion of simple sentences into complex and compound sentences

- i) Neema studied hard.
- ii) Neema passed with good marks.
- iii) Neema studied hard and she passed with good marks.
- iv) Since Neema studied hard she passed with good marks.

Here, sentences (i) and (ii) are simple sentences. In the third sentence, they are joined by the suitable coordinating conjunction to form one compound sentence. Since the given simple sentences have a cause – effect relationship and nearly equal status, here the conjunction **‘and’** is used. In the fourth sentence, they are joined by the subordinating conjunction **‘since’** placed at the beginning; to form the complex sentence. Here the cause-effect relation is highlighted.

2.2.2 Conversion of compound sentences into simple and complex sentences.

- i) She must study hard or she will fail. (Compound)
- ii) She must study hard to avoid the failure. (Simple)
- iii) Unless she studies hard, she will fail. (Complex)

Here, in the second sentence, we have removed the coordinating conjunction **‘or’** and converted the second main or principal clause, **‘she will fail’** into the phrase, **‘to avoid the failure’** to form the simple sentence. In the third sentence, we used the subordinating conjunction **‘unless’** at the beginning of the sentence to form the complex sentence.

2.2.3 Conversion of complex sentences into simple and compound sentences.

- i) He sold the property which belonged to family. (Complex)
- ii) He sold his family’s property. (Simple)
- iii) The property belonged to his family but he sold it. (Compound)

Here, in the second sentence, we converted the subordinate clause **‘which belonged to his family’** into the phrase **‘his family’s’** to form the simple sentence. In the third sentence, we

used the coordinating conjunction 'but' to form the compound sentence.

Note : Always convert the suitable clause into the phrase to form the simple sentence; and use the suitable conjunctions to form complex and compound sentences.

2.3 USE OF NOT ONLY... BUT ALSO, EITHER... OR, AND NEITHER... NOR

Earlier we have seen that these conjunctions are always used in pairs. In this section we will learn how to use them to join the sentences without changing their meaning.

- i) He is kind. He is generous.
Not only is he kind but also generous.
- ii) He ate chapatti and rice.
He ate not only chapatti but also rice.

Here, in first sentence we used the paired conjunctions to join the two sentences but in the second sentence we used them to join the two words.

- i) Neeta cannot work and study at the same time.
Neeta can either work or study at the any given time.
- ii) Violence should not be accepted. It cannot be used against others.
Violence should neither be accepted nor used against others.

After reading above sentences you will notice that the paired conjunctions 'either... or' and 'neither... nor' remove the negating words in the negative sentences. 'Either... or' is used when any one of the two choices is available, while 'Neither... nor' is used when both the choices are un available; and 'not only... but also' is used when both of the given instances are acceptable.

1.4 DEGREES OF COMPARISON

1.4.1 There are three degrees of comparison in English language. They are Positive, Comparative and Superlative.

- i) Nisha is **as tall as** Meena. (Positive Degree)
- ii) Mitali is **taller than** Nisha. (Comparative Degree)
- iii) Seema is **tallest of** them all. (Superlative Degree)

When there is similarity between the given entities, the degree is said to be Positive Degree. Its indicators are, **as... as** or **so... as**.

When one entity is higher than the other, the degree is said to be Comparative Degree. Its indicators are the word **than** and the comparative form of the attribute, suffix '**er**'.

When one entity surpasses all the remaining in the particular attribute or quality, the degree is said to be Superlative Degree.

Its indicator is the **superlative form** of the attribute under comparison, suffix 'est' Sometimes suffixes 'er' and 'est' can not be used. In such cases, words 'more' (for comparative) and 'most' (for superlative) are used.

For Example : Important more important most important

In case of irregular degrees of comparison, there are different words for different degrees.

For Example : Good Better Best

2.4.2 Interchange of the degrees of comparison.

A) Change the degree from Positive to Comparative and Superlative.

- i) He is as smart as any other boy in the class.
(Positive)
- ii) No other boy in the class is smarter than him.
(Comparative)
- iii) He is the smartest boy in the class. (Superlative)

B) Change the degree from Comparative to Positive and Superlative.

- i) Mahabaleshwar is cooler than Lonavala.
(comparative)
- ii) Lonavala is not as cool as mahabaleshwar.
(Positive)

Here we cannot change the first sentence into the superlative degree because the comparison is between two entities and not many.

C) Change the degree from Superlative to Comparative and Positive.

- i) Himalaya is the tallest mountain in India.
(Superlative)
- ii) No other mountain in India is as tall as Himalaya.
(Positive)
- iii) Himalaya is taller than any other mountain in India.
(Comparative)

Note : The meaning of the given sentence should not be changed while changing the degree.

2.5 ACTIVE AND PASSIVE VOICE

When the sentence is presented through the point of view of the subject; the subject is the agent of the action and the action verb is used to denote the action, it called active voice. They have a subject a verb and a direct object.

For Example : Mr. Sharma clicked the photograph.

Here 'Mr. Sharma', the subject is the doer of the action. The action is indicated by the action verb 'clicked'. The object of the action is 'photograph'.

When the sentence is presented from the point of view of the 'object'; the subject is not the agent of the action and the action is shown through the passive verb, it is called the Passive voice. The sentence has only an object, and a verb. The subject placed at the end can be omitted.

For Example : The photograph was clicked by Mr. Sharma.

Here object '**photograph**' is given the main position, and the action is denoted by the passive verb, '**was clicked**'. The subject **Mr. Sharma** can be omitted.

Read the following sentence carefully.

The grandmother gave the sweets to me. (Active Voice)

Here, '**sweets**' is the direct object and '**me**' is indirect object.

We can change this sentence into passive form by two ways..

- i) The sweets were given to me by the grandmother.
(Direct object as the subject)
- ii) I was given the sweets by the grandmother.
(Indirect object as the subject)

2.6 TENSES : ITS TYPES

You have learned earlier that the verb denotes action. The action may be happening in the present time or it may have happened in the past time or it may happen in the future. **Thus depending upon the time of the action or state there are three tenses of the verbs.**

- i) Present tense: In this tense the verb shows that the action is in the present time
- ii) Past tense: In this tense the verb indicates that the action has happened in the past.
- iii) Future tense: In this tense the verb indicates that the action will happen in the future.

Depending upon the completeness or incompleteness of the action each tense is further divided into four types.

- i) Simple: In this the action is simply mentioned.
- ii) Continuous: In this the action is incomplete and ongoing.
- iii) Perfect: In this the action completes.
- iv) Perfect Continuous: In this the action is ongoing at the time of reporting the speech.

Read carefully the examples given below. The verb used is 'to eat'.

Simple Present Tense: I eat the mango.

Present continuous Tense: I am eating the mango.
Present perfect Tense: I have eaten the mango.
Present perfect continuous: I have been eating the mango.
Simple Past Tense: I ate the mango.
Past Continuous Tense: I was eating the mango.
Past Perfect Tense: I had eaten the mango.
Past Perfect Continuous Tense: I had been eating the mango.
Simple Future Tense: I shall eat the mango.
Future Continuous Tense: I shall be eating the mango.
Future perfect Tense: I shall have eaten the mango.
Future Perfect Continuous Tense: I shall have been eating the mango.

2.7 DIRECT AND INDIRECT SPEECH

When we want to report a conversation to someone who was absent at the time of actual conversation, we can do it by two ways.

- i) ***Quoting of the actual speech of the speaker is called Direct Speech.***
- ii) ***Reporting the speech of the speaker into one's own words is called Indirect or Reported Speech.***

For Example : Leena said, "I am helping my mother now."
(Direct Speech)

Leena said that she was helping her then. (Indirect Speech)

The direct speech is marked with double inverted commas. Here 'said' is called principle or reporting verb. There are some changes made while changing the direct speech into indirect speech.

Rules of changing the Direct Speech to Indirect / Reported Speech.

- i) Remove the double inverted commas and use the conjunction 'that' after the reporting verb.
- ii) If the reporting verb is in the past tense then change the whole speech into the past tense. But if the reporting verb is in the present tense then do not change the tense.

For Example :

- a) She said, "I like shopping." (Reporting verb 'said' is in past tense. Direct speech – simple present tense)
She said that she liked shopping. (Direct speech changes to simple past tense)
- b) she says, "I like shopping." (Reporting verb 'says' is in present tense. Direct speech - simple present tense)
She says that she likes shopping.

Note the changes in the tense of the direct speech in other cases.

- c) "I am going to the mall" said Vishal. (Present continuous tense)
Vishal said that he was going to the mall. (Past continuous tense)
- d) The teacher said,"Mitali has passed with good grades."(Present perfect tense)
The teacher told that Mitali had passed with good grades. (Past perfect tense)
- e) He said,"I went to meet my friend yesterday." (Simple past tense)
He said that he had gone to meet his friend the day before. (Past perfect tense)
- f) "I was travelling yesterday." Said Mr. Murthy. (Past continuous tense)
Mr. Murthy said that he had been travelling the day before. (past perfect continuous tense)
- g) The contractor said ,"I shall start the work tomorrow." (Simple future tense)
The contractor assured that he would start the work the next day. (Simple past tense)
- iii) Change the first and second person into appropriate third person pronoun.
- iv) Change the words indicating time and place in present tense into their correct past tense.

Present tense	Past Tense	Present Tense	Past Tense
a) Now	: then	f) today	: that day
b) Here	: there	g) tomorrow	: the next day
c) Ago	: before	h) yesterday	: the day before
d) This	: that	i) last night	: the night before
e) Thus	: so		
v)	Reporting verb can be changed to commented, stated, told explained, informed etc. while changing the speech from direct to indirect as per the tone of the direct speech.		

For Example :

- a) "can I come to your house." she said. (Interrogative sentence)
She enquired whether she can come to my house.
- b) The judge said to the accused,"answer the question." (Imperative sentence)

The judge commanded the accused to answer the question.

- c) She said, "How generous of me to help me!"
(Exclamatory sentence)
She exclaimed that it was very generous of him to help her.
- d) "do not do it again please!" She told him. (Request)
She begged him not to do that again.

Check Your Progress

Rewrite the sentences as directed.

- 1) She is intelligent. She is brave too. (Use 'not only... but also')
- 2) He cannot study law and medicine together. (use 'either... or')
- 3) She gifted the picture to her friend. (Change the voice)
- 4) It was not too hot. It was not too cold either. (Use 'neither... nor')
- 5) Having acted in dramas before, she decided to pursue acting as a career. (Form a compound sentence)
- 6) Gold is not the costliest metal. (Change the degree to positive)
- 7) He was praised by everyone for his brilliant speech. (Change the voice)
- 8) It was raining lightly and he decided to take an umbrella. (form a complex sentence)
- 9) Ganga isn't the largest river in the world. (Change the degree to comparative)
- 10) He is a better basketball player than everyone else in the team. (Change the degree to superlative)
- 11) Teacher announced, "I have corrected all the answer sheets." (Change to indirect speech)
- 12) I informed him that he should meet me the next day. (Convert to direct speech)
- 13) The noise was unbearable, so I decided to install special windows. (Form simple sentence)
- 14) The weather today was as bad as it had been yesterday. (Change to comparative degree)
- 15) "Did you go to the tuition?" asked her mother. (Change to indirect speech)

2.8 LET US SUM UP

There are three degrees of comparison-positive, comparative and superlative.

Paired conjunctions can be used to join two sentences without changing the meaning

Depending on the point of view of presentation of the sentence, there are two voices : Active, and Passive.

There are three tenses in English grammar: Present, Past, and Future. They are further divided into simple, continuous, perfect and perfect continuous.

Speech can be reported in two ways: Direct, and Indirect.

2.9 KEY TO CHECK YOUR PROGRESS

- 1) She is not only intelligent, but also brave.
- 2) He can study either law, or medicine.
- 3) The picture was gifted by her to her friend.
- 4) It was neither too hot nor too cold.
- 5) She had acted in dramas before, and she decided to pursue acting as a career.
- 6) Many other metals are as costly as gold.
- 7) Everyone praised him for his brilliant speech.
- 8) Since it was raining lightly, he decided to take an umbrella.
- 9) Many other rivers in the world are larger than Ganga.
- 10) He is the best basketball player in the team.
- 11) Teacher announced that he had corrected all the answer sheets.
- 12) I said to him, "You shall meet me tomorrow."
- 13) The noise being unbearable, I decided to install special windows.
- 14) The weather today wasn't worse than it had been yesterday.
- 15) Her mother inquired whether she had gone to the tuition.



COMPREHENSION OF AN UNSEEN PASSAGE

Unit Structure

- 3.0 Objectives
- 3.1 Introduction
- 3.2 Comprehension- What it means?
- 3.3 Ideas, Facts, Argument, Purpose, Tone and Attitude
- 3.4 Strategy to Answer Comprehension Passages
- 3.5 Literary Passages
Scientific & Technical Passages.
Journalism, Management and Commerce.
- 3.6 Let Us Sum Up
- 3.7 Glossary
- 3.8 Unit End Exercises

3.0 OBJECTIVES

- This unit helps you to understand the concept of comprehension.
- It presents the concepts of ideas, facts, argeement, purpose, tone and attitude.
- It also helps to write the answers of the questions based on given passage.

3.1 INTRODUCTION

Comprehension is a test of reading passages. A passage is an extract from some authentic and scholarly work of repute. A passage will consist of one or more paragraphs chosen at random but with a sense of continuity. It will have a theme and it will serve the purpose of providing material for testing comprehension. In this syllabus questions will test the understanding of the passage in question, a group of general language skills and the power of short independent composition based on the themes and issues raised in the passage. The question framed will include those which require recognition, analysis and evaluation both objective / multiple choice and short answers.

3.2 COMPREHENSION - WHAT IT MEANS?

A good writer will write every sentence or paragraph to take the reader towards the intended purpose of communication. There is also a third flow which is not always very obvious. This is a flow of certain feelings and attitudes about individuals, things, countries or whatsoever the author discusses. These flows are interrelated because to express facts certain type of expression is required. Expression involves feeling, different choice of words is necessary. The important process of understanding the relationship of parts with the whole passage is important in the overall comprehension of the passage.

3.3 Ideas, Facts, Arguments, purpose, Tone and Attitude

Comprehension requires that the reader understands the important facts, ideas and arguments which the author is expressing in the passage, idea means a belief or opinion or concept developed by the author. It may also mean a belief or opinion or concept developed by the author. It may also mean a mental picture or a sequence of thoughts that the author wants to express through his writing. The reader should here an understanding and appreciation of both the ideas and their sequencing.

Facts are something that exist or have happened. They may be proved by evidence or already established through logical reasoning.

Passages also have arguments. The author persuades the reader through arguments.

Good authors write purposefully. Every sentence in the paragraph has utility or relevance to the exposition the author is attempting. Over and above grammatical necessity, some words or sentences will have a very strong relationship or bonding with the purpose of the passage. Students should identify words, phrases and sentences which indicate the author's purpose.

Many passages will have underlying feelings of the author. The writer's feelings matter a lot in creating the intended effect in the reader's mind. A position taken by the author means that he has argued out on the basis of facts, opinion and then come to the conclusion about things, person etc.

3.4 STRATEGY OF ANSWERING THE QUESTIONS

Reading comprehension is an area where available strategy is very meager because of the great diversity of style and the

vastness of knowledge domain but the following table would be of help in determining the task for each question.

No.	Type of Question	Task	Language
1	Main Idea / Primary Purpose	To identify an answer choice which correctly summarizes the author's main idea in the passage	What is the main idea / purpose of the passage?
2	Factual Question	To locate and identify certain specific information	The questions generally ask 'What' 'When' 'Where' 'How' to elicit facts
3	Scanning Question	To find the place in the passage where some idea / fact is mentioned.	Where in the passage does the author mention --?
4	Title question	To identify a suitable Title	Give a suitable Title
5	Vocabulary in Content	To identify a synonym or antonym of a particular word in the passage	The word --- closest in meaning to ----
6	Inference Question	To draw conclusion based on information in the passage	Which of the following can be inferred from the passage?
7	Attitude Question	To identify the author's attitude	What is the author's attitude to --- ?
8	Further Application question	To apply certain ideas in the passage to another situation	Write a story based on ----

3.5 LITERARY PASSAGES

Sample 1

Read the following passage carefully and answer the questions given below.

Among the chief sources of education available to Tagore, was, a quiet garden adjoining his family house. Here he used to spend much of his time, absorbing the peace and beauty of nature. It was through this early contact with nature that he acquired the serenity of mood that distinguished him all his life. It was in this garden that he came to understand the principle of harmony that was at work throughout the Universe. At the same time, he formed the habit of observing and reflecting on things.

1) How did Tagore spend much of his time in the garden?

Ans :- absorbing the peace and beauty of nature

2) How did the garden near Tagore's house serve him?

Ans :- as a chief source of education

3) What did Tagore come to understand about universe?

Ans :- The principle of harmony.

4) Give the antonym of .

a) ugliness

b) chaos from the passage

Ans :- a) beauty b) harmony

5) Give a suitable title

Ans :- Tagore A Nature [Answer can vary]

Sample 2

On August 15,1947, India was granted independence from British colonial dominance. This was an event of international significance. From this day onwards, the Indian Union assumed a role in world politics that was appropriate enough to modify the thinking of nations. Concepts like non-alignment, tolerance, non-violence and peaceful co-existence were introduced by India into the international vocabulary.

"Our dreams concern India", said the first Prime Minister of the country, Pt Jawaharlal Nehru, on the eve of achieving freedom, "but they also concern the whole world, for the world has become one."

Mahatma Gandhi chose Nehru to become the first PM of independent India. With his vision of unity of the nation, he became the architect of modern India. It was to be a federal state based on secularism- the commitment to an Indian identity, which was above all races, castes, and religions.

It was a vision of extraordinary dimensions. Nehru as well as his daughter and successor, Indira Gandhi, were well aware that

only a firm anchorage in the Indian identity could unite the nation and enable it to make an impact on the world. In these days of mutual interdependence, the western powers and America cannot afford to ignore what is happening in this region. It is possible that the fate of the Asian democracies would one day be decided on the banks of the Ganges. If India fails to remain a democracy, this would trigger the fall of the whole of South and Southeast Asia. That is why the Indian Prime Minister has to play a role that goes well beyond duties related to internal affairs only. It is of international political significance.

1) What made Pt. Nehru the architect of modern India?

Ans :- due to his vision of the unity of the nation.

2) Which concepts have been introduced by India into the international vocabulary?

Ans :- non-alignment, tolerance, non-violence and peaceful co-existence

3) Which word in the passage describes the phrase to live together with mutual tolerance?

Ans :- co-existence

4) Which word describes the word 'trigger' used in the passage?

Ans :- aggravate (Give choices)

5) Select the word synonymous to Dimensions
(a) support (b) size (c) importance (d) height

Ans:- (b)

6) Why does the role of the Indian Prime Minister go beyond the duties related to the internal affairs of the country?

Ans :- because these are the days of mutual interdependence and the fate of Asian democracies depends upon India.

7) Select the word that is opposite in meaning to dominance used in the passage

(a) government (b) rule (c) subordination (d) importance

Ans :- (c)

8) Give a suitable title to the passage.

Ans :- Role of the Indian PM (any other title will do)

9) How can India make an impact on the world ?

Ans :- a firm anchorage in the Indian identity.

10) How does the passage define secularism ?

Ans :- the commitment to an Indian identity which was above all races, castes and religions.

Sample 3

Read the following passage carefully and answer the questions given below.

An important aspect of the growth of modern towns and cities is the increasing population density. Mr. J. P. Orr, the Honorable Chairman of the Mumbai Improvement Trust, pointed out in a recent lecture on the subject, how it affected the health and prosperity of the inhabitants. Life in most thriving towns is intimately connected with the local trades and industries.

Unhealthy conditions in factories and workshops, and offensive trades have been prevented in big towns, and this had led to better health. The question of density is more difficult to deal with in India, because, older towns have been built on different principles. People not only want to live healthy but also live in communities that give them greater social convenience, comfort and safety. They care for the health, comfort and beauty of the town, and these conditions of a well-built and well-arranged town are still insisted on by the people. So as long as individuals obey the laws of health, and their habits and customs are free from insanitary effects, mere density of population does not perhaps tend to increase the death rate and harbour diseases. But in the present day, it is apparent that the habits of people have changed greatly and they do not obey the laws of health and cleanliness as well as their forefathers used to do in days when cities expanded and people flourished. It is, therefore, necessary to modify the old plans of city buildings in the light of modern sanitary laws and requirements.

In this lecture, Mr. Orr spoke mainly of the density of the city of Mumbai. But his observations are of considerable interest to all those whose population is huddled in narrow quarters, without adequate air and light.

1) The density of population does not increase the death rate and harbour diseases as long as... (Complete the sentence)

Ans :- People obey the laws of health and their habits are free from insanitary effects.

2) Why is it necessary to modify the old plans of city buildings?

Ans :- Because the habits of people have greatly changed and they do not obey the health laws.

3) Life in most thriving towns is connected with ... (Complete the sentence)

Ans :- local trade and industry.

4) In addition to health what do the people want in towns?

Ans :- social convenience, comforts and safety.

5) What has led to better health in big towns?

Ans:- prevention of unhealthy conditions in factories and workshops.

6) What should be kept in mind while modifying the old plans of city buildings?

Ans:- Modern sanitary laws and requirements.

7) The word 'thriving' in the above passage means
a) populated b) modern c) growing d) well planned

Ans :- c)

8) Select a synonym for 'to huddle'
a) grow b) heaped together c) scatter d) sporadic

Ans :- b)

9) Select the right antonym for 'to harbour'
a) shelter b) cherish c) banish d) infectious

Ans :- b)

10) Which city did Mr. Orr spoke of?

Ans :- Mumbai

3.6 LET US SUM UP

The word comprehension means understanding. Understanding the passage means the following. In every passage, there are three different flows. On the printed page, what the reader physically sees is a flow of words, phrases and sentences. Underlying these words, phrases and sentences there are rational thought processes which consist of facts, ideas and arguments.

3.7 GLOSSARY

Comprehension : The act or process of comprehending

Argument : a statement, reason or fact for or against a point

Passage : a portion or section of a written work

Strategy : a plan

Management : The act or manner & managing.

3.8 UNIT END EXERCISES

1) Read the following passage and answer questions given below it.

At one time in the history of India, most women knew very well how to bring up their infants and they lived a perfectly healthy life, free from diseases. The overall standard of women and children in the country was much better than those of other

civilizations of that period. But ever since India was exposed to frequent invasions by foreign nations, life became unsafe and property was unprotected, and people were forced to congregate in towns in such a compact way, that it led to awful insanitation and diseases. The traditional knowledge of domestic and personal health and hygiene was ignored. Women were confined indoors for fear of insults and a train of social and unhealthy dangers followed. It is a problem now, how we can restore the original conditions of healthy and happy life in India. This is a socio-economic problem which needs to be given priority to bring back the original culture and restore welfare of women and children in India.

- 1) What was the main cause of the poor health conditions of women in India ?
 - 2) What question has the writer posed before the readers ?
 - 3) How did life become unsafe and property unprotected?
 - 4) Why were the women confined indoors?
 - 5) When were women leading a perfectly healthy life?
 - 6) What does the word ' congregate ' mean in the passage?
 - 7) How are foreign invasions responsible for poor health conditions?
 - 8) Write the antonym of ' confine ' from the following
a) forced b) directed c) to keep out d) reject
 - 9) Give a suitable title to the passage.
- 2) Read the following passage carefully and answer the questions given below:

Swami Dayanand was the first to use the word 'Swaraja' even before Dadabhai Naoroji and Tilak used it. The British regarded Arya Samaj as a seditious organisation and during the martial law days (1919) students of DAV College, Lahore, were ordered to go for roll call by the police thrice a day. It is now being increasingly accepted that during the Sepoy Revolt of 1857 Dayanand played a historic role, not as a soldier but by inspiring the freedom fighters.

It was (and is even now) taught in school textbooks that the Aryans migrated here from Central Asia. Daynand was the first to debunk that view and assert that the Aryans were the original residents of Arya Varta (India); now many historians agree with him. Indians told the British rulers: "You quit because you are foreigners." Their reply was : " You too were migrants from other lands. Only you came much before us. So first you quit and then we

will see." They invented this theory of Aryan migration as a part of their imperial policy of 'divide and rule'. The aim was to put the Dravidians - according to them original residents of this country-against the Aryan invaders.

Swami Dayanand said: " Ours is not any independent religion. I am under the Vedas and my duty is to preach the Truth." Dayanand in his own humble way said: " I am not a knowall. If you discover any error in me, you may correct it after reason and argument." "" Anything that cannot be justified by reason and commonsense must be rejected as irreligious - an idea too revolutionary for his age.

- (1) During the Sepoy Revolt of 1857, what was the role of Swami Dayanand?
- (2) What did the Britishers think of Arya Samaj?
- (3) What did Swami Dayanand consider it his duty?
- (4) Which other leaders used the word Swaraj ?
- (5) What viewpoint of history books was debunked by Swami Dayanand?
- (6) Which idea of Swami Dayanand was considered revolutionary?
- (7) What role did Swami Dayanand play during the Sepoy Revolt?
- (8) Who were considered as original residents of India?
- (9) Give the vedic name of India.

3) Read the following passage and answer the questions given below it.

It was in Germany and France that the first successful attempts were made to produce an internal-combustion engine driven by petrol. In England people were strangely timid about horseless vehicles. English inventors were handicapped by a quaint old law that forbade any such vehicle to attain a greater speed than four miles an hour, and compelled each one to be preceded by a man carrying a red flag. This law was not repealed until 1896.

The earliest motor cars were looked upon as mere jokes, or as rather dangerous playthings, by everyone except their inventors. Some of them were single-seaters, others would carry two or even three people; but all were noisy, clumsy, queer-looking things. When in 1888, Carl Benz, a German, produced a three-wheeled internal-combustion car, a great forward stride had been made. Another German, whose name, Daimler, is often seen on motor cars to this day, was experimenting about the same time, and testing a petrol-driven engine.

It is easy to understand how the introduction of the petrol-driven engine revolutionized road transport throughout the world. Until then the necessary power to push a vehicle along could not be obtained without the cumbersome tanks, boilers and the furnaces of the steam engine. The internal-combustion engine is light in weight and small in size by comparison, the fuel is burned in it, so that there is no waste, like the dusty cinders of a coal fire.

- 1) How did most people regard early motor cars?
- 2) What made the English inventors handicapped?
- 3) What does 'repealed' mean?
- 4) Give the antonym of 'clumsy'.
- 5) How were the earliest motor cars designed?
- 6) What did Carl Benz design?
- 7) What revolutionized road transport?
- 8) How did the internal-combustion engines score over their counterparts?
- 9) Give a word for 'outdated' from the first paragraph?
- 10) Write a suitable title for the passage.



PHONOLOGY AND STRESS MARKING PART - I

Unit Structure

- 4.0 Objectives
- 4.1 Introduction
- 4.2 Differences between Phonetics and Phonology
- 4.3 Organs of Speech
 - 4.3.1 The Tongue
 - 4.3.2 The Lips
 - 4.3.3 The Vocal Cords
 - 4.3.4 The Soft Palate
 - 4.3.5 The Teeth
 - 4.3.6 The Alveolar Ridge
- 4.4 The Speech Sounds
 - 4.4.1 The Consonants
 - 4.4.2 The Pure Vowels
 - 4.4.3 The Diphthongs
 - 4.4.4 Table or Three-Term Label
- 4.5 Let Us Sum Up
- 4.6 Glossary

4.0 OBJECTIVES

The study of this unit aims to enable you to know about:

- Phonology
- Speech mechanism
- I.P.A. symbols

4.1 INTRODUCTION

In the study of language, the terms like phonetics, phonology, morphology, syntax, semantics, and pragmatics are commonly used. Therefore, before entering into the intricacies of phonology, a brief discussion of all these terms will be useful to understand various aspects of language study.

- Phonetics: Phonetics is the study of the articulatory and acoustic properties of the sounds of human language.
- Phonology: Phonology is the study of how sounds are organized and used in natural languages.

- Morphology: Morphology is the identification, analysis and description of the structure of a given language's morphemes and other linguistic units, such as words, affixes, parts of speech, intonation/stress, or implied context.
- Syntax: Syntax is the study of the rules that govern the ways in which words combine to form phrases, clauses, and sentences.
- Semantics: Semantics is the study of meaning that is used to understand human expression through language.
- Pragmatics: Pragmatics is the study of the ways, in which context contributes to meaning. It includes speech act theory, conversational implicature, talk in interaction and other approaches to language behavior in philosophy, sociology, and linguistics. It studies how the transmission of meaning depends not only on the linguistic knowledge of the speaker and listener, but also on the context of the utterance, knowledge about the status of those involved, the intention of the speaker, and so on.

5.2 DIFFERENCES BETWEEN PHONETICS AND PHONOLOGY

Phonetics	Phonology
Phonetics deals with the physical production of the sounds.	Phonology deals with the sound patterns and their meanings both within and across languages.
It is the basis for phonological analysis.	It is the basis for further work in morphology, syntax, discourse, and orthography design.
It analyzes the production of all human speech sounds of any language.	It analyzes the sound patterns of a particular language by determining which phonetic sounds are significant and explaining how these sounds are interpreted by the native speaker.

4.3 ORGANS OF SPEECH

The speech sounds produced by human beings are the result of a combined functioning of the speech organs. The production of sounds involves many operations. It begins with the birth of the concept in the brain which is transmitted to the speech organs through the nerves. The movements of the speech organs create sound waves which are received by the listener's ear and carried by his nervous system to his brain. The movement of the speech organs is determined by the specific sound which the speaker wants to produce. The speech organs include: larynx, pharynx, vocal cords, tongue, upper and lower lips, upper and lower teeth, alveolar ridge, hard palate, soft palate, and nose. The following diagram shows all these speech organs:

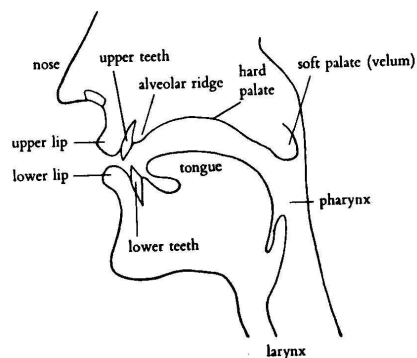


Figure -1 – Organs of Speech

Though all these organs of speech are necessary to produce the speech sounds, all of them are not equally important. Some speech organs like the tongue, lower lip and soft palate actively participate in the speech act whereas the speech organs like teeth, hard palate, alveolar ridge, etc. Remain passive. The important organs of speech are:

4.3.1 The Tongue

It is one of the most important organs of speech. It can move and take variety of shapes. Therefore, it is actively engaged in the production of many speech sounds. The tongue has four parts: the tip, the blade, the front and the back.

4.3.2 The Lips

Both upper lip and lower lip participate in the [production of speech sounds. The bilabial sounds /p, b, m/ are produced with the help of lips.

4.3.3 The Vocal Cords

There is a pair of small elastic tissues in the larynx. They are called vocal cords. There is a slight opening between the vocal

cords which is called epiglottis. When we breathe in or breathe out the air, it pushes the vocal cords and the glottis is opened. For the production of the voiceless sounds like /f/, /s/ and /h/ the glottis is required to be open. When the glottis is brought together we produce voiced sounds.

4.3.4 The Soft Palate

The soft palate forms the roof of the mouth. It separates the oral cavity from the nasal cavity. The last part of the soft palate is called uvula. When it is raised, it closes the nasal cavity and the air passes out through the oral cavity. When it is lowered, the air passes through the nasal cavity and helps us to produce the nasal sounds (/m, n, ŋ/).

4.3.5 The Teeth

The upper teeth are mainly used in the production of consonant sounds. The dental sounds /θ/ and /ð/ are produced with the help of teeth.

4.3.6 The Alveolar Ridge

The part between the upper teeth and the hard palate is called alveolar ridge. The sounds /s/, /t/, /d/, etc. are produced with the tongue touching the alveolar ridge. These sounds are called alveolar sounds, e.g.

4.4 THE SPEECH SOUNDS

The speakers of English use 44 sounds. Out of these 44 sounds, 24 are consonants, and 20 vowels. The vowels comprise of 12 pure vowels and 8 diphthongs.

4.4.1 The Consonants

The following table enlists 24 consonants and their illustrations:

Sr. No.	Consonant	Examples
1.	/ p /	pet, pat, pot
2.	/ b /	bet, bat, bobby
3.	/ t /	ten, tap, take
4.	/ d /	den, dad, did
5.	/ k /	can, cat, care
6.	/ g /	get, got, give
7.	/ tʃ /	chap, cheer, chair
8.	/ dʒ /	judge, job, joke
9.	/ f /	fan, fast, fission
10.	/ v /	van, vast, vision

11.	/ θ /	thin, thing, think
12.	/ ð /	then, that, those
13.	/ s /	see, so, sit
14.	/ z /	zoo, zebra, zinc
15.	/ ʃ /	she, share, shine
16.	/ ʒ /	vision, measure, pleasure
17.	/ h /	hat, hut, hit
18.	/ m /	mat, meet, million
19.	/ n /	not, neat, nation
20.	/ ŋ /	king, ring, sing
21.	/ l /	let, low, lion
22.	/ r /	rate, row, roar
23.	/ w /	wet, wow, wear
24.	/ j /	yes, yet, yacht

4.4.2 The Pure Vowels :

There are 12 pure vowels. They are :

Sr. No.	Vowel	Examples
1.	/ ə /	away, about, again
2.	/ ʌ /	cup, cut, but
3.	/ ɜ: /	girl, bird, dirt
4.	/ e /	get, bell, sell
5.	/ æ /	bat, cat, mat
6.	/ ɑ: /	arm, father, bard
7.	/ ɪ /	sit, fill, nit
8.	/ i: /	seat, feel, neat
9.	/ ʊ /	pull, full, do
10.	/ u: /	pool, fool, too
11.	/ ɒ /	cot, rot, hot
12.	/ ɔ: /	caught, wrought, call

4.4.3 The Diphthongs :

In all, there are 08 diphthongs. The following table shows the list of diphthongs:

Sr. No.	Diphthong	Examples
1.	/ eɪ /	fail, tale, sale
2.	/ aɪ /	file, tile, sign
3.	/ ɔɪ /	foil, coil, join
4.	/ əʊ /	no, go, home
5.	/ aʊ /	now, cow, house
6.	/ eə /	air, care, fare
7.	/ ɪə /	bear, near, fear
8.	/ ʊə /	poor, sure, cure

4.4.4 Manner of Articulation :

Sr.No	Name	Manner of Articulation	Example
01	Plosive	1. A stricture of complete closure. 2. First complete closure of the passage of air at some point in the vocal track. 3. As a result air pressure is built up behind the closure	/p/, /b/ /t/, /d/

		4. The closure is then suddenly removed causing explosive noise.	
02	Affricate	1. A stricture of complete closure followed by gradual release.	/tʃ // dz/
03	Nasal	2. A stricture of complete closure of the oral passage only, the nasal passage remaining open. 2. The Lung air pass free through nose.	/m/, /n/ /ŋ/
04	Roll or trill	A stricture of intermittent closure. A kind of interrupted closure. The tip of the tongue taps against the alveolar ridge (or just behind it or the uvula against the back of the tongue, several times, so that air pass only intermittently between the articulators.	/r/
05	Lateral	Involves a stricture or partial closure. There is a partial closure at some point in the mouth, so that the airstream can escape on one or both sides of the contact.	/l/
06	Fricative	A Stricture of close approximation. There is no closure anywhere. The air passes through this narrow gap. It produces audible friction. As air passes continuously, the sound produced in the	/f/

		<p>same manner can be continued.</p> <p>Fricatives are continuants and are accompanied by audible friction.</p>	
07	Frictionless continuant	In the oral passage of air, if there is a narrowing of lesser degree, i.e., articulators do not come so close together, then no audible friction accompanies the sound produced. Such sound is a frictionless continuant, now more often called an approximant.	/r/, /v/
08	Semi-vowel	Short approximants. They are very rapid glides towards, or from, a vowel of greater steady duration. They differ from both approximants and vowels in that they are momentary in nature, and cannot be prolonged.	/j/

(Notes are taken from *A Course in Phonetics and Spoken English*, Second Edition by J. Sethi, P.V. Dhamija, Prentice Hall of India, New Delhi, 1999.

4.5 LET US SUM UP

Study of phonetics and spoken English is too vast. It is required to study in detail all aspect of this chapter. In speech sounds use of speech organs is vital. The speech sounds are divided in vowel and consonants.

4.6 GLOSSARY

Vowel : A speech sound produced by humans when the breath flows out through the mouth without being blocked by the teeth, tongue or lips

Consonants : One of the speech sounds which is not a vowel. Consonants are pronounced by stopping the air from flowing easily through the mouth, especially by closing the lips or touching the teeth with the tongue.

Articulation : The way in which you pronounce words or produce sounds

Friction : The force which makes it difficult to move through

Bilabial : Using both lips

4.7 UNIT END EXERCISES

1. Answer the questions below.
 1. Write a note on vowels.
 2. Write a note on consonants.
 3. Write description of all vowels
 4. Write description of all consonants.
2. Identify only the consonant sounds in the following words:
(For example: chair - tʃ, r)

1.	rise	
2.	place	
3.	giraffe	
4.	division	
5.	singer	

6.	player	
7.	sofa	
8.	challenge	
9.	decision	
10.	occasion	
11.	simplification	
12.	realization	

3. Identify only the vowel sounds in the following words:
(For example: decide - ɪ)

1.	king	
2.	shuttle	
3.	ripple	
4.	revision	
5.	orchestra	
6.	identify	
7.	rectification	
8.	understanding	
9.	ramification	
10.	shining	
11.	synchronize	
12.	situation	

4. Identify only the diphthongs in the following words:
(For example: ride - aɪ)

1.	home	
2.	mouse	
3.	hearing	
4.	divine	
5.	combine	
6.	announce	
7.	sure	
8.	articulate	
9.	tear	
10.	bowl	
11.	foliage	
12.	mileage	

5. Match the words in Column 'A' with the words in Column 'B' having similar vowel sounds. (e.g. nine – fine; gate – late, etc.):

	Column 'A'	Column 'B'
1	rider	flower
2	home	bow
3	came	fun
4	row	fame
5	run	well
6	live	rather
7	shower	rope
8	single	give
9	father	glider
10	tell	mingle



PHONOLOGY AND STRESS MARKING–PART II (STRESS MARKING)

Unit Structure

- 5.0 Objectives
- 5.1 Introduction
- 5.2 The Syllable
- 5.3 Stress: Its Meaning
- 5.4 Primary Stress and Secondary Stress
- 5.5 Grammatical Stress
- 5.6 Stress Change
- 5.7 Rules for Stress Marking
- 5.8 Sentence Stress
- 5.9 Let Us Sum Up
- 5.10 Glossary
- 5.11 Unit End Exercises

5.0 OBJECTIVES

This unit intends to make you familiar with:

- The meaning of stress
- The concept of syllable
- The rules of marking stress

5.1 INTRODUCTION

English is a rhythmic language. It contains a fixed pattern of stressed and unstressed syllables. To speak English in its natural manner, it is necessary to learn which syllable receives stress and which is unstressed. Therefore, this unit is devoted to learn the terms like stress, syllable and also the rules of marking stress.

5.2 THE SYLLABLE

Language is made up of sounds. These sounds are combined to form the words. The words are arranged in specific order to form meaningful sentences. A unit of the language which is next in the hierarchy to the speech sound is called 'syllable'. A word may contain one or more than one syllable. Therefore, a syllable is the unit of language which is higher in hierarchy than the sound or

the phoneme. Syllables are made up of either only vowels or the combination of vowels and consonants. If a syllable contains only one sound, it will usually be a vowel. E.g. I, a, ah, oh, etc. If a syllable contains more than one sound, one of them will be a vowel and remaining will be consonants. E.g. The word 'boy' has one syllable which contains one consonant sound /b/ and one vowel sound /ɔɪ/. The word 'girl' has one syllable containing one vowel sound /ɜ: / and two consonant sounds /g/ and /l/. The word 'silly' has two syllables /sɪ/ and /lɪ/. Each of these syllables contains one vowel and one consonant sound each. It means a syllable may contain one or more than one sound. Similarly a word may also contain one or more than one syllables. E.g. the words like cow, dog, hen, cat, boy, man, pin, hair, hand, sky, etc. have one syllable each. So the words having one syllable are called monosyllabic words. The words like women, Gopal, college, season, disco, naughty, beauty, etc. have two syllables each. They are called disyllabic words. The words like property, destiny, sympathy, currency, silently, specific, electric, etc. have three syllables each. They are called trisyllabic words. The words activity, regularity, conversation, nationality, punctuality, similarity, complexity, etc. have more than three syllables each. Such words are called polysyllabic words.

The syllables are put together to form the meaningful words. The words can be formed by the addition of affixes to the base of the word. The affix is a group of letters which is added at the beginning or at the end of the word to form new words. A group of letters, which is added at the beginning of the word is called prefix. E.g. the word 'discourage' is formed by the addition of 'dis-' to the word 'courage'. The word 'irregular' is made up of 'ir-' and 'regular'. In these examples 'dis-' and 'ir-' are called the prefixes. Similarly, a group of letters added at the end of the word is called suffix. E.g. the word 'courageous' is formed by the addition of '-ous' to 'courage' and the word 'regularly' is formed by the addition of '-ly' to 'regular'. Here '-ous' and '-ly' are called suffixes. The addition of these prefixes and suffixes may or may not change the meaning of the root word.

In any syllable, one sound which is more prominent than the other is usually a vowel sound. It is called 'nucleus' of the syllable. The less prominent sound is called 'marginal element' which usually comes at the beginning or at the end or at both the places of the syllable. When it comes at the beginning, it is called 'releasing

consonant' and the consonant at the end is called 'arresting consonant'. For example, the word 'bat' contains one syllable /bæt/. In this syllable, /æ/ is the nucleus, /b/ is the releasing consonant and /t/ is the arresting consonant. However, there are also syllables in which consonant takes the nucleus position. Such consonants are called syllabic consonants. For example, the word 'sudden' has two syllables - /sʌ/ and /dn/. In the syllable /dn/, /n/ is prominent consonant. So /n/ is the nucleus in this syllable.

5.3 STRESS : ITS MEANING

The degree of force with which a speaker pronounces a sound or a syllable is called stress or accent. It is an important feature of English language. Degrees of stress usually are taken by the listeners as degrees of loudness. All the syllables of the words having more than one syllable are not pronounced with the same degree of force. The syllables which are more prominent than the others are pronounced a little loudly and so they are said to receive the stress. Less prominent syllables are called unstressed syllables. The stressed syllable is little longer than the others. For example, in the word 'again', there are two syllables - /ə/ and /geɪn/. The syllable /ə/ is weak and so it is unstressed, whereas the syllable /geɪn/ is prominent and so it receives the stress. The stress is usually shown with the stroke at the head of the syllable. E.g.

1.	a'gain
2.	a'bout
3.	de'cide
4.	be'come
5.	'judgment

5.4 PRIMARY STRESS AND SECONDARY STRESS

There are two degrees of stress – primary and secondary. In any word having two or more syllables, the most prominent syllable receives the strongest stress. This stress is called primary stress. The remaining syllables of this word may be stressed or unstressed. When some other syllable of that word is also prominent but not as prominent as the first one, then it is also slightly stressed. It is called secondary stress. The primary stress is

marked with a stroke at the head of the syllable and the secondary syllable is marked with the stroke at the foot of the syllable. E.g.

1.	ac'tivity
2.	,recog'nition
3.	,cult'ivation
4.	e,xami'nation
5.	,qualifi'cation

5.5 GRAMMATICAL STRESS

In English, there are certain words in which the stress changes according to the grammatical form of a word. E.g. the nouns and adjectives receive stress on their first syllable, whereas the verbs receive the stress on their second syllable. Such kind of change in the place of the stress helps us to recognize whether the word is noun, adjective or the verb. E.g

1.	'subject (N)
	sub'ject (V)
2.	'object (N)
	ob'ject (V)
3.	'record (N)
	re'cord (V)
4.	'increase (N)
	in'crease (V)
5.	'conduct (N)
	con'duct (V)

5.6 STRESS CHANGE

The stress is usually fixed on certain syllable of the word. However, it can change as per the intention of the speaker and the circumstance in which it is used. Therefore, sometimes one syllable will receive the stress and at the other, some other syllable will be stressed. Naturally, in some cases the meaningful words will lose

the stress and other less meaningful words will receive it. This is called stress change. It is observed that the words with the same stem do not keep the primary stress on the same syllable. It goes on changing its place from one syllable to the other. E.g.

1.	a'cademy	aca'demic	a, cade'mician
2.	'politics	po'litical	,, poli'tician
3.	bac'teria	bac, teri'ology	bac, terio'logical
4.	'democrat	de'mocracy	, demo'cratic
5.	'photograph	pho'tography	, photo'graphic

5.7 RULES FOR STRESS MARKING

Stress within a word is called word-stress. The words in English generally follow certain rules of stress marking. These rules are:

1. The words belonging to the class of Noun, Verb, adjective and Adverb are usually stressed. If there is only one syllable in such words, there is no need to indicate the stress with the stroke. Eg. The words boy, girl, come, shine, black, blue, quite, well, etc. have only one syllable in each of them. Therefore, there is no need to show the stress in these words.
2. Words beginning with weak syllable are stressed on the second syllable. E.g.

1.	a'rrive
2.	ad'mit
3.	a'broad
4.	be'low
5.	com'pose
6.	a'loud
7.	a'lone
8.	a'gain
9.	be'tween
10.	re'duce

- 3 Words ending in '-ic', '-ical', '-ically', '-ity', '-ial', '-ially', '-ious', '-ian' receive the primary stress on the syllable preceding the suffix. Eg.

1.	e'lectric
2.	e'lectrical
3.	po'litically
4.	ac'tivity
5.	,arti'ficial
6.	,artifi'cially
7.	'anxious
8.	e'lectrician
9.	,patri'otic
10.	gra'mmational
11.	,gramma'tically
12.	,curi'osity
13.	,confi'dential
14.	,confi,denti'ally
15.	in'dustrious
16.	mu'sician

4. Words ending in '-ion' receive the primary stress on the last syllable but one. For example:

1.	,reali'zation
2.	,stabili'zation
3.	,impli'cation
4.	,conver'sation
5.	,appli'cation
6.	,civili'zation
7.	in,dustriali'zation
8.	conservation
9.	,intro'duction
10.	,compo'sition
11.	,culti'vation

4. The words ending in '-eer', '-aire', '-ental', '-ential', '-ique', '-esque', '-itis', and '-escence' receive their primary stress on their suffix's first syllable. For example:

1.	ca'reer
2.	,millio'naire
3.	,conti'nental
4.	referential
5.	bou'tique
6.	gro'tesque
7.	,engi'neer
8.	,billio'naire
9.	,funda'mental

10.	,exi'stential
11.	phy'sique

5. The suffixes, '-es', '-ing', '-ed', '-en', '-age', '-ance', '-er', '-ess', '-ful', '-fy', '-hood', '-ice', '-ist', '-ive', '-less', '-ly', '-ment', '-ness', '-ship', '-ter', '-ure', and '-zen' do not affect the place of the stress. For example:

1.	'reaches
2.	'shortage
3.	'shattered
4.	'beautiful
5.	'childhood
6.	de'velopment
7.	'friendship
8.	'failure
9.	'given
10.	'tolerance
11.	,poe'tess
12.	'signify
13.	'service
14.	'nicely
15.	'coldness
17.	'citizen

6. The words ending with the suffixes '-al' and '-ally' change the stress pattern. For example:

'accident	,acci'dental	ac,ciden'tally
-----------	--------------	----------------

,eco'nomiC	,eco'nomiCal	,eco'nomiCally
'politiC	po'litiCal	,,poli'tiCally

5.8 SENTENCE STRESS

As all the syllables of a word are not prominent and so are not stressed, similarly not all the words of a sentence are important and so not all of them are stressed. The words of a sentence which are semantically important are usually stressed. These words are called content words. They are nouns, verbs, adjectives, adverbs, and demonstrative pronouns. For example, in the sentence 'Ram and Sham drink the milk' the words 'Ram', 'Sham' and 'milk' are nouns and the word 'drink' is a verb. All these are content words. So they are stressed.

The words of a sentence which express the relations between the content words are called structure words and they are generally unstressed. For example, in the sentence 'Gopal is sitting on the chair', the word 'on' refers to the relation between 'sitting' and 'chair'. Hence it is unstressed. Articles, prepositions, conjunctions, interjections, and auxiliary verbs are relatively less important elements of a sentence. Therefore they are generally unstressed.

5.9 LET US SUM UP

English is arhythmic language. The degree of force with which a speaker pronounces a sound or syllable is called stress or account. There are two degrees of stress – Primary and secondary. There are certain words in which the stress changes according to the grammatic form of word. The stress is usually fixed on certain syllable or the word.

5.10 GLOSSARY

Stress : an extra force used when pronouncing

Syllable : any of the units into which a word is divided, containing a vowel sound and usually one or more consonants.

Phonetic : Using special symbols to represent each different sound.

Phonetics : The Study of speech sounds & how they are produced.

Phoneme : any one of the set of smallest units of speech in a language that distinguish one word from another.

5.11 UNIT END EXERCISES

1. Divide the following words in syllables: E.g. return:- re – turn, permanent:- per - ma- nent.

1.	reply	
2.	ago	
3.	alive	
4.	beginning	
5.	baton	
6.	shallow	
7.	singular	
8.	platoon	
9.	recognize	
10.	explanation	
11.	industrialization	

2. Mark the primary stress in the following words:

1.	refer
2.	retire
3.	glorify
4.	guitar
5.	guarantee
6.	decision
7.	picturesque
8.	pivotal
9.	tortoise
10.	xerox
11.	synthetic
12.	sonography
13.	situation
14.	realization
15.	clarify
16.	discussion
17.	criticize
18.	priority
19.	nationality
20.	regularity

3. Mark the stress in the following words:

1.	contact (N)
2.	contact (V)
3.	present (V)
4.	present (N)
5.	desert (V)
6.	desert (N)
7.	produce (V)
8.	produce (N)
9.	subject (V)
10.	subject (N)

4. Complete the following table and mark the stress in each of the words:

Noun	Verb	Adjective	Adverb
prevention			
	glorify		
		beautiful	
	understand		
			comfortably
system			
		awful	
subject			
ability			
	regularize		
			originally

5. Mark the stress on the words in the following sentences:

1. We are very happy today.
2. The workers have finished their work.
3. Rajesh is a clever student of this class.
4. They are planning to go for a picnic.
5. He had signed the agreement last week.



SOCIAL AND OFFICIAL CORRESPONDENCE PART - II

Unit Structure

- 6.0 Objective
- 6.1 Introduction
- 6.2 Different parts of Official Correspondence
- 6.3 Seven Cs of Communication
- 6.4 Formats of Letter
- 6.5 Let Us Sum Up
- 6.6 Glossary
- 6.7 Unit End Exercises

6.0 OBJECTIVE

- This unit makes you familiar with the basic official correspondence.
- It helps you to understand different parts official correspondence.
- After studying this chapter you will be able to understand seven Cs of communication.

6.1 INTRODUCTION

Official correspondence is integral part of any organization. It is an important way to start and/or continue the smooth flow of communication. It provides concrete record, legal validity, perfect message, appropriate approach and scope for feedback. It must be used skillfully as the reader invests time and energy in reading letters. In today's world irrespective of constant use of emails and sms, importance of business letters in social and official correspondence is vital. Though letters are written with personal touch, we must not allow our emotions to take over in official correspondence in a wrong way. We must write letters professionally.

There are certain essential characteristics of good and perfect letter writing. These begin with the letter 'C'. Thus, they are called as seven C's of communication. Now we will study these seven Cs of communication. It will help us to write an official letter. These are also known as the basic principles of official and social correspondence.

6.2 DIFFERENT PARTS OF SOCIAL AND OFFICIAL CORRESPONDENCE

Official correspondence needs to be carried out systematically. A business letter must be written in a proper format. It has various elements. Broadly these can be divided in two parts.

- 1) Common or standard elements of a letter
- 2) Need-based elements of a letter.

Common or Standard elements of a letter :

- 1) Letterhead or sender's address or heading or crest
- 2) Reference number(s)
- 3) Date
- 4) Inside Address
- 5) Salutation
- 6) Subject line
- 7) Main body/Message
- 8) Complementary Close
- 9) Signature block

Need based Elements of a letter :

- 1) Addressee notation
- 2) Attention line
- 3) Reference initials/identification marks

- 4) Enclosure notation
- 5) Copy notation
- 6) Mailing mode
- 7) Post script

Now we will make a detailed study of these elements.

Common or Standards Elements of a letter :

1) Letter head, Sender's address, Heading or Crest :

These terms are used as per the case. Letter head is printed. Sender's address/heading or crest may be typed at the top of paper. Official correspondence needs to be carried out on valid papers. The letterhead is an important aspect of this. The letter head includes following aspects.

- a) Name of the organization/company
- b) Address of the organization/company
- c) Registration number of the organization / company
- d) Logo of the organization/company
- e) Phone / fax number of the organization/company
- f) Website address / Email ID of the organization / company
- g) Year of establishment of the organization/company

Following is an example of a standard letter head.

YASH SANJIVANI

6/304, Agrawal Nagari,

Vasant Nagari, Vasai (E), Dist. Thane 401209

yash@yahoo.com

www.yashsanjivani.com

0250-254338/09999976788

Basically it is sender's address. A writer may also include his/her name and designation as per the case in the heading. Following are the examples heading.

Akash D. Pande

Secretary,

Mridula Gaurav Society,

10th Road,

Vasai, Dist. Thane 09.

2) Date :

It is an important element of a business letter. It includes the date, month and year on which the letter is signed. The place of the date depends on the format of the letter used by the sender. Following are two ways of writing date in a business letter.

04 June 2012

(i.e. Date, Month, and Year in four digits)

Please note : NO COMMA, NO FULLSTOP ANYWHERE IN THIS
MODE OF WRITING THE DATE.

June 04, 2012

(i.e. Month, Date and year in four digits)

Pease note :- COMMA AFTER THE DATE IN THIS FORMAT

3) Inside address :

This is a receiver's address. It includes name, designation and address of the receiver. It is written below the date line and to the left hand-side. A space is given below date line before writing the inside address. A courtesy title precedes receiver's name.

Use of full stop, comma as well as space in respective lines depends on the format to be used to write a letter. Following is an

example of inside address of a letter to a specific person of a company.

Mr. Ashok Kankre

Chairman

Mridula Suppliers

Vazirabad, Nanded 401221

Following is an example of an inside address of a letter written to a specific person whose designation is known but either name is not known or not required.

Ho'ble Chairperson

Mauli Education Society

Vasai (E), Dist. Thane 09

Following is an example of an inside address of a letter written to person of other country. We have to remember that the addressee's country is written in capital letters in the last line of inside address.

Mr. Z.H. Houston

88, OffLane

Opposite Chancellor's Valey

Waterhouse 58

CANADA

4) Salutation :

A formal letter requires proper salutation. It also presents the relations of the sender and receiver. Following are samples of salutations, where the receiver's name is unknown.

Dear Investigation Officer

Dear Colleagues

Dear Sir

Dear Madam

Dear Sales Executive

If a letter is addressed to an organization of women or men, the salutation will be:

Dear Sirs

Gentlemen

Ladies

It is difficult to know the gender of the receiver in certain cases. We are required to be very alert at such occasions. We may use following methods to write salutation.

Dear Shejal

Dear Mridul

The relationship of the receiver plays a major role in salutation. Considering relationship, the name or the last name or both may be used in the salutation. Use of the word e.g. Dear / Respected makes the letter formal or less formal.

Dear Dr. Rathod: (Most formal)

Dear Asha

Respected Dr. N.K. Rana

Manoj (Very informal)

Gajanan

Please note: be alert while using salutation. A letter without proper salutation may create a negative impact.

5) Subject Line :

We have to write subject of the letter after the salutation. This will help reader to understand the theme of the letter. It must

be brief and self-explanatory. Few firms prefer to write the subject line and attention line in bold as well as in capital letter.

6) Message :

We know that this is the most important part of the letter. A business letter has to be written in minimum three paragraphs. i.e. introduction, discussion and conclusion. We need to segregate these parts systematically. A business letter may require more paragraphs such as recommendation(s) or more specifications as per the case. We have to separate each paragraph with a blank line. Beginning of the paragraph and space of the respective lines in the paragraph depend on the format used to write the letter. We may use formatting or customization in the message such as bulleted lists, italics and bold fonts to create the desired impact. But we have avoid overuse of such aspects.

We have to write the candid message. We can use various characteristics of letter writing skills. We must be serious, sensitive and use perfect language to write a professional letter.

7) Complimentary Close :

This element of a letter is separated from the message with a space. Do not write Your's or YOUR'S in complementary close. Use of 's in yours is wrong.

We must remember that if salutation includes name, the complimentary close is yours sincerely, whereas if there is no name in salutation, complimentary close is yours faithfully, faithfully or yours truly as per the case.

8) Signature Block :

Signature block plays key role in legal matters of a business letter. It includes sender's signature name and designation. The signature shows authenticity of the letter. Without the signature of authentic person, a business letter is incomplete, illegal.

To avoid controversy or chaos, it is recommended to use the title or designation of signing authority. Following is the sequence of the signature block.

Sincerely

Space for signature

(Name in bracket)

Designation

We must follow the following sequence.

Complementary close

Space for signature

Name of the sender (this is always written in bracket)

Designation.

We are also required to know other aspects of this element. We have to write the name of the company in capital letters below complementary close if a letter is written on blank page or supplementary pages, to emphasise the name of the company.

e.g.

Truly

MRUDULA HEIGHTS

(Dr, Govind Pande)

President

We will become familiar with various formats of a business letter. The place of signature block depends on the format we are using for writing the letter.

Need Based Elements of a Letter :

In today's world, social and official communication is complex. In many cases, use of need-based elements is essential. Thus, we must study various need-based elements of a business letter.

1) Addressee Notation :

Official correspondence makes us to write various types of letters. Few letters may be related to the sensitive issues. Such letters must not be read even by the personal assistants. There are also certain letters that must be sent through proper channel only. Thus, a note is required to be inserted. This note is known as addressee notation. To bring it to the notice of concerned authority, we may use following words.

Confidential

Semi-confidential

Most Important

Urgent

Personal

Through-Proper-Channel

Please forward

It is not good to write for every letter as confidential/Most Important/Urgent. It will create a negative impact. So be alert and use this element if essentially required.

2) Attention Line :

Below the inside address and double space, an attention line may be used to bring to notice of the receiver the name of the person dealing with this particular matter. It avoids chaos and saves time. The reader may directly contact to the concerned person to take proper actions.

e.g. Attention: Prof. Renu Gupta

If we do not know the name of the person dealing with the matter, we may use the designation of the person who is directly related to the issue.

e.g. Attention: Sales Executive

If the name of the person is included in the inside address this element is not required.

3) Reference Initials :

We are familiar with ultramodern work-culture. Multi-skilled human resource is required to work at various stages to identify in future who drafted or typed the letter. The reference initials are the initials of the name(s) of the person who prepared/drafted and typed the letter. Even the initials of the department through which letter is prepared may be used. It may be presented in a letter as follows.

Yvp/mvp

4) Enclosure Notation :

In official and social correspondence we may have to include data sheet or other documents with a letter. We have to make a notation at the end of the letter of such sheet(s) or documents. It generally appears at the bottom and below the reference initials.

e.g.

Enclosure:- 1) Proposal

2) Photocopies of certificates

3) List of executives

5) Copy Notation :

We may call it courtesy copy/carbon copy (cc), Photocopy (pc), or copy (c). In official correspondence, we have to send copy of same letter to two or more departments or other concerned people. For example, a book vendor may send ordered books with a letter to the principal of the college. He will send a copy of same letter to the Account Officer with an additional copy of bill to receive the payment fast. Even the copies of an enquiry letter may be sent to various firms. The copy notation may add a special request to the receiver.

e.g.

C.C. to

1) Principal, XYZ college, Andheri for kind information and necessary action.

6) Mailing Mode :

We have to send certain important letters with special care. For this we may send them either by registered post A/D. If the matters are legally important or very crucial, the mailing mode matters. In official correspondence we have to use this element if required. Following are few important mailing modes.

By registered post A/D

By courier

Under certificate of Postage

Speed Post

Hand Delivery

The place of mailing mode is either above the inside address or below the reference initials. Format used to write a letter will also design the location of this element.

7) Postscript :

We must remember that in last century this element was specifically used. Now this trend hardly exists. The professionals used this element to develop personal relations with reader. We are not recommended to use this element in today's official correspondence.

6.3 Seven Cs of Communication

As cited earlier, a business letter must be written with personal touch. But we must keep the tone and maintain adequate style. It must sound thoroughly professional. When we are writing official letter, we are representing our organization. We are following the official procedure. It may be used for further course of action by receiver as well as our office. Thus, we have to write that letter as per our organization's policy.

Our organization's policy, need and importance of the subject and priority begin the official correspondence. This tempts and compels to write a business letter. While writing such a letter, as a writer we have to use following seven Cs of communication.

Clarity :

Official correspondence must be clear. We will never welcome or appreciate ambiguous messages. The reader of our business letter expects a clearly written letter. Such a letter will not create any ambiguity. A clearly written letter will save our as well as reader's time and will prove beneficial. The clearly written messages always create a good impact.

As the sender of the letter we must anticipate the mind of the reader and plan the letter accordingly to reach our target. If we use the language which is not understood by the reader, our letter will not help to continue smooth flow of communication. Thus, we have to use simple language, self-dependent words and sentences. We also must strive for self-explanatory content that will be understood by our reader.

Sentences such as 'fine for parking', look simple. But these are ambiguous. The word fine in this sentence stands for two meanings charge and excellent. This ambiguous word will confuse the reader. The placement of this word on signboard only will help the reader to understand the perfect meaning. If it is written in front of a mall, its meaning is this is the place for parking. Whereas if the signboard is posted at a road, its meaning is that the authority will charge fine for parking.

As a student we have to develop our skills to write a professional business letter. For this we must consistently strive for use of short, simple, self-dependent and self-explanatory sentences. We have to understand the context and purpose of writing the business letter. To avoid any ambiguity, we must use selected and most appropriate word. We must never use words simply because we are familiar with the words. Thus, we have to write a clear letter.

Complete :

An incomplete message will never create a desired impact. We and even the reader of a business letter will not be able to understand incomplete message. To write a complete business letter, we have to use complete words, clauses (if any) and sentences. If we have to use abbreviated versions in letters, we must use full version at the first use and write abbreviated form in bracket. This may be used further in the letter. It will help reader. If we are using symbols and signs in a letter, we must use the complete form. We are also required to provide

complete information, complete analysis and explanations. A completely written message will save our time.

For writing a complete business letter, we have to make a proper plan. A separate list of points, sub-points and other details may be prepared before writing a business letter. It will help to write a complete business letter which will give a complete message. Thus, we must remember that completeness is an important characteristic of official correspondence.

Correctness :

If a letter is not correct, the receiver will not understand the message of the letter. It will severely affect the smooth flow of communication. We must use correct spelling of words, correct grammar, correct tone and style in official correspondence. Wrong words, grammar, tone and style will create chaos.

We are nurturing ourselves in an ultramodern environment. We are using the codified language to send SMS and emails. We have to be alert and use correct words and avoid using unnecessary symbols and signs in social and official correspondence.

A correct letter will enhance our credibility. It saves time and avoids unnecessary letters for clarification. Thus, correctness is an important feature of official correspondence.

Conciseness :

Professional work environment requires precise messages. We have to develop a method of writing in brief as no one intends to read more unnecessarily. It is a way of saying maximum in minimum words. A concise business letter will save time, energy and expenses.

For this feature, we must avoid unnecessary examples, explanations, discussions, analysis, remarks and other aspects. If our letter is concise, it will sound thoroughly professional. For this, we have to pay attention to following guidelines.

- 1) Use one word substitutions. (e.g. Use Emigrant for a person who leaves his country to settle in some other country.)
- 2) Avoid unnecessary expressions.
- 3) Use concise versions.
- 4) Do not use lengthy sentences.
- 5) Avoid use of sub-clauses.
- 6) Avoid repetitions.
- 7) Use only relevant data.

Courtesy :

To ensure goodwill, we must be courteous. A courteous letter will help us to create a right impact and sound better. The receiver will feel that we are giving due respect to him. It will help to develop basic understanding, goodwill and healthy relations. It will motivate reader to respond properly within scheduled time. We must remember that a courtesy is not merely politeness and thank you but a genuine respect.

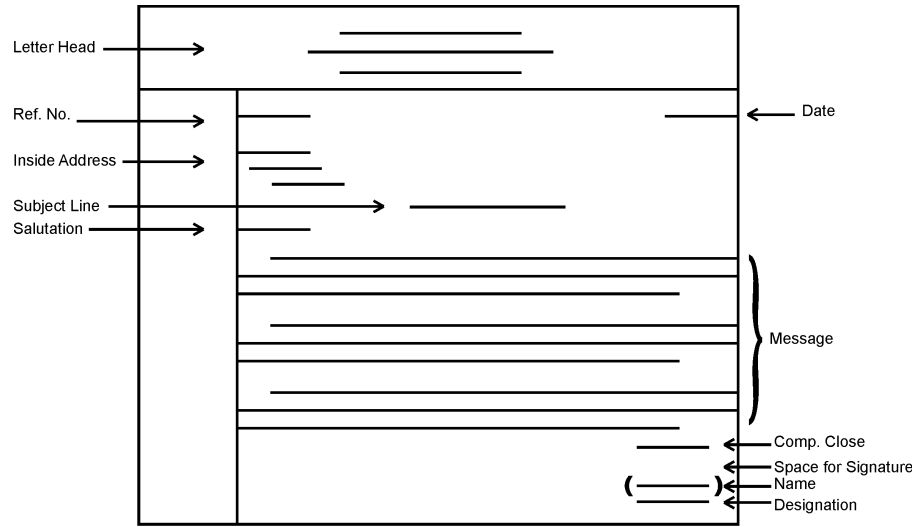
Consideration :

It is seventh C of seven Cs of communication. While writing a business letter, we must be considerate. We need to consider the condition of the reader and our priority. By considering our organization we have to write a professional business letter. A considerate tone will reduce the gap of communication and prove beneficial.

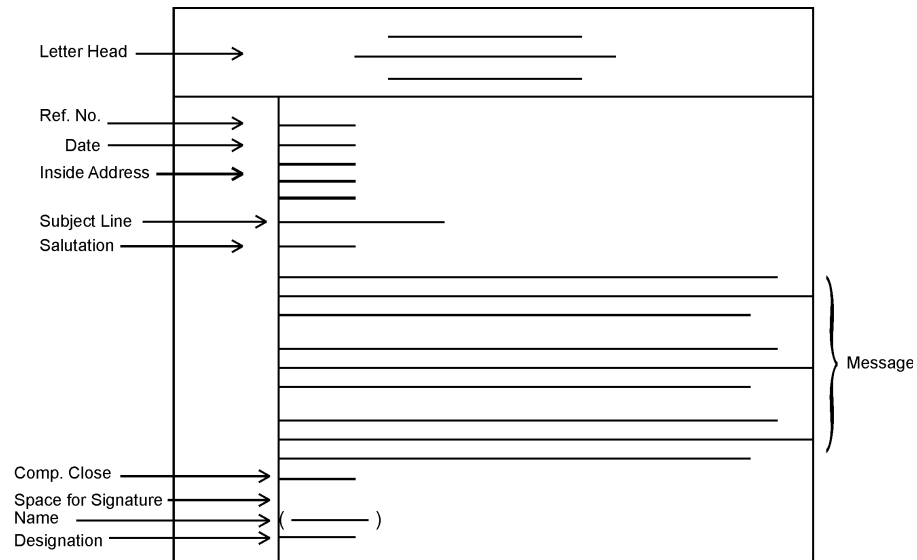
The study of above cited seven Cs of communication will help us to write a perfect business letter. Now we will study various elements of a business letter.

6.4 FORMATS OF LETTER

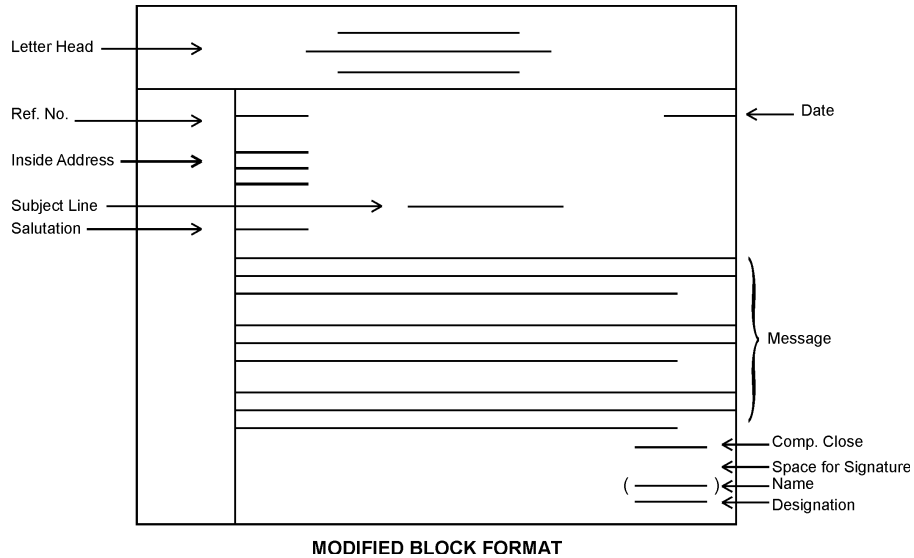
LETTER FORMATS



INDENTED FORMAT



COMPLETE BLOCK FORMAT



6.5 LET US SUM UP

Social and official correspondence is integral part of any organization. It provides concrete record, legal validity, perfect message, appropriate approach and scope for feedback. In today's world irrespective of constant use of emails and sms, importance of business letters in social and official correspondence is vital. Letters are written with personal touch. There are certain essential characteristics of good and perfect letter writing. They are called as seven C's of communication. We must write a professional letter by using seven C's of communication and a proper format.

6.6 GLOSSARY

Correspondence : The letters a person sends and receives

Principle : A moral rule or a story belief that influences actions

Letter : A message that is written down or printed on paper and usually put in an envelop and sent to somebody else.

Attitude : The way that you think and feel about something or somebody

6.7 UNIT END EXERCISES

1. Write a detailed note on the basic principles of correspondence.
2. Draw layouts of different formats of letters that you have studied.
3. Write short notes on
 - a. Inside address in a letter
 - b. Clarity as a principle of correspondence
 - c. Correctness as a principle of correspondence
 - d. Complimentary close in a letter



SOCIAL AND OFFICIAL CORRESPONDENCE PART - II

Unit Structure

- 7.0 Objective
- 7.1 Introduction
- 7.2 Enquiries
- 7.3 Complaints
- 7.4 Reply to Enquiry
- 7.5 Representations
- 7.6 Letters of application for jobs
- 7.7 Letters to the editors
- 7.8 Let Us Sum Up
- 7.9 Glossary
- 7.10 Unit End Exercises.

7.0 OBJECTIVES

- This unit makes you familiar with different types of letters. You will study how to write and application letter with bio-data After studying this chapter you will be able to actively participate in social and official correspondence.

7.1 INTRODUCTION

In social and official correspondence, letters are written for various purposes. Prominent aims are to get information, to send information, to collect information, to enquire about product/price and other details, to reply to an enquiry, to write presentations and others. In this unit we will learn to write letters of enquiry, complaint and replies, representations, letters of application for jobs, letters to the editor and social appeals in the form of letters /pamphlets. Writing different types of letters is skill. We have to write these letters with professional attitude.

7.2 ENQUIRY LETTERS

In social and official correspondence, enquiry letters are important. Writing an enquiry letter is a skill, as it must motivate receiver to respond positively in scheduled time. We must write this letter to attract receiver's attention and get the work completed as per need skilfully and efficiently. Thus, we are required to be alert while writing this type of letter. These letters are official, legal and valid. We have to send such letters through proper channel to avoid any controversy. An enquiry letter must be comprehensive. It initiates or continues an important segment of communication. Following guidelines will help us to write a perfect enquiry letter.

1. Specify candidly : The quality required Quantity required or Nature of service (s) required
2. Inform the purpose of your requirement
3. Cite specially:
 - i) Date of delivery (Include date, month and year)
 - ii) Place/Venue of delivery (Give complete address)
 - iii) Time of Delivery (Please indicate a.m./p.m.)
 - iv) Mode of delivery or transportation
4. If possible use the question bank.
5. State or ask about the mode of payment
6. Do send the copy of same letter to various, rival or competing companies (It will help you get the best deal)
7. Ask for discounts, schemes, minimum / reasonable / competitive prices
8. Begin letter by giving credit to reader for availing material or service at your convenient place.
9. Increase interest of reader in your deal.
10. Motivate reader to invest in your interest.
11. Give details of possible benefits and monetary gains of receiver.

12. Show chain of vast network that you can refer which in turn will help receiver.
13. Conclude letter by offering:
 - i) Bulk order
 - ii) Future scope
14. Ask for immediate and positive reply.
15. If applicable cite the advertisement or any other source for enquiry.

As cited earlier, this type of letter must be written in minimum three paragraphs. A comprehensive and perfect letter will surely create a positive impact as per need.

An example of an enquiry of letter

As the chief executive of ABC Company, you are asked to purchase 50 computers. Draft a letter of enquiry to purchase computers.

	<p>ABC Company, Dadar (W), Mumbai 4000 0021</p> <hr/> <p>Ref.No.:112/CP/01/2012-13</p> <p>Date: 18 June 2013</p> <p>The Sales Executive XYZ Computers Churchgate Mumbai 54</p> <p>Dear Sir</p> <p>I am pleased to know about your premiere company which is setting the apex standards by producing most advanced computers at the most reasonable prize. We are happy to know that your vast network is easily accessible to us. We are starting a new corporate office at Andheri (w) for highly trained professionals in various fields. Scholarly professionals will be contributing and will get actively involved in various programs of apex</p>
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standards. They will use the setup in our office at regular interval. Our most advanced e-library will be an added advantage for them. Thus, we need computers with most advanced software and hardware. These will be used not only by chartered accountants, but also by animation engineers and people of different background. I am directed by Hon'ble Board of Directors to produce details of such advanced computers and purchase within a month. An expert committee will scrutinize the details that you will be producing. The decision to purchase these computers will be taken within a fortnight.

Kindly arrange to consider current and upcoming trends and provide details of most advanced and technically sound computers that you can supply. Please also arrange to send following information about followings.

1. Will you supply such computers?
2. Will you develop a special software and hardware?
3. What mode of transportation will you use to send computers at our Andheri (W) office?
4. Will you be making payment of toll and other taxes till it reaches our office?
5. Will you unload and install these computers in our office?
6. Will you send executives to monitor the working for a scheduled time? (Please give details)
7. What guarantee or security will you give?
8. What are the terms and conditions of payment? Please give details of pre, part or full payment including all taxes to be paid by us with all specifications?
9. What discount will you give us? Specify all terms and conditions on both parts in details.

Please arrange to send the detailed information on

<p>or before 25th May 2012. A comparative study of all quotations will be made by an expert committee and the decision will be taken on 28th May 2012. If your details and quotations are reasonable we will be happy to purchase computers from your company and the order will placed in this regard on 29th May 2012.</p> <p>We may recommend your name to highly trained and qualified professionals that are associated with us. They may also seriously consider purchasing most advanced computers from your company as per their experience with your supplied computers.</p> <p>I humbly request you to seriously consider the date and business opportunity and arrange to send information on or before 25th May 2012. Feel free to ask for any queries on your part. We will be happy to purchase computers from your company.</p> <p>Anticipating a prompt reply and co-operation.</p> <p>Cordially yours</p> <p>Sd/-</p> <p>(Yash Govind Patil)</p> <p>Chief Executive</p> <p>Copy for information and request to send quotations as above to:</p> <p>C.E.O., DEF Computers, V.Parle (W), Mumbai</p> <p>C.E.O. EFG Computers, New Delhi</p> <p>C.E.O. HIJ Computers, Bangalore.</p>
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Check Your Progress

1. What steps will you take to write an effective enquiry letter?
2. Write enquiry letters for the followings:

3. To purchase 50 laptops in your company for secretaries / executive.
4. To arrange tour for you classmates
5. To purchase 1000 ceiling fans in you company
6. To purchase stationary for your office.
7. To build 20l rooms for you new office campus.

7.3 COMPLAINTS

In social and official correspondence, there are certain incidents which enforce us to write a complaint letter. It can never be a pleasant experience. This letter is written as the end result of genuine mistake of the receiver. We are required to control emotions and present facts, legal aspects and future course of actions that can be taken to correct the mistake(s).

We need to know that the aim of this letter is not to impetus any dispute but to get the mistakes or wrongs corrected and continue smooth flow of communication. We must stress the facts by giving substantial proof(s) and scope to take a strong legal action, if the receiver does not co-operate and correct the mistake in scheduled time. We are required to address a complaint letter to the proper person. It must not be sent in the general name of the company. It will unnecessarily waste the time and may reach to the proper person late. Following tips will help us to write a perfect complaint letter.

- 1) Address complaint letter to a proper person.
- 2) Remember the purpose of writing this letter. It must not add to chaos and increase tensions and panics.
Quote the mistake. (If possible with substantial proof.)
- 3) Stress on need of rectification of mistakes.
- 4) Never intend to fight with reader/receiver.
- 5) Strive for polite and professional attitude.
- 6) Include following details:-
- 7) Reference number(s)
- 8) Date(s) of previous letter(s)
- 9) Conditions accepted by receiver
- 10) Details of contacts such as i) Nature of service, ii) Number of goods order iii) Quantity and etc.
- 11) Details of exact loss/ mistake
- 12) Nature of loss
- 13) What exactly we want from receiver. (i.e. how will it be compensated).

- 14) Regret for writing a complaint letter and prove that defect/mistake a genuine, serious and ultimately needs to be corrected.
- 15) Suggest further actions you can take.
- 16) Comment on how this mistake will damage receiver's reputation.
- 17) Quote the legal action that can be initiated.
- 18) Show you want to strengthen relations.
- 19) Show willingness to co-operate.
- 20) Show your interest is only in the correction of the mistake.
- 21) Send copy of this letter to even to the senior authority in hierarchy of the receiver.
- 22) Create atmosphere, so that reader will take a proper action promptly and immediately.
- 23) Never write a complaint letter for wrong reason.
- 24) Reinvestigate the mistake / loss / conditions before sending a complaint letter.
- 25) Never use the word complaint in the complaint/claim letter.

An example of Complaint Letter

Write a complaint letter to XYZ furniture for delivering 35 damaged cupboards to your college.

Mridula Education Society's Yash Institute of Technology and Management, XYZ Road, Andheri (W), Mumbai 400053	
<hr/>	
Ref. No.: 235/Fur/2012-13	Date:- 20.05.2012
Your Ref.No.: 208/sale/2012-13	
Our Ref.No.: 136/Fur-ord/2012-13	
Mr. Kishan Kumar Sales Executive XYZ Furniture Bandra (W) Mumbai 42	
Sub.: About 35 damaged cupboards	
Dear Sir,	
Thanks for delivering 100 cupboards as per above cited our reference number in scheduled time. It shows	

your genuine concern for customers and professional credibility. But, I do regret to inform you that out of 100 cupboards, thirty five (35) cup-boards are in damaged condition. Hence we cannot use these in our library.

As per said contract, it is decided that you will deliver 100 cupboards on or before 20.05.2012. It is also decided that our supervisors and your representatives will unpack and check the received cupboards. According to the terms, it is your responsibility to deliver all cupboards in good condition. While unpacking the received cupboards in-front of your representative, it is found that doors of 10 cupboards, glass of 15 cupboards and handles of 10 cupboards are damaged. The record of these cupboards is enclosed hereby for your kind information and necessary action. It is signed by your representatives and our supervisors.

Classes in our institute are starting from 11 June 2012 as per university rules. It is essential for us to arrange books, journals, magazines and reading material in library in proper order. It will help out students, faculty, visitors and scholars to create desired atmosphere in the library. Thus, proper steps were taken by us and special instructions were given to you to supply cupboards. You are requested to look in this matter seriously and submit remaining 35 computers within 03 days by giving topmost priority to this.

I do believe that you will look into this matter personally and deliver 35 cupboards in good condition. If you deliver these in three days, I will seriously consider your other proposals of stationary and furniture and do the needful. If you are unable to deliver 35 computers in 04 days, we will withhold the payment of all cupboards that we received in good condition and take proper legal action as per the terms and conditions in said contract. You are also informed to borne the payment of taking back cupboards and deliver new cupboards.

I do anticipate your cooperation and believe that you will send 35 cupboards in good conditions immediately.

	<p style="text-align: right;">Yours faithfully,</p> <p style="text-align: right;">Sd/-</p> <p style="text-align: right;">Principal</p> <p>Copy for information and necessary action to</p> <p>Managing Director, XYZ Furniture Bandra (W) Mumbai 42.</p> <p>Hon'ble Secretary, Mridula Education Soceity, Bandra (W), Mumbai.</p> <p>Accounts Officer, Yash Institute of Technology and Information for withholding payment till further guidelines and instructions.</p>
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7.4 REPLY TO ENQUIRY

We are required to know that reply letter is written in stipulated time. Through this letter, writer is expected to turn an enquiry in order and get the business done in style. This letter also provides an opportunity to develop professional relations and carry out business by producing scope for future. A prompt reply, competitive advances, reasonable charges and tempting offers will make receiver interested in our reply. Following guidelines will help us write a prompt reply letter.

- 1) Show genuine interest in the genuine letter of enquiry.
- 2) Show that it is an ultimate opportunity for us to strengthen professional relations.
- 3) Enthusiastically welcome the letter of enquiry\
- 4) Convert enquiry into order.
- 5) Motivate and thank the receiver.
- 6) Dosend : a) catalogue, b) price list, c) Information brochure
- 7) Justify our prices by quality.

- 8) Specify :
 - a) Availability of stock
 - b) Last date to avail discount
 - c) Terms and conditions
 - d) Mode of transport
 - e) Date of delivery
 - f) Place of delivery
 - g) Mode of payment (pre-payment, post-payment, partial- payment)
 - h) Period of specific offer
 - i) Payment of all taxes
 - j) Role of supervisors (If required)
- 9) Invite further enquiry with specifications.
- 10) Show willingness to help at reader's end
- 11) Enforce to give order immediately.

An example of reply to enquiry

Frame a reply to the enquiry you have received from 'ABC College, Andheri(w), Mumbai for stationary.

7.5 REPRESENTATIONS

In our social life, we are linked with various factors. Travelling communicating, mixing up with others for official and social purposes and others are inevitable. In this segment of life, many inconveniences may be experienced. It is also experienced that not only individuals but also the experience of a group or many people may be same. To correct such wrongs, a representation is required. Through this, group feeling is presented to the authority for correcting mistake(s).

Representations are written for genuine reason that affects the life of mass. As it is a complaint of a group, it remains effective and important. It is written as it needs immediate attention. As studied earlier, we have to be thoroughly professional to prepare a representation. This letter is written to root out wrong things and correct the mistakes that are causing or may cause the public anger. It may be a kind of professional protest for a specific reason by a group.

We have to write representations by considering expected standards, reasonable projections and perfect services. We must follow the basic principles of official and social communication to write representations. As presentations are prepared by a group, a covering letter duly signed by representatives sounds more professional.

Guidelines to write a representation :

Following are essential guidelines for writing a representation.

1. It must present fact(s) with substantial proof.
2. Present proper complaints. Never beat around bush. Cite complaints.
3. Provide reasonable suggestions.
4. Send letter to a proper authority. (May send a copy or copies to respective authorities if required.)
5. Offer or present expert guidelines.
6. Remember purpose of writing representations. It is not to fight or quarrel. It is to correct the mistakes. Thus, don't be just angry, but justify your views on logic and basic facts.
7. If recommending solutions never guess or expect. Present reasonable solutions candidly that the group wants. It must be reasonable, practical, helpful and acceptable to all.

An example of Representation :

Write a representation to be submitted to an appropriate authority for irregularities in Water Supply to your housing society.

ABC HOUSING SOCIETY,
New link Road, 100 Feet Road,
VASAI (E), DIST.THANE 401209.

Ref. No. 125/WS-01/2012-13

Date:- 13 July 2012

The Superintendent
Department of Water Supply
Vasai-Virar Municipal Corporation
Dist. Thane 02

Dear Sir:

Sub. : Irregularities in water supply to our housing society

We are really thankful to you for your timely support and perfect water supply management from last six years. We regret you to bring your kind notice that many irregularities are found in water supply to our society from last fortnight. We have already discussed with you in the last week about this issue. In this connection, we would like to bring following facts to your kind notice.

1. From last fortnight we are not getting proper water supply.
2. We have spoken to your office regarding the irregularities. As per your guidelines, your office representatives have already checked our pipeline and found no leakage in pipeline of our building.
3. Your representatives have checked for the main water supply connections .It is also found proper.
4. You also have found that there is no question of less water.
5. But we found many irregularities in water supply to our society. Many times water is supplied twice a day and no water is supplied for next two or more days.
6. Sometimes Water is supplied to us early in the morning, sometimes in the evening or even midnight or in the afternoon.
7. It is found that water is not supplied with same force

	<p>as earlier.</p> <p>Because of these irregularities our society is not able fix up a proper time to supply water. As many members are working, they must know the timing of water supply in advance. We cannot fix up a proper timetable for water supply due to your irregularities.</p> <p>Since this irregularity is continued from last fortnight, your personal attention is urgently required. Please look into the matter and make a regular water supply to our society.</p> <p>Please do take a record of water supply from your representatives and make a proper plan to bring regularities in water supply.</p> <p>Anticipating your co-operation.</p> <p style="text-align: center;">Yours faithfully Sd/- XYZ President, Treasurer and General Secretary, ABC Housing Society</p>
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7.6 AN APPLICATION LETTER FOR JOB

An application letter with bio-data helps us as a candidate to get the call for a job interview. It is a self-promotional document. Basically it sells you as an excellent candidate for a job at a targeted company, organization, or firm. We include it in our information about our background, educational qualification, performance and relevant accomplishments. We are informed to be honest to ourselves while presenting the data in this section as it will scrutinized, verified and skilfully assessed by prospective employer.

Our application letter and bio-data must be neat, clean and brief. It enhances our credibility and presents our communication and interpersonal skills. We must remember that basic aim of application letter is to introduce ourselves as an excellent candidate and express willingness to get associated with the employer. Thus,

it must be well-structured document that provides a substantial proof as a potential candidate.

As other letters, an application letter is also written in minimum three paragraphs. The first paragraph is used for introducing you as a candidate. It also mentions the post for which you applied. It acknowledges the source of information about the vacancy. We must remember that it must also focus on the most important qualifications required for the post. The employer may read this first section carefully. Hence, one has to be specific and tempt reader through quality text, to read further section to create interest in him or her as a candidate.

The second paragraph is a logical extension of the first part. It includes following aspects.

Focus on qualification

Provide justification (on how your background and qualification makes you a perfect candidate)

Never repeat statements and qualifications cited earlier.

Comment on experience, co and extra-curricular activities that help to perform task skilfully and efficiently.

Through the third and concluding paragraph we must motivate the employer to call you for the interview. It includes following aspects.

Request for an interview

Most convenient way for employer to reach you and

Thank you note to reader for investing time.

An example of an application letter for job :

XYZ

1/103, Yash Nagari,
Andheri(W),
Mumbai 52.

The Chairperson
Gajanan Society
Virar (W),
Virar 10.

Dear Dr. Rathod :

Dr. Mohanish, a consultant of your company and professor-in-charge of xyz educational institute has informed me that your education society is to appoint someone with excellent communication and interpersonal skills, experienced, dedicated and sincere candidate as a sales executive. I do believe that my enclosed bio-data will demonstrate the features that you require. I will use my experience under your precious guidance to achieve the targeted goal and set achieve apex standards.

While learning in college I have worked as an apprentice at various companies as supporting sales executive during my vacations. This experience will surely help me to offer my services in style. I have completed my commerce degree from IDOI, University of XYZ. While studying this course, I studied seriously and scored 75%. I participated in various co and extra-curricular activities from my school days. I won the first prize three times at state level debate competitions. I also have published articles in school, college and university magazine.

It will be a pleasant experience for me to work under you precious guidance. If I am scrutinized for written and oral interviews please call me at 022 2770708/1111111111. I am enclosing my bio-data with all testimonials and certificates. I look forward to receive your call letter and appear for the interview as this society is well -known for giving auspicious opportunity for even fresh candidates.

Yours faithfully

	<p>Ananhya Patil</p> <p>Encl:- Biodata Copies of the marklist Experience certificate.</p>
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7.7 LETTERS TO THE EDITORS

Such types are letters also must be written in most professional way. Follow guidelines of writing a proper letters that are discussed earlier. Considering case, you may use the guidelines to write a specific letter. A letter that you are writing to the editor must carry your attitude and convince editor that issue is genuine. Then only the editor will take appropriate course of action. The editors are qualified, visionary and well-experienced. They are familiar with various aspects. Hence we have to be very alert in writing to the editors.

There are various reasons for writing letters to the editor. Such letters must be written with personal touch, objective presentations and convincing approach. These letters must be short, to the point and self- dependent.

An Example of a letter to the editor :

<p>ABC 1/103, Agarwal Nagari, Vasant Nagri, Vasai(E), Dist. Thane.09</p>	
	<p>The Editor The Phoenix Weekly 7th Street, Andheri(w) Mumbai 52.</p> <p>Sir,</p> <p>I heartily congratulate you on publishing an interview with Union Finance Minister. He presented his immediate and long-term plans and focused on increasing fiscal condition of the nation. His analysis of</p>

	<p>world economy has expanded our vision. It seems that he will surely direct and take our economy to apex level soon by demolishing all hindrances.</p> <p>He has really made a proper study of concurrent trends and accepted the most reasonable way to lead our economy. He skilfully used all theories and enveloped merits of all theories to overcome difficulties. He will nurture of economy in the best possible way.</p> <p>We specially congratulate you for asking questions and getting answers on all crucial issues. Only you could do this. Thus, your magazine is of apex standards. All scholars are fortunate to read this interview in detail.</p> <p>Anticipating same quality text in your magazine.</p> <p style="text-align: right;">Yours truly</p> <p style="text-align: right;">ABC</p>
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7.10 LET US SUM UP

Social and official correspondence is ultimately essential in today's era. One has to be alert in writing letters. It will continue the smooth flow of communication. If letters are written skilfully, they will surely create desired impact. Thus, it is essential to follow all guidelines to participate in social and official correspondence.

7.11 GLOSSARY

Claim : To say that something is true although it has not been proved and other people may not believe it.

Adjustment : A small change made to something in order to correct or improve it

Application : A formal request for something such as a job permission to do something

Representation : Speaking on behalf of someone

Editor : A person (being incharge of) who determines the final content of newspaper, magazine or multi-author book

7.12 UNIT END EXERCISES

Write following letters

1. An enquiry letter to purchase 30 tables and 65 chairs as a sales executive of your company.
2. Write a complaint letter to your supplier. He has not supplied 200 laptops in scheduled time.
3. Write a reply letter to the principal of a college. He wants to purchase stationery from you stores. (Assume suitable data)
4. You come from Andheri to Juhu daily by bus. But your bus driver is not reporting on time. All your colleagues are also facing same problem. Write a representation to the concerned authority.
5. Write an application with bio-data to Manager, XYZ company for the post of Sales Executive.



INTERPRETATION OF SHORT UNSEEN LITERARY PROSE PIECES (FICTION AND NON-FICTION)

Unit Structure

- 8.0 Objectives
- 8.1 Introduction to Comprehension
- 8.2 Testing simple Vocabulary and Attempting Simple and Complex Factual Questions.
- 8.3 To Draw Conclusions and Inferences; and to Interpret.
- 8.4 To Discern the Main Idea, and to Understand the Interrelation of Paragraphs within the Given Passage.
- 8.5 Personal Response Questions and Summarizing the Idea.
- 8.6 Let Us Sum Up
- 8.7 Glossary
- 8.8 Unit End Exercises
- 8.9 Key to Check Your Progress

8.0 OBJECTIVES

- This unit will help you to understand and apply various techniques to comprehend the given text.
- You will be able to read the given text effectively and meaningfully from the point of view of solving the questions.
- You will be able to use the vocabulary in context.
- You will be able to understand the given text in depth.

8.1 INTRODUCTION

Comprehension means understanding of oral or written text.

In written language, this understanding includes various aspects such as understanding the general concept of the text, reaching a logical conclusion, understanding the text from the knowledge outside the text, and forming personal opinions based on the given information. It also means finding the various ideas

represented in the text and to be able to arrange them in logical order. For this, you must be a skilled reader. In this unit, we will learn how to use reading skill in order to comprehend the given text effectively.

8.2 TESTING SIMPLE VOCABULARY AND ATTEMPTING SIMPLE AND COMPLEX FACTUAL QUESTIONS.

Reading word by word to understand the meaning and grammar is the wrong way of reading the text. It reduces the speed of reading and also obstructs the understanding of the text. Reading skills like skimming, scanning, and quick eye movement can help you read effectively and speedily. Skim the given passage by reading it quickly. Focus on understanding the whole idea of the passage, even if you do not understand the meaning of some words. Then read the questions given below. Some questions have their answers given directly in the passage. To locate them, scan the passage by quick eye movement; looking for particular points; without stopping for the correct meaning of the troublesome words. A few questions are of complex factual nature, and they require you to form your own answer by gathering the facts given in the passage. Vocabulary testing includes giving the word for the phrase given in the passage; antonyms, synonyms, and grammar.

Let us use these discussed points in the passage given below.

[I] Read the Following Passage Carefully and Attempt to Answer the Questions Given Below.

It was a large lovely garden, with soft green grass. Here and there over the grass stood beautiful flowers like stars, and there were twelve peach-trees that in the spring-time broke out into delicate blossoms of pink and pearl, and in the autumn bore rich fruit. The birds sat on the trees and sang so sweetly that the children used to stop their games in order to listen to them. 'How happy we are here!' they cried to each other.

One day the Giant came back. He had been to visit his friend the Cornish ogre, and had stayed with him for seven years. After the seven years were over he had said all that he had to say, for his

conversation was limited, and he determined to return to his own castle. When he arrived he saw the children playing in the garden.

'What are you doing here?' he cried in a very gruff voice, and the children ran away.

'My own garden is my own garden,' said the Giant; 'any one can understand that, and I will allow nobody to play in it but myself.' So he built a high wall all round it, and put up a notice-board.

TRESPASSERS
WILL BE
PROSECUTED

He was a very selfish Giant.

The poor children had now nowhere to play. They tried to play on the road, but the road was very dusty and full of hard stones, and they did not like it. They used to wander round the high wall when their lessons were over, and talk about the beautiful garden inside.

The Selfish Giant - By Oscar Wild

Q.1) State which of the following sentences is true.

- i) The children had no interest in the garden.
- ii) The children used to go and play in the Giant's garden
- iii) The children destroyed the garden.

Q2) Choose the correct option.

- i) The giant was kind generous.
- ii) The giant and children were friends.
- iii) The giant was very selfish.

Q.3) Read the 1st paragraph. Which season do you think gives the delicate blossoms of pink and pearl?

- i) Spring

ii) Winter

iii) Autumn

Q4) Was the giant communicative by nature? Which sentence in the passage indicates that?

Q5) Write down from the passage the antonym of "poor".

Q.6) write from the passage one word for:

i) A person who damages the person's right to property.

ii) To move about aimlessly and without the proper destination.

ANSWERS

A.1) ii)A. 2)iii These answers are given in the passage.

A.3) i) You have to form this answer by reading the description given in the 1st paragraph.

A.4) No. After the seven years were over he had said all that he had to say, for his conversation was limited.

A.5) Poor

A.6) i) Trespasser ii) Wander

Check Your Progress

Read the Following Passage Carefully and Answer the Questions Given Below.

Alice opened the door and found that it led into a small passage, not much larger than a rat-hole: she knelt down and looked along the passage into the loveliest garden you ever saw. How she longed to get out of that dark hall, and wander about among those beds of bright flowers and those cool fountains, but she could not even get her head through the doorway; 'and even if my head would go through,' thought poor Alice, 'it would be of very little use without my shoulders. Oh, how I wish I could shut up like a telescope! I think I could, if I only know how to begin.' For, you see,

so many out-of-the-way things had happened lately, that Alice had begun to think that very few things indeed were really impossible.

There seemed to be no use in waiting by the little door, so she went back to the table, half hoping she might find another key on it, or at any rate a book of rules for shutting people up like telescopes: this time she found a little bottle on it, ('which certainly was not here before,' said Alice,) and round the neck of the bottle was a paper label, with the words 'DRINK ME' beautifully printed on it in large letters.

It was all very well to say 'Drink me,' but the wise little Alice was not going to do that in a hurry. 'No, I'll look first,' she said, 'and see whether it's marked "poison" or not'; for she had read several nice little histories about children who had got burnt, and eaten up by wild beasts and other unpleasant things, all because they would not remember the simple rules their friends had taught them: such as, that a red-hot poker will burn you if you hold it too long; and that if you cut your finger very deeply with a knife, it usually bleeds; and she had never forgotten that, if you drink much from a bottle marked 'poison,' it is almost certain to disagree with you, sooner or later.

Alice's Adventures in Wonderland- by Lewis Carroll

Q1) What did Alice find on the table?

- i) A book of rules for shutting people up
- ii) A telescope
- iii) A bottle

Q2) Which of the following sentences is correct.

- i) Alice thought that the bottle might contain poison.
- ii) Alice immediately wanted to drink the contents from the bottle.
- iii) Alice had forgotten the rules.

Q3) Why did Alice wish to be able to shut up like a telescope?

Q4) Which two instances in the passage show Alice's thoughtfulness?

Q5) Write from the passage one word for

i) An optical instrument for making distant objects appear larger and nearer.

ii) A small dirty uncomfortable room

Q.6) "If you drink much from the bottle marked 'poison', it is almost certain to disagree with you."-What does this mean?

i) The poison will harm you.

ii) You will be healthy.

iii) People will disagree with you.

8.3 DRAWING CONCLUSIONS AND INFERENCES AND INTERPRETATIVE QUESTIONS.

Now we will move towards the next level of comprehension. In this section, we will see how to draw conclusions and inferences. In order to draw conclusions, you must arrange the facts in logical order. You add implied meaning to the conclusions to draw the inference. Answers to the interpretative questions are not directly given in the passage. You must understand the passage as a whole to answer the question. In vocabulary, you are expected to guess the correct meaning of the word by understanding its meaning in the passage. Let us learn how to answer such questions in the following passage.

[II] Read the Following Passage and Attempt to Answer the Questions Given Below.

The girl on the summit of the load sat motionless, surrounded by tables and chairs with their legs upwards, backed by

an oak settle, and ornamented in front by pots of geraniums, myrtles, and cactuses, together with a caged canary - all probably from the windows of the house just vacated. There was also a cat in a willow basket, from the partly-opened lid of which she gazed with half-closed eyes, and affectionately surveyed the small birds around.

The handsome girl waited for some time idly in her place, and the only sound heard in the stillness was the hopping of the canary up and down the perches of its prison. Then she looked attentively downwards. It was not at the bird, nor at the cat; it was at an oblong package tied in paper, and lying between them. She turned her head to learn if the waggoner were coming. He was not yet in sight; and her eyes crept back to the package, her thoughts seeming to run upon what was inside it. At length she drew the article into her lap and untied the paper covering; a small swing looking-glass was disclosed, in which she proceeded to survey herself attentively. She parted her lips and smiled.

It was a fine morning, and the sun lighted up to a scarlet glow the crimson jacket she wore, and painted a soft luster upon her bright face and dark hair. The myrtles, geraniums, and cactuses packed around her were fresh and green, and at such a leafless season they invested the whole concern of horses, waggon, furniture, and girl with a peculiar vernal charm. What possessed her to indulge in such a performance in the sight of the sparrows, blackbirds, and unperceived farmer who were alone its spectators, - whether the smile began as a factitious one, to test her capacity in that art, - nobody knows; it ended certainly in a real smile. She blushed at herself, and seeing her reflection blush, blushed the more.

Far from the Madding Crowd -by Thomas Hardy

Q.1) Read the 2nd paragraph carefully and choose the correct option.

- i) She turned her head because she was waiting for the Waggoner.
- ii) She turned her head because she heard the Waggoner coming in her direction.

iii) She turned her head because she wanted to check whether the Waggoner was coming or not.

Q2) Who do you think is the "unperceived" farmer"?

Q.3) What does the author mean by 'performance'?

Q4) What do you think is on the girl's mind?

Q5) Give noun forms of :

i) To perform

ii) To reflect

Q6) From the passage find out the adjectives used for :

i) Package

ii) Season

Q7) Pick out two adverbs from the passage.

Answers

A.1) iii This conclusion is drawn from the description given in the 2nd paragraph.

A2) Waggoner. The Waggoner is the only person mentioned apart from the girl and since he hasn't arrived, he is cannot be perceived. The setting is of countryside so the Waggoner must be a farmer.

A.3) Performance is the girl's act of smiling. Because the description given in the 3rd paragraph is about smiling.

A.4) An oblong package tied in the paper. Because, she is looking at it attentively without paying any attention to either the bird or the cat or her surroundings.

A.5) i-Performance ii-reflection

A.6) i-oblong ii-leafless

A.7) Partly, affectionately. There are other adverbs in the passage. Try to find them for your practice.

Check Your Progress

Read the following passage carefully and answer the questions given below.

Little Chandler's thoughts ever since lunch-time had been of his meeting with Gallaher, of Gallaher's invitation, and of the great city London where Gallaher lived. He was called Little Chandler because, though he was but slightly under the average stature, he gave one the idea of being a little man. His hands were white and small, his frame was fragile, his voice was quiet and his manners were refined. He took the greatest care of his fair silken hair and moustache, and used perfume discreetly on his handkerchief. The half-moons of his nails were perfect, and when he smiled you caught a glimpse of a row of childish white teeth.

As he sat at his desk in the King's Inns he thought what changes those eight years had brought. The friend whom he had known under a shabby and necessitous guise had become a brilliant figure on the London Press. He turned often from his tiresome writing to gaze out of the office window. The glow of a late autumn sunset covered the grass plots and walks. It cast a shower of kindly golden dust on the untidy nurses and decrepit old men who drowsed on the benches; it flickered upon all the moving figures - on the children who ran screaming along the gravel paths and on everyone who passed through the gardens. He watched the scene and thought of life; and (as always happened when he thought of life) he became sad. A gentle melancholy took possession of him. He felt how useless it was to struggle against fortune, this being the burden of wisdom which the ages had bequeathed to him.

A Little Cloud-by James Joyce

Q1) Which of the following sentences correctly describes little chandler?

i) Little chandler had been successful in life.

- ii) Little Chandler took great care in presenting himself.
 - iii) Little Chandler was not familiar with Gallher.
- Q2) Who do you think had become a brilliant figure on the London press?
- Q3) Why do you think little Chandler became sad?
- Q4) Give noun forms of the following :
- i) To invite
 - ii) Necessitous
- Q5) Write down the adjectives for :
- i) Hair
 - ii) Melancholy

8.4 TO DISCERN THE MAIN IDEA AND TO UNDERSTAND THE INTER-RELATION OF THE PARAGRAPHS WITHIN THE GIVEN PASSAGE.

In this section, we will learn to answer questions of greater complexity. In the passage, there can be only one idea, or one main idea and many other ideas. You have to find out the importance and relevance of each idea in order to grasp the main idea. The paragraphs within the passage may have the relation of elaboration, cause and effect or expansion with each other. Let us understand these ideas through the example of the following passage.

[III] Read the Following Passage and Attempt to Answer the Questions Given Below.

Ivan Dmitritch, a middle-class man who lived with his family on an income of twelve hundred a year and was very well satisfied with his lot, sat down on the sofa after supper and began reading the newspaper.

"I forgot to look at the newspaper today," his wife said to him as she cleared the table. "Look and see whether the list of drawings is there."

"Yes, it is," said Ivan Dmitritch; "but hasn't your ticket lapsed?"

"No; I took the interest on Tuesday."

"What is the number?"

"Series 9,499, number 26."

"All right . . . we will look . . . 9,499 and 26."

Ivan Dmitritch had no faith in lottery luck, and would not, as a rule, have consented to look at the lists of winning numbers, but now, as he had nothing else to do and as the newspaper was before his eyes, he passed his finger downwards along the column of numbers. And immediately, as though in mockery of his scepticism, no further than the second line from the top, his eye was caught by the figure 9,499! Unable to believe his eyes, he hurriedly dropped the paper on his knees without looking to see the number of the ticket, and, just as though someone had given him a douche of cold water, he felt an agreeable chill in the pit of the stomach; tingling and terrible and sweet!

"Masha, 9,499 is there!" he said in a hollow voice.

His wife looked at his astonished and panic-stricken face, and realized that he was not joking.

"9,499?" she asked, turning pale and dropping the folded tablecloth on the table.

"Yes, yes . . . it really is there!"

"And the number of the ticket?"

"Oh, yes! There's the number of the ticket too. But stay . . . wait! No, I say! Anyway, the number of our series is there! Anyway, you understand. . . ."

Looking at his wife, Ivan Dmitritch gave a broad, senseless smile, like a baby when a bright object is shown it. His wife smiled

too; it was as pleasant to her as to him that he only mentioned the series, and did not try to find out the number of the winning ticket. To torment and tantalize oneself with hopes of possible fortune is so sweet, so thrilling!

"It is our series," said Ivan Dmitritch, after a long silence. "So there is a probability that we have won. It's only a probability, but there it is!"

The Lottery Ticket-by Anton Chekov

- Q1) What do you think Ivan and his wife are discussing?
- Q2) What does the author mean by, "very well satisfied with his lot"?
- Q3) Choose the correct alternative.
- In the passage, "chill" means,
- i) Cold
 - ii) Chilies
 - iii) Sensation of excitement
- Q4) What was the mockery of Ivan's skepticism?
- Q5) Did Ivan find out the result of the lottery draw? Support your answer with the sentence in the passage indicating this.

Answers

- A.1) Ivan and his wife are discussing the draw of the lottery ticket bought by His wife. The ticket, draw, series and number are the clues; which are confirmed in the 2nd paragraph. Also Ivan had no faith in the lottery; so it must have been bought by his wife.
- A.2) Content with his financial condition.
- A3) iii: It is the most suitable meaning in the given context.

- A.4) Ivan had no faith in the lottery hence the fact that he finds the winning series on the paper while checking the results of the draw is the mockery of his skepticism.
- A.5) In the passage Ivan did not find out the result of the lottery draw. He checks the series but not the number as he stopped just before that. The sentence, "His wife smiled too; it was as pleasant to her as to him that he only mentioned the series, and did not try to find out the number of the winning ticket." indicates it.

Check Your Progress

Read the Following Passage and Answer the Questions Given Below.

At that moment the queen of violets saw by her side the converted violet, hurled to earth by the storm and distorted upon the wet grass like a limp soldier in a battle field. The queen of the violets lifted her head and called to her family, saying, "Look, my daughters, and meditate upon that which Greed has done to the violet who became a proud rose for one hour. Let the memory of this scene be a reminder of your good fortune."

And the dying rose moved and gathered the remnants of her strength, and quietly said, "You are contended and meek dullards; I have never feared the tempest. Yesterday I, too, was satisfied and contented with Life, but Contentment has acted as a barrier between my existence and the tempest of Life, confining me to a sickly and sluggish peace and tranquility of mind. I could have lived the same life you are living now by clinging with fear to the earth.... I could have waited for winter to shroud me with snow and deliver me to Death, who will surely claim all violets.... I am happy now because I have probed outside my little world into the mystery of the Universe.... something which you have not yet done. I could have overlooked Greed, whose nature is higher than mine, but as I hearkened to the silence of the night, I heard the heavenly world talking to this earthly world, saying, 'Ambition beyond existence is the essential purpose of our being.' At that moment my spirit revolted and my heart longed for a position higher than my limited existence. I realized that the abyss cannot hear the song of the stars, and at that moment I commenced fighting against my smallness and craving for that which did not belong to me, until my rebelliousness turned into a great power, and my longing into a

creating will.... Nature, who is the great object of our deeper dreams, granted my request and changed me into a rose with her magic fingers."

The Ambitious Violet-by Khalil Jibran

- Q1) What does queen of violets call good fortune?
- Q2) What is the idea expressed in the paragraph 1?
- Q3) What is the relationship between paragraph 1 and 2?
- i) Cause and effect
 - ii) Issue and analysis
 - iii) View and counter-view
- Q4) what according to you is the main idea of the passage?
- Q5) Write down from the passage the words that mean,
- i) Violent storm
 - ii) All existing things including earth, all its creatures and all the heavenly bodies.

8.5 PERSONAL RESPONSE QUESTIONS AND SUMMARIZING THE IDEA

In this section we will study some non-fiction passages. Non-fiction passages are more informative and may describe real events, general philosophy or history. The ideas presented in them are more prominent because unlike fiction, there are no characters, plot, setting, etc. in it. Also, the paragraphs may reveal some kind of inter-relationship between them such as- generalization and particular event, issue and its expansion, view and counter-view, etc. Let us learn these aspects of comprehension through the following passage.

Glimpses of World History -by Jawaharlal Nehru

- Q1) What is the idea expressed in the 1st paragraph?
- Q2) What is the idea expressed in the 2nd paragraph?

- Q3) Is there a general idea for the passage? What is it? Support your answer by giving the sentence indicating it.
- Q4) Do you agree with the author's argument that some animals are superior to man?
- Q5) Pick out the sentence from the passage that summarizes it.
- Q6) Give the suitable title to the passage.

Answers

- A.1) The 1st paragraph expresses the idea that although it is claimed that man is superior to animals, in reality it seems that some animals are superior to him still.
- A.2) Second paragraph postulates that, co-operation and sacrifice for the larger good are the tests of the civilization.
- A.3) Yes. There is an overall general idea for the passage. It is that mutual co-operation and sacrifice for the good of the society are the tests of the civilization. The last sentence of the 1st paragraph and the 3rd sentence of the 2nd paragraph indicate it.
- A.4) This is the personal response question and hence you should give your own opinion.
- A.5) "If mutual co-operation and sacrifice for the good of society are tests of civilization; we may say that the White Ant and the Ant are in this respect superior to man."
- A.6) "Man and Civilization" You can give any title that according to you is representative of the main idea of the passage and hence is the most suitable to it.

Check Your Progress

Read the Following Passage and Answer the Questions Given Below.

Events were so shaping themselves in Johannesburg as to make this self-purification on my part a preliminary, as it were, to Satyagraha. I can now see that all the principal events of my life, culminating in the vow of brahmacharya, were secretly preparing

me for it. The principle called Satyagraha came into being before that name was invented. Indeed when it was born, I myself could not say what it was. In Gujarati also we used the English phrase 'passive resistance' to describe it. When in a meeting of Europeans I found that the term 'passive resistance' was too narrowly construed, that it was supposed to be a weapon of the weak, that it could be characterized by hatred, and that it could finally manifest itself as violence, I had to demur to all these statements and explain the real nature of the Indian movement. It was clear that a new word must be coined by the Indians to designate their struggle.

But I could not for the life of me find out a new name, and therefore offered a nominal prize through Indian Opinion to the reader who made the best suggestion on the subject. As a result Maganlal Gandhi coined the word Sadagraha (Sat=truth, Agra=firmness) and won the prize. But in order to make it clearer I changed the word to Satyagraha, which has since become current in Gujarati as a designation for the struggle.

The history of this struggle is for all practical purposes a history of the remainder of my life in South Africa, and especially of my experiments with truth in that sub-continent. I wrote the major portion of this history in Yeravda jail, and finished it after I was released. It was published in Navajivan and subsequently issued in book form. Sjt. Valji Govindji Desai has been translating it into English for Current Thought, but I am now arranging to have the English translation^{1/} published in book form at an early date, so that those who will may be able to familiarize themselves with my most important experiments in South Africa.

The Story of My Experiments with Truth -by M.K.Gandhi(Part 4)

- Q1) What is the general idea of the passage?
- Q2) Why did author feel that the new word must be coined by the Indians to designate their struggle?
- Q3) What was the role of "self-purification" and "brahmacharya" in the principle of "satyagraha".
- Q4) Why do you think the author did not approve of the term, "passive resistance"?
- Q5) Give the suitable title to the passage.

8.6 LET US SUM UP

- Comprehension means understanding the text.
- Good reading skills such as skimming, scanning and quick eye-movement help you to read effectively and comprehend the given text efficiently.
- It includes the understanding of the general idea, searching for particular information, drawing conclusions, interpreting the meaning and giving personal opinions based on the given information and its logical understanding. It also includes finding out various ideas expressed in the text and understanding their inter-relation and importance.
- Comprehension also tests the reader's vocabulary and its correct use. There are some differences between the comprehension of fiction and non-fiction.

8.7 GLOSSARY

Skim : Read quickly to get the general idea of the text.

Scan : Read quickly to search for a particular point in the text.

Vocabulary : The words known by a person or group or list of all the words and their meanings.

Synonym : A word or phrase having the same meaning as another in the given language.

Antonym : A word opposite to another in meaning.

Inference : To decide from the evidence.

Context : What precedes or follows a word or a statement; and fixes its meaning.

8.8 UNIT END EXERCISES

Read the Following Passage and Answer the Questions Given Below.

We have talked of the growth of civilization and culture, and we have seen the beginnings of this when people settled down to live in villages and towns. The greater quantity of food that they got gave them more leisure and they could thus think of other matters than hunting and eating. With the growth of thought developed the

arts and crafts and culture generally. As the population increased people had to live closer to each other. They were continually meeting each other and having business with each other. If people had to live together they must be considerate to each other. They must avoid doing anything which might hurt their companions or neighbours, otherwise no social life is possible. Take a family, for instance.

A family is a tiny bit of society which will live happily if its members have consideration for each other. This is not very difficult as a rule in a family, as there is a bond of affection between its members. Even so it sometimes happens that we forget to be considerate and show that we are not very cultured and civilized after all. In the case of a larger group than the family, it is exactly the same---whether we take our neighbors or the people of our city, or our countrymen, or the people of other countries even. So the growth of population resulted in more social life and more restraint and consideration for others. Culture and civilization are difficult to define, and I shall not try to define them. But among the many things that culture includes are certainly restraint over oneself and consideration for others. If a person has not got this self-restraint and has no consideration for others, one can certainly say that he is uncultured.

Glimpses of World History –by Jawaharlal Nehru

Q.1) If people had to live together they must be,

- i) Indifferent to each other.
- ii) Considerate to each other.
- iii) Mean to each other.

Q.2) Why did people do business with each other?

Q.3) When did the beginning of culture and civilization occur?

Q.4) Which of the following event according to you led to the development of arts, crafts and culture?

- i) People settled down to live in villages and towns.
- ii) People started to live in family.

iii) People were being considerate to each other.

Q.5) What according to you is the main idea of the passage?

Q.6) Give a suitable title to the passage.

Q.7) Write down from the passage word for,

i) Trade

ii) Control

Read the Following Passage Answer the Questions Given Below.

In England, there was scarcely an amount of order and protection to justify much national boasting. Daring burglaries by armed men, and highway robberies, took place in the capital itself every night; families were publicly cautioned not to go out of town without removing their furniture to upholsterers' warehouses for security; the highwayman in the dark was a City tradesman in the light, and, being recognized and challenged by his fellow-tradesman whom he stopped in his character of "the Captain," gallantly shot him through the head and rode away; the mail was waylaid by seven robbers, and the guard shot three dead, and then got shot dead himself by the other four, "in consequence of the failure of his ammunition:" after which the mail was robbed in peace; that magnificent potentate, the Lord Mayor of London, was made to stand and deliver on Turnham Green, by one highwayman, who despoiled the illustrious creature in sight of all his retinue; prisoners in London gaols fought battles with their turkeys, and the majesty of the law fired blunderbusses in among them, loaded with rounds of shot and ball; thieves snipped off diamond crosses from the necks of noble lords at Court drawing-rooms; musketeers went into St. Giles's, to search for contraband goods, and the mob fired on the musketeers, and the musketeers fir on the mob, and nobody thought any of these occurrences much out of the common way. In the midst of them, the hangman, ever busy and ever worse than useless, was in constant requisition; now, stringing up long rows of miscellaneous criminals; now, hanging a housebreaker on Saturday who had been taken on Tuesday; now, burning people in the hand at Newgate by the dozen, and now burning pamphlets at the door of Westminster Hall; to-day, taking the life of an atrocious murderer,

and to-morrow of a wretched pilferer who had robbed a farmer's boy of sixpence.

A Tale of Two cities -by Charles Dickens

Q1) What did the thieves steal from the necks of noble lords?

- i) Contraband goods
- ii) Mail
- iii) Diamond crosses

Q.2) What does, "in consequence of the failure of his ammunition:" mean?

- i) There were no bullets in the guard's gun
- ii) There were no bullets in the robbers' guns.
- iii) There were no bullets in lord Mayor's gun

Q3) What is described in the passage?

Q4) Pick out two adverbs from the passage.

Q5) Give the noun forms of :-

- i) Recognize
- ii) Occur

8.9 KEY TO CHECK YOUR PROGRESS

8.9.1

A.1) (iii)

A.2) (i)

A.3) because she wanted to get out of the dark hall and wander into the lovely garden. But the door to the garden was very small, and she could not even get her head through the doorway.

A.4) The following instances in the passage show Alice's thoughtfulness.

- (i) Seeing that the door was too small to pass through it, Alice went back to the table inside to find out a way to solve the problem.
- (ii) Although eager to go into the garden, Alice did not drink the bottle she had found on the table; but instead decided to check whether the bottle was marked 'poison' or not.

A.5) (i) telescope (ii) rat-hole

A.6) (i)

8.9.2

A.1) ii

A.2) Gallaher

A.3) Little Chandler was sad because eight years ago, he and Gallaher were friends living in somewhat similar situation. And now, while Gallaher had become a successful person in London; he was still living the same average life.

A.4) i) invitation ii) necessity

A.5) i) silken ii) gentle

8.9.3

A.1) The fact that violets were alive even after the storm is what the queen of violets call good fortune.

A.2) The 1st paragraph seems to express that, those who challenge their circumstances and try to be something else are punished. And that one should be satisfied with whatever one has.

A.3) iii

A.4) The 2nd paragraph expresses the main idea of the whole passage. It postulates that, we should not be satisfied with

our circumstances and accept the average life. We should take risks, explore the various possibilities of improving our life and stretch our ambition beyond mere existence. This is not greed but achievement; without which our life is meaningless.

A5) i) tempest ii) Universe

8.9.4

A.1) The central idea of the passage is the birth of the Satyagraha and its importance as a movement of struggle.

A.2) According to the author, "satyagraha" was a principle and did not have a proper representative name for it. The term used by the Europeans for it, "passive resistance" did not suit it and was too narrow in meaning. Hence he felt that Indians themselves must coin a name for this struggle or principle which would represent it correctly in spirit.

A.3) According to the author, self- purification and other major events of his life were instrumental in leading him to the vow of brahmacharya; which eventually culminated into the birth of satyagraha.

A.4) This is a personal response question. You should answer it on the basis of the information given in the passage and your understanding of it.

A.5) The Birth of Satyagraha. You may select any other suitable title.

8.9.5

A.1) (ii)

A.2) As the population increased, people had to live closer to each other, because of which they were continually meeting each other. And this lead them to do business with each other.

A.3) The beginning of culture and civilization occurred when people started settling down to live in villages and towns.

A.4) (i)

A.5) Self-restraint and consideration for others are the marks of the culture of any civilization.

A.6) Culture, and Civilization. You may select any other suitable title.

A.7) (i) business (ii) restraint

8.9.6

A.1) (iii)

A.2) (i)

A.3) The passage describes the lawlessness in the capital city of England- London, with great amount of humour.

A.4) (i) scarcely (ii) publicly

A.5) (i) recognition (ii) occurrence



TYPES OF LOGICAL STRUCTURE ANALYSIS, ARGUMENTATION, CLASSIFICATION

Unit Structure

- 9.0 Objectives
- 9.1 Comparison & Contrast
- 9.2 Cause and Effect
- 9.3 Exemplification
- 9.4 Definition
- 9.5 Statement Elaboration / Expansion
- 9.6 Let Us Sum Up
- 9.7 Glossary
- 9.6 Unit End Exercise

9.0 OBJECTIVE

- This unit will make you familiar with the concept of Comparison & Contrast.
- It help us to understand the concepts of cause and effect, exemplication and definition.
- It will aslo help us to understand the concept of statement elabotation/expansion.

9.1 COMPARISON AND CONTRAST

Comparing and contrasting in finding similitudes and differences respectively to understand thing in a greater depth. When using this in writing you may express the first aspect in detail. Then further you can contrast / compare the second aspect. The second alternative is to approach the writing aspect by aspect. Comparison and contrast is particularly valuable because it enables the reader to see familiar thing in new ways. When you compare and contrast, you discover affinities. Students can make decision and judgments and form theories and interpretations of data and ideas. Comparison can help the reader think about the unfamiliar by allowing him to contrast it with some thing he already knows.

Sometimes use of contrast involves the transformation from one point of view of the opposite point of view. Typically both the points of view are presented with equal force and the author does not give away his / her biases towards words signaling contrast but, on the other hand, as against, however, although etc.

Example :

- 1) In the late nineties, Brian Lara strode the cricket field like a colossus – on all conquering batsmen who had few equals in the history of the game.
- 2) Use of contrast However his presence was not enough to inspire his west Indian teammates, resetting in one of the worst periods of west Indian cricket coinciding with Lars's extraordinary artistry at the erase.

Words signaling comparison: like wise, similarly just as, equally in the same manner etc.

Example :

The human race has been fraught with prejudices. America has the problem of racism. Like wise India discriminate through caste and language.

9.2 CAUSE AND EFFECT

Cause and effect is an extremely important rhetorical pattern in writing. There are three different ways you can arrange a paragraph using this device. The first is to discuss the causes and the effects. Simultaneously or consecutively. Secondly we can state an effect first and then discuss its causes and thirdly state a cause first and then discuss its effect the three illustrations are given as under.

- 1) C/E₁, C/E₂, C/E₃,
- 2) E+, C₁, C₂, C₃,
- 3) C+, E₁, E₂, E₃,

Air pollution is perhaps the most devastating form of pollution since it destroys a resource that every life form as we know it needs

to sustain itself. The effects of this menace, both immediate and far ranging are easy to summarize: unbeatable air. The cause, however, need some more inspection. Every citizen who drives a car that is not properly serviced and that does not have emission control devices is contributing noxious gases into the atmosphere. Large industries that do not have filtration mechanisms on their smoke stacks are also contributors. Every government which does not pass, or passes but does not enforce, strict air pollution legislation is also destroying the atmosphere. One may wonder why these three aspects of society are so cavalier about the air they breathe. Well, there is an underlying. Legislating and enforcement of laws, installation and maintenance of filtration system cost money. The majority of these three groups seems content to save a bit of money now and to sacrifice an invaluable commodity later.

Here is a paragraph using the C+, E₁, E₂, E₃, method.

Air pollution is perhaps the most devastating type of pollution because it destroys a resource every life form as we know it needs to sustain itself. The cause of this menace is a century or so of unconcern among individual citizens, large corporations, and governments. The effects of disregarding the warning signs influence present life styles and determine the future. Now people are only inconvenienced by air pollution. Large urban areas such as Los Angeles have pollution alerts which warn elderly people and those with pulmonary diseases to stay indoors. For those intrepid enough to venture outdoors, alerts mean stinging eyes, irritated sinuses, and scratchy throats. Even though people living outside large urban areas are seldom inconvenienced today, no one should be complacent about what the future holds. If pollutants keep building up in the atmosphere at present rates a few years into the 21st century will find the delicate layers of the atmosphere so damaged as to admit the sun's ultraviolet rays full throttle, or the atmosphere will be so clogged with pollutants that not enough of the sun's warming ways will filter through to support life. Whatever happens in the upper air, the city streets will surely be nonnegotiable without a gas mask, and every home will have to have special filtration systems to make the air breathable. Without strict controls on polluters, today's inconveniences will be only a few years into the 21st century will find the delicate layers of the atmosphere so damaged as to admit the sun's ultraviolet rays full throttle, or the atmosphere will be so clogged with pollutants that not enough of the sun's warming ways will filter through to support life. Whatever happens in the upper air, the city streets will surely

be nonnegotiable without a gas mask, and every home will have to have special filtration system to make the air breathable. Without strict controls on polluters, today's inconveniences will be tomorrow's crises.

The world is faced with many crises, not the least of which are the various forms of pollution. And of these, perhaps the most devastating is air pollution. Since this menace is of concern to every human being, an examination of its causes and effects will be interesting and illuminating.

The causes of air pollution seem to stem from carelessness or blatant unconcern. Every citizen who drives a car that is not properly serviced and that does not have emission control devices is contributing noxious gases into the atmosphere. Large industries that do not have filtration mechanisms on their smoke stacks are also contributors. Every government which does not pass or passes but does not enforce strict air.

Pollution legislation is also destroying the atmosphere. One may wonder why these three aspects of society show such a lack of concern with the air they breathe. Well, the underlying cause which motivates all three groups is money. Legislation and enforcement of laws and installation and maintenance of filtration system cost money. The majority of these three groups seems content to save a bit of money now and sacrifice an invaluable commodity later.

The effects of air pollution and disregarding its warning signals influence present life styles and determine the future. Now people are only inconvenienced by air pollution. Large urban areas such as Los Angeles have pollution alerts which warn elderly people and those with pulmonary diseases to stay indoors. For those intrepid enough to venture outdoors, alerts mean stinging eyes, irritated sinuses, and scratchy throats. Even though people living outside urban areas are seldom inconvenienced today, no one should be complacent about what the future holds. If pollutants keep building up in the atmosphere at present rates, only a few years into the 21st century will find the delicate layers of the atmosphere so damaged as to admit the sun's ultraviolet rays full throttle, or the atmosphere will be so clogged with pollutants that not enough of the sun's warming rays will filter through to support life. Whatever happens in the upper air, the city streets will surely be nonnegotiable without a gas mask, and every home will have to have special filtration devices to make air breathable. Without strict

controls on polluters, today's inconvenience will be tomorrow's crises.

9.3 EXEMPLIFICATION

Exemplification is what makes an idea relevant and believable. Examples bring issues to life. Example structure in essays usually begins with a topic sentence, a main idea or a main point. Then you can use a word explanation using examples to illustrate the main idea. Examples can work as beginning or conclusions of many kinds of essays especially where the purpose is to persuade.

Examples can be brief or extended. Brief examples are usually concrete, straightforward ideas and are not too complex. Extended examples are longer and more detailed. Concrete illustration of ideas is required to support ideas that are more complex than those required for brief examples.

Examples improve writing by showing instead of telling. By using dynamic verbs and concrete details they make your writing more exciting and readable. The strategies used for exemplification are the inside out point of view and external point of view. It is extremely important to achieve a balance between exemplification and explanation.

9.4 DEFINITION

Definitions are essential to explain. It helps the reader understand a concept. A formal definition consists of logical words and organized pattern. The four types of definition are analytical definition, extensional definitions, operational definition and nominal definition.

The definition should be used in the proper place. It should not cause discrepancy between the content and its meaning.

In literary pieces, definition may be used in various significations or different meanings. They may be used to mean differently than what is normally meant. Writers like O' Henry, Chekhov and Poe have abundantly used definitions as in 'The gift of the Magi' or 'The cask of Amontillado'.

9.5 STATEMENT ELABORATION

Expanding points into a paragraph statement elaboration is the most commonly used pattern in exposition. Usually it offers a generalization followed by supporting details.

Paragraphs are the basic structural units of any long write up. In a paragraph all sentences are related. The first sentence expresses the main point of the paragraph and all other sentences expand further on this point. The content of the paragraph therefore develops from a general statement to more specific details.

A typical paragraph structure can be visualized as under:-

Main Idea – the main idea is expressed in the first sentence.
Explanation- A further clarification is provided in the next two sentences
Illustration – the point or issue is supported with examples. Now let us study statement elaboration in detail. Paragraphs can take an infinite number of forms. There are four main types of paragraphs- the standard paragraph; the evidential paragraph the explanatory paragraph and the introductory paragraph.

a) Standard paragraph : Standard paragraphs contain the following element in order. They begin with a topic sentence which is the main point to be discussed, analyzed or argued with in that paragraph. Following the topic sentence there is an explanation or further development of the point proposed in the topic sentence which classifies and expands the point then the writer introduces evidence. The evidence is further substantiated by statistics or anecdotes or eyewitness accounts. The evidence must be interpreted for the reader. The paragraph closes with a summation.

b) Explanatory paragraphs : Explanatory paragraphs are used to allow the writer to expand on and explain particularly complex points before providing the reader with a lot of examples. In particular fields like the sciences or philosophy such paragraphs are common in writings that attempt to explain or analyze difficult ideas, theories and concept.

The paragraph begins with a topic sentence or transition. Following this is an in-depth explanation. If the explanation is of someone else's ideas, you must cite this person.

The paragraph closes with a summation.

c) Evidential paragraph : Evidential paragraphs are used to allow the writer to provide more evidence for a particular point. These paragraphs are used more while writing in fields like psychology. The writer follows the same procedure but he elaborately explains the meaning of the evidence.

d) Introductory paragraph : The writer can be very creative here. The introductory paragraph/ easy contains a hook to draw the reader into the paper. Some times this paragraph includes a forecast of the major points. The hook might be a pithy quote, a brief anecdote or a hypothetical situation. This hook should be clearly introduced, documented and explained.

9.6 USE OF REPETITION

It is a feeling that Repetition can make writing boring or unrhymical. But repetition, as a rhetorical or writing tool, when used well can actually emphasise a point, heighten drama and tie elements together. Words, sounds, phrases, syllables, allusions, stanzas, metrical patterns and ideas can all be repeated both in prose as well as verse.

Repetition is used to a great effect in poetry but when used in prose especially in speeches can add great dramatic intensity. A famous example is the speech of Winston Churchill (1940) against Nazi Germany “We shall go on to the end we shall fight in France, we shall fight in France, we shall fight on the seas and the oceans, and we shall fight with growing confidence....” Churchill’s repeated use of the phrase ‘ we shall fight’ gave power and rhythm and drama.

Another example is that of Charles Dickens’s Bleak house – Fog every where... Fog up the river....’ Fog down the river....

The fog is given as an example to symbolize the decadence of Victorian society.

9.5 LET US SUM UP

So far we have learnt the logical structures like comparison and contrast, cause and effect, exemplification, definition repetition and statement elaboration. These can be used while both constructing as well as analyzing paragraphs . They prove helpful while writing and form the basic framework of any discourse.

9.6 GLOSSARY

Discourse : any unit of connected speech or writing

Rhetorical : concerned with style or effect

9.7 UNIT END EXERCISES

Write an essay on the following topics using the logical structures you have studied

- 1) My favourite Recipe
- 2) Arranged marriage versus Love marriage
- 3) Science and human happiness



SUMMARY WRITING

Unit Structure

- 10.0 Objective
- 10.1 Introduction
- 10.2 Essential steps to summarize (Organization of material and logical connection)
- 10.3 Summarization technique (Identifying main idea/thesis statement and supporting idea)
- 10.4 Tips to summarize
- 10.5 Let Us Sum Up
- 10.6 Glossary
- 10.7 Unit End Exercise

10.0 OBJECTIVE

- To create an awareness in students regarding the organization of material.
- To logically connect the points and sub-points and develop a logical connection between them.
- To understand the notions of the main idea/thesis statement and supporting ideas with a view to shorten the material to capture the essence and present it in a precise manner.

10.1 INTRODUCTION

Summary writing is skill. It requires proper guidance, constant practice, special efforts and training. **A summary is a scrutinized short sentence of the studied/original material.** It presents only the core information and excludes the redundant data. Basically it reproduces the main points. In summary detailed information of the original material is never given. While writing a summary, we must not strive for the style and tone of the original writer, speaker or presenter of the material.

In today's work-culture summarized versions of reports, voluminous data and detailed presentations are used at various stages. It saves time, energy and money. As summary is a

presentation of the basic and core information, summary writer must not criticize, praise, or pass comments on the original material. Thus, while writing summary, we must not add our ideas or new ideas in the summary of material.

In business communication a ten minutes summary of ten thousand pages long report for a special purpose may be needed. To present such a report in stipulated time, summarization skills are required.

As cited above, a summary is required at various stages in a business organization. The board of directors, chief executive and most senior officers may not have sufficient time to read the voluminous reports in stipulated time. They prefer a perfect summary of such reports. In this process, we must seriously consider a fact that a prejudiced, incomplete or partial summary will misguide and hinder the smooth flow of communication. Thus, we must know that a complete, candid, perfect and unbiased summary is always beneficial and welcomed. It is used in the decision making process.

10.2 ESSENTIAL STEPS TO SUMMARIZE (ORGANIZATION OF MATERIAL AND LOGICAL CONNECTION)

1. Use reading skills :

Reading plays a vital role in summary writing. It helps to understand the reading material. A reader is able to understand following important aspects of the text.

- Theme of the text
- Facts and opinions
- Examples, figures, tables, anecdotes, etc
- Main and supporting ideas
- Most important to least important ideas/ explanations

This information is vital for the summary writer. To write summary, the most essential matter of the text must be selected. A reader may be required to read or even reread the matter to filter and select the core information. From this perspective, reader has

to successfully use reading skills. It is the first essential step in the process of summarization.

2. Note-down major ideas :

It is essential to record or note down the major ideas or points as understood during the reading. This step prepares the background to write a summary. One has to be alert during this stage. Redundant data will create chaos in future step. Thus, selection of best and perfect points is required. The wrong selection will be futile. These notes will become the base for writing summary.

3. Check for proportion :

Initial impression may make reader attracted towards many points. Under this impression points may be collected during previous stage. Thus, it is required to check for proportion.

4. First draft :

Preparation of first draft of summary is essential. Summary writer is required to take enough care and include core information in brief. We are required to consider importance and relevance of each point to be included in the first draft. This draft must be almost complete and candid. We are advocated to reject redundant information at this stage. A well-structured first draft will lead to perfect summary.

5. Tailor and limit your summary :

We must keep in our mind that always there is scope to upgrade the first draft. In the process of summary writing this step is vital. The summary writer strives for perfection and complete justice to the original material at this stage. We are required to check for various tips given below for the summary writing at this stage. If enough care is taken, the first draft may be upgraded as per need and candid and perfect summary is produced.

Check Your Progress

- 1) What is summary writing?
- 2) What are the important steps to summarize a passage?

10.3 SUMMARIZATION TECHNIQUE

There are three important summarization techniques. They are selection, rejection and substitution. They are discussed hereunder.

1. Selection :

Selection is an important summarization technique. It is essential to select major idea, key words and phrases, special terms and interpretations presented in the original resource.

2. Rejection :

Rejection is an important summarization technique. It is a process of removing unnecessary data. As cited earlier, reject repetitions, examples, illustrations, anecdotes, redundant expressions, tables and statistical data.

3. Substitution :

Substitution includes synthesis. It is a method of combing several sentences into one sentence. It is recommended to use sentence substitutions. Replace lengthy sentences. Frame short sentences. Also use one-word substitutions.

Check Your Progress

1. What are different techniques to summarize?

10.4 TIPS TO SUMMARIZE

1. Carefully select the theme of the passage of reading material.
2. Do not reproduce sentences from the original text.
3. Do not provide scope for ambiguity as a summary writer.
4. Include all major ideas.
5. Be objective.

6. Write summary in third person.
7. Observe proportion.
8. Never introduce your or new ideas in summary.
9. Do not criticize, praise or change the original source.
10. Limit your summary. It must not be more than one third length of the original text.
11. Prefer short, simple and self- dependent sentences.
12. Be stringent with words.
13. Avoid cluttering (covering), and use of pleonasm (redundant words/phrases).
14. Avoid needless repetitions.
15. Logically link each section.

10.5 LET US SUM UP

A summary presents main ideas of the given passage. The objective style is used to write summary. A perfect summary is useful in today's professional era.

10.6 GLOSSARY

Summary : Giving main points of some resource.

Synthesis : The act of combining separate ideas, belief, etc.

Rejection : That something cannot be used or sold because of something is wrong.

10.8 UNIT END EXERCISE

1. Write summary of editorial of today's newspaper that you have read.
2. Write Summary of the following passage.

Many people nowadays are apt to boast of our great civilization and of the wonders of the science. Science has indeed done wonders, and the great men of science are worthy of all

respect. But those who boast are seldom the great. And it is well to remember that in many ways man has not made very great progress from other animals. It may be that in certain ways some animals are superior to him still. This may sound a foolish statement, and people who do not know better may laugh at it. But you have just read Maeterlinck's *Life of the Bee*, of the White Ant, and the Ant, and you must have wondered at the social organization of these insects. We look down upon the insects as almost the lowest of living things, and yet these tiny things have learned the art of co-operation and of sacrifice for common good far better than man. Ever since I read of the White Ant and of its sacrifices for its comrades, I have developed a soft corner in my heart for it. If mutual co-operation and sacrifice for the good of society are tests of civilization, we may say that the White Ant and the Ant are in this respect superior to man.

In one of our old Sanskrit books there is a verse which can be translated as follows: "For the family sacrifice the individual, for the community the family, for the country the community, and for the Soul the whole world." What the Soul is few of us can know or tell, and each one of us can interpret it in a different way. But the lesson this Sanskrit verse teaches us is the same lesson of co-operation and sacrifice for the larger good. We in India had forgotten this sovereign path to real greatness for many a day, and so we had fallen. But again we seem to have glimpses of it, and all the country is astir. How wonderful it is to see men and women, and boys and girls, smilingly going ahead in India's cause and not caring about any pain or suffering!



INTERPRETING TECHNICAL DATA

Unit Structure

- 11.0 Objectives
- 11.1 Introduction to Data
- 11.2 Meaning of Data
- 11.3 Need of charts and graphs
- 11.4 Significance of Data
- 11.5 Types of Charts & Graphs
 - 11.5.1 Line Graph
 - 11.5.2 Bar Charts
 - 11.5.3 Flow Charts
- 11.6 Function of Tables, Charts & Graphs
- 11.7 Developing & Paragraph
- 11.8 Let Us Sum Up
- 11.9 Glossary
- 11.10 Unit End Exercises

11.0 OBJECTIVES

- To make you acquainted with the meaning and types data
- To inculcate the ability & skills to read and interpret the maps, charts, graphs and other variants or data represent.
- To describe the function of tables, charts and graphs.
- To interpret and analyse the data presented in the form of tables, charts and graphs.
- To make you competent to write the paragraph healthy cohesively based on the formation represent through data of world also make you to use appropriate methods: to develop paragraphs like titration, retention cause & effort classification, regrinding, and compassion and contrast.

11.1 INTRODUCTION TO DATA

We shall study a method of communication by means of tables, charts, and graphs. These supplement the information presented through words and help the reader to understand the facts and figures more easily for further course of action.

Basically maps, charts, graphs and tables provide a great deal of visual appeal. They allow us to quickly understand the basic facts. It is rewarding and multi-beneficial.

In communication, maps, charts, graphs and tables can be used to present data. It also can illustrate concurrent trends and helps to predict changes as data is converted, altered and reshuffled.

11.2 MEANING OF DATA

The word 'data' is derived from Latin. It means anything that is given. It is defined differently. Webster's Third New International Dictionary defines data as "something given or admitted; facts or principles granted or presented; that upon which an inference or argument is based, or from which an ideal system of any sort is constructed". According to Oxford Encyclopaedic English Dictionary data are "known facts or things used as a basis for inference or reckoning." These dictionaries also state that even though data is the plural form of datum, it is often treated as a singular collective noun.

McGraw-Hill Encyclopedia of Science and Technology defined data as 'numerical or qualitative values derived from scientific experiments.' While another definition of data in Sciences is obtainable from CODATA (Committee on Data for Science and Technology) defines it as a "crystallized presentation of the essence of scientific knowledge in the most accurate form". According to this definition, clarity and accuracy are two essential attributes of data.

In social sciences, it is observed that data stands for values or facts. And it is also used by researchers for the purpose of secondary analysis.

In humanities, data (Biblical materials or Shakespeare's drama) deals with a fixed quantity of material represented by a finite amount of text. It must be interpreted in specific context only.

In short, the term 'data' includes facts, figures, letters symbols, words, charts or graphs that represent an idea, object or condition. The term, thus, connotes diverse things. Unlike codes, data are measured quantities or derived qualitative values. Data constitutes the basis for drawing conclusions, taking policy decisions and formulating and implementing plans.

11.3 NEED OF CHARTS AND GRAPHS

1. Provide a visual representation of data.
2. Effectively clarify information
3. Represent many different types of data.
4. Make important trends easily recognizable.
5. Allow users to perceive information quickly.
6. Aid data interpretation.

Reasons to create charts and graphs :

Charts and graphs can be incorporate into any medium.

Reports

Web Pages

Posters

Word Processing Document

Desktop Publishing Document

11.4 SIGNIFICANCE OF DATA

Amenability to use, clarity, accuracy and essence of the matter, aggregation, compression and refinement are the properties of data. Because of these properties, data are usable in investigative studies. In order to know the nature of data, it is first necessary to categorise them into various types. While there is one

set of data types in sciences, there is another in social sciences. Dependent upon the characteristic and categorisation used, different data types can be derived.

By nature, data are either quantitative or qualitative. Quantitative data are numerical and qualitative data are descriptive. It is possible to transform qualitative data into numerical values. Additionally, in sciences, data can also be graphic in nature. In social sciences, however, the nature of data is either enumerative (quantitative) or descriptive (qualitative). Enumerative data can often be statistical in nature. Graphic data also exist in social sciences. In the context of library science, data are either bibliographic or non-bibliographic.

The scope of data is truly vast. Data pervade all sciences, all investigations, all human activities, planning and implementation. They provide the basis for conclusions drawn. All techniques used in research are aimed at collecting objective data, which lead to the creation of new knowledge. The scope of data in library service cannot be over emphasised. Data sources form an equally important part of library resources.

11.5 TYPES OF CHARTS AND GRAPHS

Table

A table is collection of figures, facts or other information arranged in columns and rows. The readers locate the information they need by reading across row, and up or down a column.

- They can show a number of specific data in a brief space. If such data were presented in the text itself, the reader would have to go through a succession of figures / sentences occurring in the text.
- Tables eliminate tedious repetition of words, phrases and sentence patterns that can be put at the tops of columns. or at the side of rows in the table.

Because a table displays its information in rows and columns, it can be useful for juxtaposing data in two or more dimensions for easy comparison and contrast.

Tables can be divided into two broad types : dependent tables and independent tables. A dependent table is an integral part of the text. It needs no title or caption because it is given in continuation of the text. Such a table contain a small amount of information, probably a maximum of three columns and rows, and a dozen or so numbers.

An independent table may be placed physically within the text but is to be clearly distinguished from it.

It will be useful to keep certain points in mind when you prepare tables of your own.

If you are using several independent tables, you should assign each table number. (Look at example 12 again). In the text itself, each table should be referred to by the table number rather than by a phrase such as '*the table above....*' If your text has more than five tables, they should be listed in a separate page after 'Table of Contents,' labeled as 'List of Tables'.

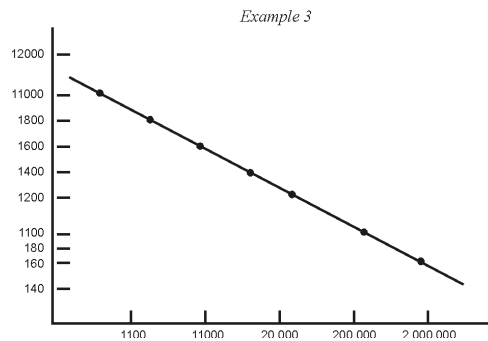
- The title of the table can be placed either above or below the table. It should describe in very precise language the contents of the table.
- Each column should have a heading. This heading should be brief and accurate. Units of measurement, if required, are enclosed in brackets beneath the heading. You may use standard abbreviations, if you like.
- In the left-hand vertical column of the table, we list the items about which information is given in the table.
- The main body of the table comprises the data below each heading in the column. It is very essential to present the information in the body as clearly as possible. The presentation of information is dependent to a large extent on the way lines are drawn in independent tables. You can have a choice of an open design, a semi-closed design or a closed design. An open design is one which has no vertical or horizontal lines in it. A semi-closed design has some vertical and/or some horizontal lines. A closed design has both vertical and horizontal lines separating virtually all the items.
-

Charts and Graphs

The term chart is used to refer to i) a detailed map of a sea area, and ii) information presented in the form of a picture or a graph to make it easily understood. We shall use it here in the latter sense. This presentation through diagrams and graphs can take various forms, including what is known as a How diagram or a flowchart. These charts simplify the detailed information that is presented and help in its interpretation. Trends, movements, and distributions can be presented in a more comprehensive manner in graphs than in tables.

11.5.1 Line Graphs

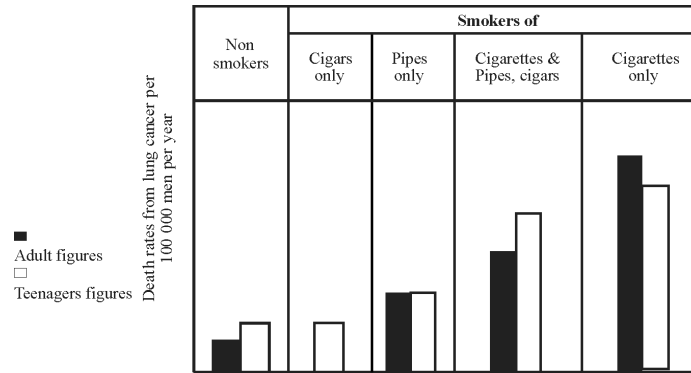
A graph is usually a straight or curved line which is drawn between a vertical (that is, an upright) line and a horizontal (that is, a level line) across the page, to connect a series of points representing the varying values of two related things. It, thus, primarily shows the relationship between two sets of figures or two variables. The fixed lines — horizontal and vertical — used as reference points are known as axis, each representing one set of figures or one variable. (See Example 3)



Bar Charts

Bar charts consist of a series of horizontal or vertical bars drawn parallel to each other along a scale of measurement. Each bar can represent a different item or the same item at different times, and the scale can be either a scale of percentage or one of absolute quantities. Therefore, bar graphs are useful for showing comparisons between the figures for the same item for different periods of time or for different items for the same period of time.

It is helpful for your reader if you label the tops of the bars in your chart. Since it is the tops of the bar that interest readers, that is naturally the first place they look at.



a The effect of smoking tobacco in different ways

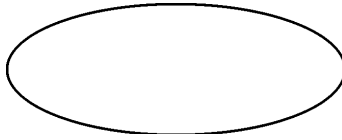
11.5.3 Flow Charts

Not all charts represent quantitative information. For example, you may wish to illustrate the stages of a process, point out locations, give directions, or show relationships. You can do this by using flow charts, diagrams, and maps.

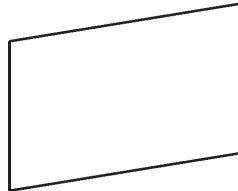
A (low-chart (or flow diagram) is a drawing in which particular shapes and connecting lines are used to show how each particular action in a system is connected with the others.

Flow-charts are an excellent way of illustrating the stages or the steps of a process, or the pathways along which information of components is to travel during specific operations. Flow-charts can show a series of steps that occur in a sequence, or they can show a number of steps or processes that occur simultaneously. They are drawn using a set of conventional symbols that represent various operations. The symbols are connected by arrows to indicate the order in which the activities will occur. We give below a small selection of symbols which will be sufficient to demonstrate their use in How-charts.

A terminal symbol. It is a symbol used to denote the beginning and end of a flow-chart. Within the symbol you write START, STOP, END.



An input symbol. It is used to denote the input that is used to trigger off a decision or a process.

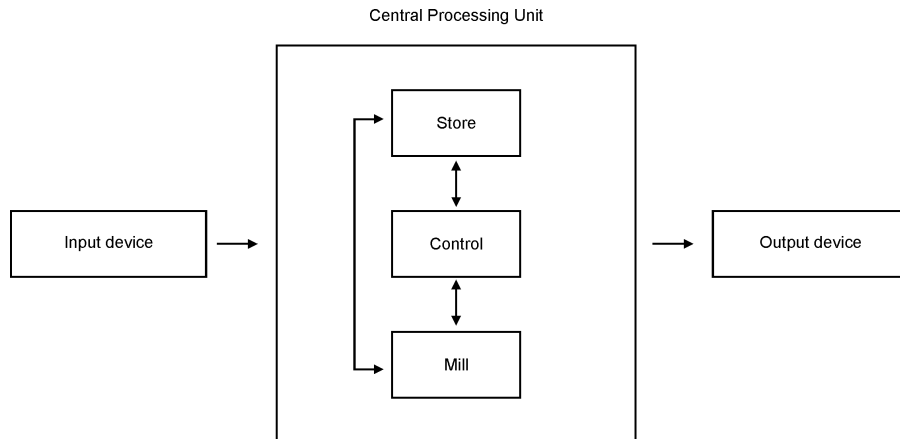


A process symbol. It is used to define the execution of an operation or event. The meaning of the operation or event can be given within the symbol.



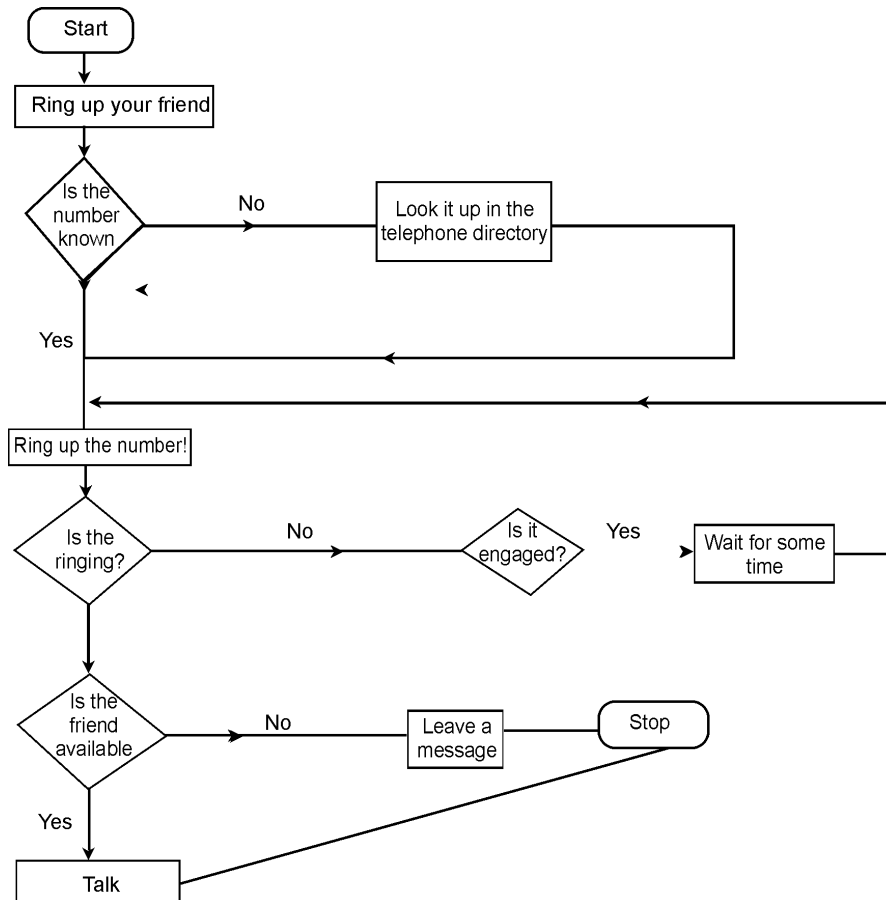
A decision symbol. It is used to ask a specific question, the answer to which should be yes or no.

Using flow-charts is particularly useful if you wish to simplify your descriptions and provide an easy-to-use visual reference for your readers. For example, a well designed flowchart will help you guide your readers through complex descriptions because they present the entire process at once, and thus serve as a guideline to indicate where you are going and how you are getting there. Another important use of flow-charts is that they prevent readers from visualizing complex processes on their own, and thus making mistakes.



The figure shows these five parts in an arrangement which closely resembles the basic anatomy of today's computers. The three parts consisting of the Store, Mill and Control units are collectively known, in current terminology, as the Central Processing Unit (CPU). It is this to which we really refer when talking about the computer. The other two units, the Input and Output devices (I/O), are concerned with entering information (instructions and data) into the CPU, and with outputting the results once processing has taken place.

In order to understand the basis of flow-charts, it is better to begin with simple real-life problems. For instance, you want to ring up a friend and give him/her a message. How-would you go about doing so?



We made you aware of the communication of the information by means of tables, charts and graphs, so that you can interpret them in the text you read and use them in your own writings.

11.6 THE FUNCTION OF TABLES, CHARTS AND GRAPHS

When you decide to use tables, charts and graphs, you should know where you can incorporate them in your writing. Even when you are searching for information, identify concepts and data that will lend themselves to representation through tables, charts, etc. Pay special attention to those ideas or data which will present difficulties to your reader. It will be a good idea to present some of these difficult ideas through tables and charts. It is wise to use fresh illustration each time you need one. The use of ready-made graphs or photographs will not always be so relevant to the point you are making.

Let us now try and understand the function of tables, charts and graphs.

- The use of tables, charts and graphs enables you to highlight the main points of the information contained in the text.
- It enables you to present the information more concisely. Writing on a complicated topic can take up several pages, while the same information can be presented in less space by a table or a chart.
- These devices enable you to make vivid comparisons and show the relations between facts.
- They help to summarise data and ideas, and simplify and arrange complicated details, so that the reader can easily follow them.

Key Words

Axis : A line on a graph to show the position of a point. (E.g. Vertical Y axis; horizontal X axis)

Bar Charts : A mathematical picture in which different amounts are represented by thin vertical or horizontal rectangles, which have the same width but vary in height or length.

Charts : Information given in the form of graph, diagram or pictures.

Columns and Rows : A column is a vertical block of words or numbers while in a row the words or numbers are given horizontally next to each other.

Graphs : A picture, which shows how one or more sets of information or variable amounts are related usually by lines or curves.

Flow Charts or : Show the stages of a process.

Flow Diagrams

Symbols : A sign, which is used to represent something else.

Tables : An arrangement of fact and numbers in rows and columns.

11.7 DEVELOPMENT AND PARAGRAPH

Introduction

Most pieces of writing require more than one paragraph. Mastering the art of writing a paragraph is essential to success in any form of writing, whether it is a letter, a report, or a newspaper article, since all longer pieces contain a series of related paragraphs. In these longer pieces of writing, paragraphs generally introduce new ideas to develop the central theme. The division into paragraphs also prevents boredom as it provides a physical break on the page.

In this unit we will discuss the elements that made a good paragraph — the topic sentence, the function of different sentences in the development of the topic, thematic coherence, and the use of linking and cohesive devices. In other words, you will learn how to organise your paragraphs. In this unit, we shall also help you to develop different kinds of paragraphs.

Paragraphs can be developed in a number of ways, depending on your purpose, the topic, and the kind of reader you have in view. The different methods of paragraph development can be considered in terms of two broad categories :

- i) those which stay strictly within the scope of the topic: e.g., illustration description, definition, and cause and effect.
- ii) techniques which involve a second topic: e.g., comparison and contrast.

The Topic Sentence

A paragraph is a piece of writing which is unified by a central, controlling idea or theme. This idea or theme is called the topic of the paragraph. It is sometimes expressed at some place in the paragraph by one sentence, which is usually called the *topic sentence*. This topic sentence may be a statement, a generalization, or a problem. This sentence is most frequently found at the beginning of the paragraph, but can sometimes come at the end or even in the middle of the paragraph. Very often there may not be a topic sentence at all, but it may be implied within the

paragraph. However, at this stage, it may be useful for you to develop your paragraph by writing out your topic sentence.

Advantage of topic sentence at the beginning

Beginning a paragraph with a topic sentence helps both the writer and the reader. As writer, you will have less difficulty in constructing a unified paragraph because you will relate every sentence to the topic sentence and the central idea it expresses. And your reader will know immediately what the paragraph is about because the opening sentence states the central idea.

Placing the topic sentence at the end or in the middle is a more difficult skill. The advantage in having it at the end is that all the sentences and the up to this topic sentence and the conclusion becomes more effective.

Sentence functions in paragraph development

The sentences in most well written paragraph have four general functions First, there are paragraph *introducers* — which are sentences that establish the *topic focus* of the paragraph as a whole. Second, there are sentences which present examples or details of various kinds to support the ideas set forth by the paragraph introducers. These are the paragraph *developers*. Third, there are viewpoint or *context modulators* - sentences that help to move on from one idea to a different one. Fourth, there are paragraph terminators that logically conclude the ideas discussed in the paragraph.

Let us analyse Example 1 and find out the functions of the sentences in this paragraph. Analysis of the paragraph:

- 1) **Topic sentence** : "The vast majority of people, wherever they live and whatever their occupation, come in contact with animals in one way or another and have to deal with them."
- 2) Examples given to develop the paragraph:
 - i) the hunter
 - ii) the farmer
 - iii) the fisherman
 - iv) the city dweller

- 3) **Summing up** : This is done by stating that there is a common bond between man and other creatures.
- 4) Note that all paragraphs do not need a context modulator.

Example 1 (Topic sentence at the beginning)

The vast majority of people, wherever they live and whatever their occupation, come in contact with animals in one way or another and have to deal with them. It is obvious that the hunter has to know the ways of his quarry, that the farmer must be aware of the habits of his farmyard animals and of creatures that damage his crops: that the fisherman must know when and where to find his fish and how to outwit them. Even the modern city dweller meets animals. He may want to ward off the roaches in his kitchen or he may keep a dog or a bird and grow familiar with the way his pet behaves. All over the world, among primitive tribes as well as in modern society, there are those who delight in the observation of animals, and there is a growing awareness of the fact that sharing our world with our fellow creatures is like traveling together — we enjoy being surrounded by other beings who, like ourselves, are deeply absorbed in the adventure of living. There is a growing sense of marvel and also of affinity.

When you write a paragraph of your own, choose the topic and write down all that you know about the topic. As you make your list, don't stop to question whether a detail fits or not; any that doesn't can be left out later. This will help you generate new ideas, and also give you something concrete to work on.

However, when you start writing, see that every sentence contributes to the, central idea, which may be contained in the topic sentence. Only then will your paragraph have unity.

Coherence

An effective paragraph requires a topic sentence and supporting details; and coherent. In a coherent paragraph, the ideas are logically and smoothly developed from one idea to the next.

The reader must clearly recognize that one idea logically leads to the next.

Linking Device

Another technique which brings coherence in a paragraph is the use of transitional / linking devices between sentences. These are words / phrases that help a writer move smoothly from one sentence to the next and show the logical relationship between sentences.

As you have seen, linking devices are like signposts in a paragraph. They enable us to follow the writer's line of thought by showing us how one sentence relates to another.

The following list includes other words and phrases that function as linking devices.

- to express result: *therefore, as a result, consequently, thus, hence*
- to give example: *for example, for instance, specifically, as an illustration*
- to express comparison: *similarly, likewise*
- to express contrast: *but, yet, still, however, nevertheless, on the other hand*
- to express addition: *moreover, furthermore, also, too, besides, in addition*
- to indicate time: *now, later, meanwhile, since then, after that, before that time*
- express sequence: *first, second, third, then, next, finally.*

Other Cohesive Devices

There are other ways to establish links between sentences in a paragraph. In this Section we will discuss some more ways to establish such links for greater cohesion in a paragraph.

Mumps is a contagious disease that occurs most frequently in children and young people between the ages of five and fifteen years of age. Most people have mumps only once in their lives but one person in ten may have a second attack. This disease is caused by a virus which attacks the salivary glands of the mouth,

particularly the *parotid* glands located on each side of the face just below and in front of the ear.

(From Anderson. C.R., *Your Guide to Health*, Oriental Watchman Publishing House India)

Thus we use some words which refer to some other item that has come before. The reference words in the above passage are identified for you. For example -- *Mumps* is the disease that we are talking about in this paragraph. That refers to *mumps and contagious* disease. So does *this disease* in sentence three. What do the following words refer to?

Illustration

Giving examples is one of the easiest ways of developing a topic and this is known as 'Illustration'. When a writer gives examples, she/he helps the reader to understand a rather difficult and abstract generalization which may be contained in the topic sentence. She/he is also able to persuade the reader that the generalization is correct because there are examples to support it. Examples also add to the reader's interest.

When giving examples to support your topic sentence, keep in mind that

- there should be enough examples to support your point;
- each example should be logically related to your main idea;
- each example should be developed paragraph above does not merely list the examples, but tells us in what way each of these animals is helpless, the results of their helplessness and how they become self sufficient.
- the example should represent a reasonable cross section of the group you are dealing with.

Definition

Often when we write, we need to explain what something is or means especially if we feel that our readers may not be familiar with it. This generally happens when we use technical terms or when we want to give our own meaning to an ordinary word.

The simplest way to define a term is by giving a synonym or by placing the word in a general class and then distinguishing it from others in that class? For example

Term	Class	Differentiation
Nurse	a woman or man	helps take care of the sick
Surgeon	a doctor	who perform medical operations

Such definitions are rather formal in style and are generally found in dictionaries.

Some concepts or ideas cannot be defined in such a manner, and for this purpose extended definitions are useful. Topic sentences which relate to abstract concepts such as "freedom", 'democracy'; etc. need the support of specific examples. In fact, both in our thinking and writing, we often require extended definitions. This is done by adding details like uses, component parts, examples, being similar to something else, being different from something else, and stating what it is not.

Sometimes a definition is used in the midst of other forms of writing, and sometimes the definition itself becomes the focus of a piece of writing.

Example 6 (Paragraph developed by definition)

Cause and Effect

Besides using illustration and definition to develop the topic of your paragraph you may in some cases need to use the technique of cause and effect.

We often have occasion in our lives to ask "why did it happen?" "What will happen if...?" and then try to find the cause or effect of an event. You may, for instance, want to know the cause of a bus accident, or the effects or consequence of taking drugs, of deforestation, etc.

a) Cause :

Analysing the cause can be quite a complex task. For example, a daughter rebelling against her father and leaving home may have an apparent immediate cause, but there may also be a

chain of causes going back into the past. Thus, there are likely to be many causes, not just one.

When you write, you can follow any of these patterns. You may discuss one or more causal connections between events. You may trace a chain of events in which A is the cause of B, which is the cause of C, which causes O, and so on. The choice between one cause and several causes is often not a free option. Usually your topic will determine it. When you work with several causes or reasons, you face the problem of arranging them in a significant order. If the reasons follow a logical pattern i.e., if the main event is caused by A, and in turn by B, and B by C, the organization is predetermined. But sometimes the reasons or causes may be **parallel**, all contributing to the same result. Then, a good strategy is to begin with the least important cause and conclude with the most important.

When developing a topic which is supported by reasons or causes, remember

- to make it clear whether you are dealing with an immediate cause or an earlier cause; a direct cause or an indirect cause;
- to consider multiple causes;
- to account for all the links in the sequence of causes; and
- to write about all the causes or reasons with details.

b) Effects :

Effects or consequence can be handled in much the same way as reasons or causes. But now the main idea is regarded as causing the consequences discussed in the rest of the paragraph. The paragraph may deal with only a single effect or refer to several effects. If several consequences are listed, one must be careful to distinguish between the major and the minor ones.

c) Cause and Effect :

We have discussed a paragraph which gives reasons to support a topic, and a paragraph which deals with effects. Often, however cause and effect are more closely related, forming a chain where A give rise to B, B to C and so on. In such a link, B is both a

consequence of A and the cause of C. The paragraph below illustrates such a chain.

Classification :

There are various ways in which people organize the world around them. One way they do this is by looking for relationships among objects or ideas and classifying them into groups according to their similarities and differences.

On what characteristics we think are important. For example, in biology, the presence of backbone in the body is an important characteristic which differentiates animals, so we have the categories of vertebrates and non-vertebrates. Generally, in academic writing (unless new discoveries are made) classifications are based on conventions (how others have done it), and on the purpose of writing. When you organize your writing according to class relationships, you must keep in mind the following points:

- **Use only one principle of classification;** e.g. Cars can be classified according to size, manufacturer, price, and country of origin. Choose the principle of classification suitable for your purpose.
- **Be consistent.** Once you've decided on a scheme of classification, stick to it throughout your composition. Mixing different ways of classification would cause a lot of confusion. For example, if you are classifying television programmes, do not put 'morning shows, afternoon shows, evening shows' with/detective serials, UGC programmes and children's programmes.
- **Make the categories as complete as possible.** All the individual units you are describing should fit into one of the classes you have adopted. In some cases you may be faced with the prospect of an endless number of classes. For example, if you are discussing religious beliefs and practices, you may end up with a long list of types. It may, then be a good idea to restrict yourself to. say, 'Major Religions in India.
- **Do not hesitate to acknowledge an overlap of categories in some cases.** Classifications are necessary, but they can also be arbitrary, especially in subjective writing. For example, you may classify people as introverts and

extroverts, but it is a good idea to mention that introverts can sometimes be outgoing among close friends, and extroverts can be shy in unfamiliar situations.

Chronological Sequence

By chronological sequence we mean that we arrange events in the order in which they occur in time, beginning with the first event, going on to the next event, and so on until we have come to the last event. This is the method that we normally use when we tell a simple story, describe a process, report incident and events, or write a biological sketch.

Process

Another type of writing which involves chronological sequencing is what is known as process analysis.

When you wish to tell your reader how to do something (like change a tyre) or explain how something works (such as how the heart pumps the blood through the body), you need to use this device.

Like narrating a story, a process is organized chronologically. But here, the natural time order is strictly followed i.e. starting at the beginning of the process, and continuing step by step to the end.

Instruction

When you tell someone how to do something, how to perform a specific task, you are giving instructions. The instructions may involve giving directions for preparing a recipe, or informing someone about the procedure of for conducting a scientific experiment. If your instructions are carefully thought out and planned, they should enable your readers to carry out the task successfully. To write accurate and easily understood instructions, you must keep the following things in mind.

You must thoroughly understand the process that you are describing, and if possible, try it out yourself. This will help you anticipate any difficulties that might arise.

Use linking words which will make clear the sequence in which events or the stages in a process occur.

The table below gives some common linking devices used when describing a process :

Beginning steps	Middle steps	Final steps
First (ly)	Second	Finally
Initially	Third, etc.	In the end.
To start with	Next, then,	Lastly
After that,		
When...		
Subsequently,		
At the same time...		

Explaining A Process :

When you prepare instructions, your purpose is to help your reader to complete a specific task by following the step-by-step procedure you have outlined. If you are asked to write an explanation of a process, on the other hand, your purpose will be quite different. You will be telling the reader how something works or how something is done or why something is done. The process you explain may be an event that occurred in nature (the formation of the Solar System, for instance) or an activity that requires human effort (e.g. harvesting of rice).

As in the writing of instructions, you must thoroughly understand the process yourself before you explain it to your readers. Another common feature in the explanation of a process and instructions is that both kinds of writing are composed of steps arranged in a natural chronological order. The example below explains how black tea is made. Read it carefully and note how it is different from giving instructions.

Comparison and Contrast :

So far we have been discussing ways of developing paragraphs which deal with only one topic. Sometimes a topic can be developed by showing how two things are alike or how they are different. In fact, comparison and contrast. For instance, comparison and contrast dominate our thoughts when we decide to join a particular college or university, when we choose a career or a job, and even when we choose a particular medicine for a patient when two or more of the similar kinds are available. Hence comparison and contrast are a continuous process in our lives.

We generally compare or contrast two items for three basic purposes :

- i) We wish to point distinctions in order to give information about the two things.
- ii) We wish to clarify the unfamiliar by comparing it with the familiar.
- iii) We wish to show the superiority of one thing over another — when we compare two cars, for example.

There are two ways of arranging information when comparing or contrasting things. One is to write down all the main points about one of the things to be compared or contrasted and then to take all the main points about the other.

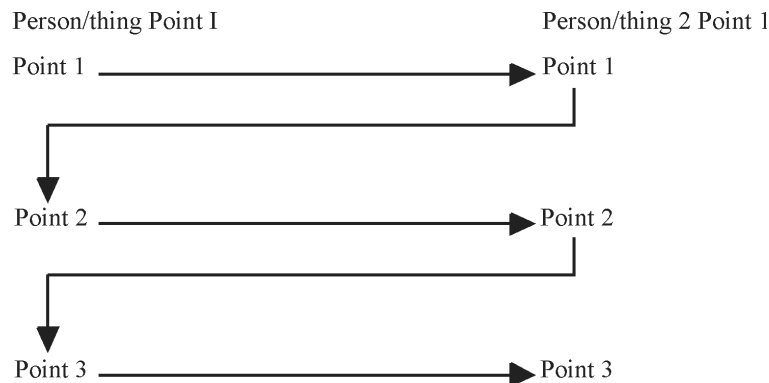
Person/thing 1

Point 1 Point 2 Point 3

Person/thing 2

Point 1 Point 2 Point 3

The other way is to take each point in turn and to compare the two things in respect of each point like this:



11.8 LET US SUM UP

In this unit we have discussed the elements that go into the organisation of a paragraph, the functions of different sentences in a paragraph, the logical connection between ideas (coherence) and the use of transitional and linking devices (cohesion)

We have also introduced you to the different techniques of developing paragraphs, such as illustration, definition, cause and effect, classification, chronological sequence and comparison and contrast. You should now be able to use these techniques in writing paragraphs on different topics.

11.9 GLOSSARY

Cause : Something that produces cause and effect, a person, thing or event that makes something happen as a result

Chronological : Arrangement of events according to the sequence order of time

Coherence : Logical connection of ideas

Cohesion : Relating to movement from one sentence to another

Comparison : Examining one thing against another to show the points of likeness or difference

Contrast : Comparing two things or people to make the difference clear

Definition : Giving the meaning

Developers : Sentences which support and develop the main idea

Illustration : Example to support a point

Modulators : Sentences that help presenting different viewpoints.

Process explanation : A set of action performed in an order to reach a result

Topic sentence : The sentence which gives the central idea theme/of the paragraph

11.10 UNIT END EXERCISES

- 1) Write a short note on need of charts & graphs.
- 2) What do you mean by data?
- 3) What is significance of data?
- 4) Write a detailed note types of charts and graphs.



REPORT WRITING - Part I

Unit Structure

- 12.0 Objectives
- 12.1 Introduction
- 12.2 Concept, Definition and Meaning of Report
- 12.3 Objectives of Reports
- 12.4 Function(s) and Qualities of Reports
- 12.5 Formats of reports
- 12.6 Structure of a Formal Committee Report
- 12.7 A sample committee report
- 12.7 Let Us Uum Up
- 12.8 Glossary
- 12.9 Unit End Exercises

12.0 OBJECTIVES

This unit will help you to understand the concept, definition and meaning of a report.

It makes you familiar with the function(s) and qualities of reports, formats of reports.

It will also help you understand different formats of reports and structure of a formal committee report.

After studying this chapter you will be able to write reports.

12.1 INTRODUCTION

In this chapter the basic concept of a report, structure of a report, qualities of a report, different types of reports/and various formats of a report are discussed as ultramodern scientifically developed and digitally sound era of healthy competition, professional attitude, multi skilled human resource, expertise supervision and/prompt security needs authentic reports with proper documentation.

12.2 CONCEPT, DEFINITION AND MEANING OF REPORT

The English word 'report' is derived from a Latin word 'reportare'. It means to bring back. A report is a systematic mode of presenting in style required written data authentically with substantial supporting documentation for specific purpose either as per the guidelines or as per the intention, knowledge and approach of the authority. Reports are multibeneficial.

It is experienced that reports are used as the record of an executive through which his/her contribution is analyzed, assessed and critically evaluated.

12.3 FUNCTIONS AND OBJECTIVES OF REPORTS

There are various functions and objectives of a report. The main function and objective of a report is to present organized information on a particular topic. The objectives of a report may be any of the following.

- To collect, select and present information.
- To understand, analyse or recommend the basics of a topic.
- To make an in-depth study of a specific topic.
- To make survey or comparative study.
- To predict upcoming trends based on ongoing strata
- To get or provide perfect information, recommendations, suggestions to an authority / person
- To resolve a dispute (if any)

12.4 QUALITIES OF REPORTS

There are various qualities of a report. An excellent report always remains reader-oriented, simple, unambiguous, objective, brief, relevant and includes facts. Thus, it is essential to understand various qualities of reports. Following are basic qualities of a report :

- 1) Record of facts and proper documentation
- 2) To the point, brief and self dependent
- 3) Unambiguous language, grammatical accuracy and proper format
- 4) Reader oriented and homogeneity
- 5) Objectivity of recommendations

1. Record of Facts and Proper Documentation :

A good report must be a record of substantial facts. This leads to proper analysis and helps reader / audience to take proper course of action. Without substantial facts, findings may remain partial or prejudiced. The fake or managed data will surely create major hindrance in the process of making study, taking actions and making decisions. They also will impede severe disputes and

controversies leading nowhere but affecting the professional aura lethally.

A report without substantial or essential data, fact or facts and proper documentation is never welcomed as it sounds illegal, unprofessional and incomplete.

2. To the point, brief and self dependent :

A report must be related to the specified topic. It must not contain any redundant or irrelevant data which will misguide, waste time and take reader outside the topic. It will be hazardous. Thus, a report be to the point. Ultramodern work culture strives for brief and self-dependant reports. It saves time, energy, money and works as a useful resource.

3. Unambiguous language, grammatical accuracy and proper format :

An important aspect of a report is the perfect selection of words, phrases, clauses and sentences. The selection of proper words will give exact meaning whereas ambiguous words will mislead. Even the use of comma at wrong place, will reverse the meaning, e.g.

ABC says XYZ is a scholar
(Meaning - XYZ is the scholar)
ABC, says XYZ, is a scholar.
(Meaning - ABC is the scholar)

Such grammatical aspects must be handled with special care. The selection of proper words will provide proper emphasis, whereas wrong words, clause, sub-clause and others will affect the smooth flow of communication. Excellent reports are always written in proper and unambiguous language.

With proper unambiguous language and grammatical accuracy, a) report must be written in proper format. Use of suitable format is always recommended. Various companies do provide standard format for a report. Such formats must be used to avoid further consequences. Thus, unambiguous language, grammatical accuracy, and proper format are important qualities of a report.

4. Reader oriented and Homogeneity :

Reports are basically prepared for the targeted audience or readers. The features, background, role and responsibility of readers are predictable. Hence, it is essential to consider these elements while preparing a report. A report writer may be multi-faceted and dynamic. He or she as a report writer, must not write to impress but must write to express. It is experienced that reader oriented reports are welcomed, and appreciated as they create desired impact.

A report may include various sections. Each section may be important and unique. If they are not co-related, the report will not be a homogenous reading document. Such a report will be futile. While reading such a report, the reader may lose tempo and interest. It will not provide information properly and add to

distractions. It will hinder the smooth flow, waste time and land nowhere. Thus, homogeneity is an essential quality of report.

5. Objectivity of recommendations :

Report writers present the facts, not their personal views. As they are to make recommendations, it is obligatory to remain objective, impartial, judicious, logical and sensible. These recommendations will surely add to the professional organization. Thus, objectivity of recommendations is also an important quality of reports.

Check Your Progress

1. What are the qualities of a good report ?
2. Write short note on following qualities of good report
 - 1) Homogeneity
 - 2) objectivity of recommendations
 - 3) proper documentation.

12.5 FORMATS OF REPORTS

Before scientific inventions manuscript format was in practice. The invention, of typewriter, computer, laptop, palmtop and other digitally sound equipments are advocating typed, printed and digital formats. Following are the commonly used formats of a report :

- 1) Letter
- 2) Memo
- 3) Project

1. Letter Format :

A report in letter format is recommended for various purposes. Particularly if the report is short. The inside address, date, reference numbers, salutation, subject line, main body, signature block, copy notation, addressee notation, and attention line are the essential elements of this format. The main body or message is most important section of this format . First part of the message includes introduction, scope and role of the report. Second paragraph or part includes discussion, analysis and necessary comparative study or other aspects of the topic. The third part or paragraph of the main body or message presents conclusion of the report where as for recommendations (if any) fourth paragraph or part is used. It is a most preferred format by professional executives to present a simple, routine, special and short report.

2. Memo Report

In a educational institutes / business organization, internal communication is unavoidable. It goes through various stages. The report which is required for internal communication is known as memorandum or report in memo format. This type of report is required normally for routine matters. Through these types of report feedback is taken, employees of different department communicate to complete administrative or other work. It is also possible to resolve routine difficulties or specific dispute to increase efficiency. As it is to be passed through outward numbers, it becomes a permanent record.

3. Project Report

Project reports are required to understand and reproduce a topic. Students are required to prepare project reports at various stages. Such reports are prepared under the supervision or guidance of a teacher, supervisor, and/or technical expert.

This is a specific format having a professional outlook. They are specially prepared for a specific task.

Check Your Progress

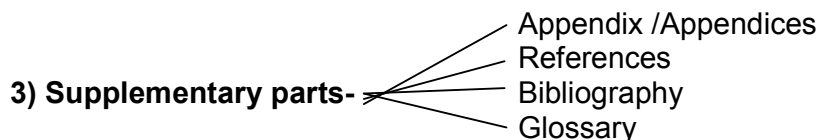
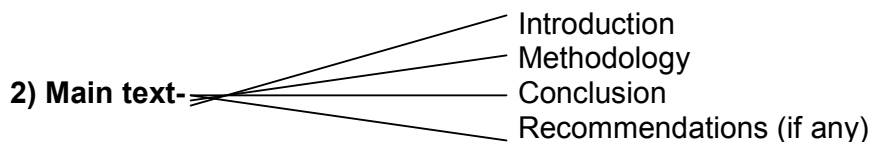
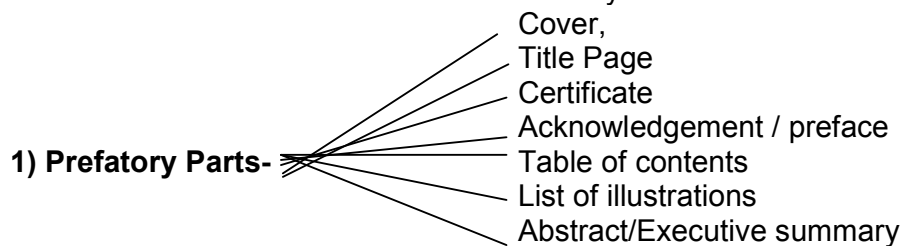
Discuss in detail various formats of reports?

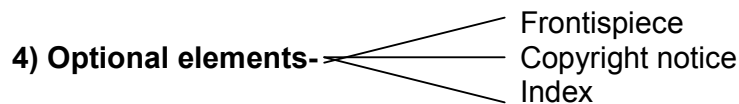
12.6 STRUCTURE OF A FORMAL COMMITTEE REPORT

The structure of a report gives professional outlook. The structure of formal report has following four sections.

- 1) Prefatory Parts
- 2) Main text
- 3) Supplementary parts
- 4) Optional elements

Each section includes various elements. They are enlisted below





1) **Prefatory parts : Cover** - Basically, a cover is required to protect the pages of a report. As current work culture strives for professional outlook, the layout of a cover is made attractive. It is also used to present title, name of the author, date of submission and other details such as classification (i.e. confidential / General/ semi- confidential). This increases the intensity of reader about the subject. As cover protects pages of report, it is required only for a report of more than ten pages. In today's era, few prospective organizations are providing standard format of a cover which includes name of the organization, logo of the organization and space for name of the report writers and other necessary details.

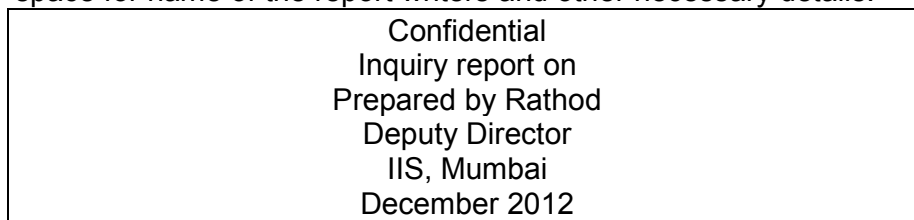


Fig-1 sample cover page Title Page

The title page is basically not different from cover page. But has no role in protecting the report. It provides additional information about the report. With the title and name of the author, it may include name and designation of approving authority as well as name and designation of intended reader. But, it is important to club this information systematically. Basically it includes following elements

- 1) Name of the organization
- 2) Logo of the organization
- 3) Title of the report
- 4) Classification
- 5) Intended audience (Name and designation)
- 6) Approving authority (Name and Designation)
- 7) Date of submission

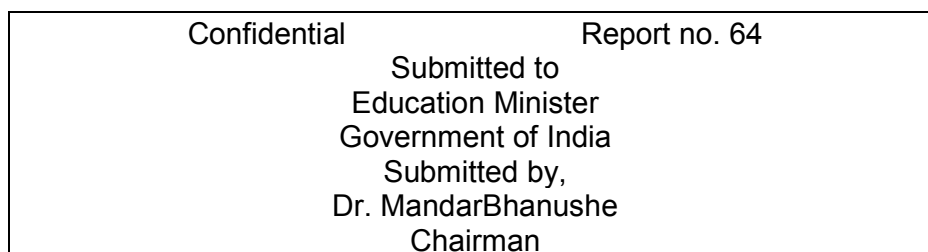


Fig 2 Sample Title Page

Certificate :

It is essential for certain reports to attach a certificate from approving authority or other important co-related body. Without this certificate such a report can not be published and it remains incomplete as well as baseless. It basically, it focuses on the contribution or includes the statement that certifies the original work, place, date signature and designation of the supervisor.

Certificate : -

This is to certify that... has worked
under my supervision and the project
entitled... embodies the original work.

Place	Signature
Date,	(Name)
	Designation

Fig 3. Sample Certificate

The standard form of certificate may also be used as per the need.
It must stand on comprehensive scholars expectancy.

Acknowledgement :

This section provides space for author of the report to thank and acknowledge those who extended co-operation, help, advice and assistance. It is essential to categorize it as courtesy, emotional support, real help, secretarial assistance, technical support, expertise guidance etc.

In acknowledgement section, one has to be very careful and avoid monotonous beginning. Though acknowledgement is 'a thank you note', it is not required to start each sentence with 'I think'. 'I thank.' The best acknowledgement is a well-structured piece of writing. It hardly includes cliches such as- Firstly... secondly... thirdly etc. Following few openings may be impressive:

Our/My sincere appreciation to...
I/we owe a lotto...
I/we are extremely grateful to...
I/we acknowledge with thanks the support rendered by
Thanks are due to....

It ultimately includes substantial reasons for selecting the topic explains in brief sources of motivation behind it.

Table of contents :

Though it is a prefatory element, it must be prepared at the end of report. Considering importance, it may provide page number of first or top three levels of headings. Since prefatory elements of a report are additional elements, they are cited in small Roman

numerals whereas main text and supplementary parts are numbered in Arabic numerals.

It is essential to include 'table of contents' in a report of more than ten pages. It helps reader to locate specific chapter and page number. It also saves reader's time and energy.

It is a record of graphs, maps, drawings, tables, charts, and figures used in the report. To avoid confusion, it is recommended to present this information, on a separate page i.e. next to 'table of contents'. It is essential if more than ten illustrations are used in a report.

Acknowledgements	ii
Abstract	v
Introduction	1
Methodology	6
Discussion	8
Conclusion	28
Recommendations	31
Appendix	33
References	39

Fig. 4 Sample Table of contents

List of Illustration:		
Tables		
Table 1	.....	2
Table 2	.....	3
Table 3	.....	4
Charts		
Table 1	.....	3
Table 2	.....	15
Table 3	.....	18
Figures		
Table 1	.....	1
Table 2	.....	7
Table 3	.....	11
Table 4	.....	17

Fig.5 Sample List of Illustration

Abstract : Basically an abstract is a specialist's communication. In a business report, it is also known as synopsis. It is essential if the report exceeds ten pages. It is important to note that its length is 5% of the original report. Without using abbreviations, acronym or illustration. an abstract focuses on objective(s), major findings and of the topic significance.

- 2) Main Text :** It may be divided in pdf section
- 1) Introduction
 - 2) Discussion

- 3) Conclusion and
- 4) Recommendations

Introduction :

This section provides significant background to the report and initiates smooth flow of communication. The sound opening inspires reader to read the report. It includes the background study aim and scope of the subject. In brief, this section introduces the topic.

Methodology :

It is important to know the methodology used by author to prepare a report. There are various methods of collecting and interpreting data such as inductive, (known to unknown) deductive (unknown to known) , informative, analytical. The performing artist must select appropriate methodology and make its note in this section.

Discussion / Description / Analysis :

This is a logical extension of the introduction leading to conclusion and recommendations. The detailed discussion includes description, analysis and interpretation. The experts do provide space for appendix/appendices to bring desired impact.

In this section ideas are explored, explained, compared, critically analyzed and properly focused. To make things simple, self dependant, it is recommended to use headings and sub headings. The logical order, well-structured and properly developed section, appropriate explanation, perfect documentation and substantial proof adds to authenticity. The major findings are comprehensively cited in this section.

Conclusion :

The conclusion may be presented either in this section or at the end of each chapter. It is based on facts and policies of performing artist.

Recommendations :

The recommendations are always presented objectively. It provides guidelines for further course of action. They are based on the discussion and conclusions.

3) Supplementary Parts : An appendix / Appendices

An appendix includes supporting material that focuses more on the specific term or part in detail. The detailed calculations, general experiments, common formulas, redundant statistical data, and comprehensive samples are included in this Excessive use of appendix is never appreciated and recommended.

References / Bibliography :

It is essential to use books, journals, magazines, articles and/or other resources to prepare a report. These resources must be acknowledged. It shows that report writer has made proper background study and selected) material from authentic resources.

An alphabetical list of the sources is known as 'bibliography'. Following details are essential to prepare a bibliography.

- Name of the author
- Title of the book, article
- Place of publication
- Name of the publisher
- Date, month and year or only year of publication.
- Page number(s)

There are various ways of citing works. Following is a bibliography example.

Patil, Govind A. *Communication and Soft Skills*. ABC publisher London 2009

Patil, G.A. Pawar, K.H. *English Literature and Criticism* XYZ publisher, New York, 2009.

Glossary :

A glossary is a list of difficult and technical words used in the report. It gives meaning of such words to assist reader.

4) Optional elements

Frontispiece :

This is an optional element. Basically, it is a picture, map or other resource which indicates the theme of the subject of report. Today's professional aura requires neat clean and an excellent frontispiece. It is either attached after the title page or included in the cover page.

Copyright Notice :

Reports are outcome of in-depth study. The performing artist energy in preparing a report. It requires hardwork, dedication, consistency and proper plan. Use of various resources and analysis of data is the endresult of author's contribution. Hence, these elements needs to be protected. The copyright notice protects the material. Others cannot use this data without prior permission of the author. Following is a way of writing copywright notice.

© Author

© Dr. Shaila Patil

This is an important optional element of a formal report.

Index :

Certain reports are bulky and voluminous. Thus, it may take more time to read each section. This reaction is helpful to a reader who is interested only in a specific element which enters at various pages. Basically, it is like a 'table of contents', but its mode of presentation is different. This section includes information of each important aspect of report and present it alphabetically with page numbers. It is helpful from various perspectives.

Check Your Progress

- 1) What are different elements of structure of a formal report ?
- 2) What are the elements of prefatory parts of structure of formal report?
- 3) What is difference between 'index' and 'table of content' ?

12.8 LET US SUM UP

A report is a systematic mode of presenting in style required written data authentically with substantial supporting documentation for specific purpose either as per the guidelines or as per the intention, knowledge and approach of the authoried. Reports are multibenefitial. Writing a report is a skill and one has to follow the guidelines and instructions issued to prepare a report and submit it to the authority in specified time.

12.9 GLOSSARY

Report : To bring back or give an account of

Authentic : Of undisputed origin, genuine, trustworthy

Format : The general arrangement, plan, design etc of Something

Index : Alphabetical list of subjects etc. with references usually at the end of a book or report.

Conclusion : Something that you decide when you have thought about all the information connected with the situation.

12.10 UNIT END EXERCISE

1. Prepare a committee report to start a new medical store at your district place.
2. Prepare a committee report to start a general store at your place.
3. Write a detailed not on how to write a committee report?
4. Give tips to your friend to write a committee report for (Assume suitable data).



REPORT WRITING - PART II

Unit Structure

- 13.0 Objectives
- 13.1 Introduction
- 13.2 Committee report
- 13.3 Guidelines to write a committee report
- 13.4 A sample committee report
- 13.5 Introduction to news paper report
- 13.6 Functions and objectives of a newspaper report
- 13.7 Tips to write a newspaper report
- 13.8 A sample newspaper report
- 13.9 Let Us Sum Up
- 13.10 Glossary
- 13.11 Unit End Exercises

13.0 OBJECTIVES

- This unit makes you familiar with the concept of committee report.
- It helps to understand guidelines to write a committee report.
- It makes you familiar with news paper report.
- It also helps to understand and write a newspaper report.

13.1 INTRODUCTION

In the last chapter we have discussed in general the concept of a report, function and objectives of a report, formats of a report and other aspects. In this chapter we will specially focus on the concept of a formal committee report and newspaper report. We will study the guidelines to write a committee report. We will also study a sample report and understand various aspects of reports.

13.2 COMMITTEE REPORT

Committee report is the end result of a committee's findings as per the assigned guidelines. Writing a formal committee report is a process. The guidelines and scope to present such a report are specified while framing the committee. Thus, committee members

must follow the guidelines and work in the limit assigned to them. We have already discussed earlier the characteristics and qualities of a report. A formal committee report must be prepared by considering the standard format, characteristics and qualities that we have studied in the last chapter. As cited there, a formal committee report also must be written in the style to meet the expectations. Followings are the specific guidelines to write a formal committee report.

13.3 GUIDELINES TO WRITE COMMITTEE REPORT

As cited earlier, writing a committee report is a process. It must be written as per guidelines and specified objectives. We have already discussed guidelines to write a report in last chapter. Following guidelines will focus more on this.

1. Write a cover letter and enclose report with it. (If report is more than ten pages.)
2. Specify date of submission and include reference number in letter.
3. Write the classification on the cover page. (i.e. Confidential, urgent, important (If required and / or asked)
4. Link all sections of report. (Sections such as terms of reference, procedure. introduction, discussion, conclusion, recommendations and others. It must be logical and rational.
5. Do signatures at specified place in the report. It is also expected to sign with date.
6. Use tables, illustrations, statistical data and other necessary elements and specify.
7. Write report in third person.
8. Use sentences such as

Committee found....

It is observed...

It seems...

Data says...

13.4 A SAMPLE COMMITTEE REPORT

An Inquiry Report on Starting Garment Shops at Metropolitan Cities.

1. Terms of Reference :

The secretary of ABC Company appointed a committee on 08-07-2012 to investigate scope for starting new garment shops at metropolitan cities. The committee was two months time to investigate and submit findings and recommendations.

Following were appointed as the members of the committee.

1. Mr. Santosh mumbaikers – Chairperson
2. Mr. Ajay Redgonkar
3. Mrs. Savita Nandedkar
4. Mrs. Shaila Takalgaokar
5. Mr. Yash Patil
6. Ms. Mrudula Patil

2. Procedure :

As per the scheduled meeting on 12 July 2012, the committee decided to follow following methodology to collect and interpret data to investigate.

1. To investigate prime locations at metropolitan cities.
2. To identify people's lifestyle
3. To make a survey of available resources for people
4. To investigate possibilities to attract them to our shops.

3. Findings :

- (i) Many prime location are available at metropolition cities. The list is enclosed herewith.

- (ii) People's need, food habit and lifestyle is modern. They do we stylish cloths. They are very selective & prefer to purchase from malls and company shops.
- (iii) Many garment shops are available. But ours will be multistoried and a comprehensive shops. Where garments of our as well as other companies.
- (iv) There are many ways to attract them. Our discount policies, marketing strategies sale at base rate and supply to retailers will beneficial.

4. Conclusion :

Considering population, place of shop and our resources, our new garment shops at metropolitan cities will run successfully. Financially it will be a beneficial decision.

5. Recommendations :

- (i) Start the garment shops earlier.
- (ii) Recruit local people. It will help to develop rapport with locals.
- (iii) Recruit local tailors.
- (iv) Provide all brands at our shop.
- (v) Arrange for facilities such as e-payment, card payment, etc.
- (vi) Club with retailers. Provide heavy discount for them on bulk order.
- (vii) Provide security 24x7.
- (viii) Keep shop under CCTV.
- (ix) Keep on changing quality & place of brands at regular interval.
- (x) Follow rules and regulations.

Check Your Progress

1. What is a committee report?
2. Give guidelines to write a committee report.

3. You are appointed as a Secretary of a committee to submit report on increasing sales of laptops of your company. Prepare a committee report. (Assume Suitable data)

13.5 INTRODUCTION TO NEWSPAPER REPORT

A newspaper report is a comprehensive and analytical presentation of facts, happenings, future possibilities, and other aspects of an interested or specified subject/topic. It includes information or note on a local, national or even international event. It is related to all aspects of human life. It is read by wide range of audiences. Thus, writing a newspaper report or an article is a process and skill. Writing newspaper report requires proper training under expert guidance and enough practice at the beginning stage of career.

Healthy competition and carrier opportunities are attracting students to learn more about this writing. It may be classified in various sections such as newspaper articles, columns and reports. Basically it is an integral part of an academic study of journalism. But we must study this as we do read newspaper reports and may get an opportunity or forced to write newspaper reports or articles. It is also an interesting and rewarding activity.

A newspaper report answers the questions such as who, what, why where, whose, when and how. Thus, special care and specific skills are required to write a newspaper report or an article. Few qualities and abilities in preparing a newspaper report are enlisted below.

1. Critical observation
2. Scrutinized reproduction
3. Analytical presentation
4. Skilled use of comparative properties
5. Perfect use of an expert or scholar's views
6. Proper knowledge of interested subject

These abilities state that writing newspaper report is a comprehensive process. It includes a heading, introductory paragraph, detailed explanations of facts, views and counter views and a concluding note. It is always supervised and published so

that the topic will reach to people in the most appropriate form. As cited earlier, it is meant for a specific audience. They may read and react. Thus, one has to be alert while this type of writing and particularly while dealing with sensitive issues.

13.6 FUNCTIONS AND OBJECTIVES OF A NEWSPAPER REPORT

There are various functions and objectives of a newspaper report. Following are important and prominent.

1. To present the fact(s) or status co
2. To present analytical or critical review
3. To present a selective perception
4. To provide comprehensive information
5. To supervise or monitor a topic of interest

A newspaper report must be short, simple, self-dependent and self-explanatory. As it is to be read by people of various interests, it must be written in style that may appeal to all and convince all. The reader of the newspaper report must get answers of following questions in general through the report.

1. What happened?
2. Why happened?
3. Who did?
4. Why did?
5. How did?
6. What is remedy?
7. What are future prospectuses?

A newspaper report has following important elements.

1. Heading
2. Introductory paragraph
3. Discussion sections
4. Concluding paragraph

Heading or title of the newspaper report or article must be catchy, snappy and self-explanatory. It must be typed in bold and if possible in selected colour. One must make a proper use of punctuation marks. It is always written objectively. In most cases active voice is used in the title. Basically heading helps to understand the topic. In introductory paragraph topic is introduced and in rest of the part a logical and reasonable link is developed. The newspaper report concludes on strong points by aiming at convincing the reader.

13.7 TIPS TO WRITE A NEWSPAPER REPORT

Following tips will help you write a proper newspaper report.

1. Be concise.
2. Never beat around bush.
3. Present facts objectively.
4. Cite name or resource [If used citation(s) or opinion(s)]
5. Understand the audience or range of audiences.
6. Understand the topic or topics of interest.
7. Make a proper background study of the topic of interest.
8. Understand your abilities and preferences.
9. Select proper headline.
10. Try state fact by giving substantial evidence. (For example- State who said, what said, how said, where said etc.)
11. Provide space for readers to think and meditate.
12. Be objective wherever required.
13. Never be prejudiced or take a specific side.
14. Comment authentically on the topics of your interest.
15. Never bush around bush.
16. Study good newspaper reports.

13.8 A SAMPLE NEWSPAPER REPORT

Curtain comes down on Sanskriti

Sanskriti, the two festival of ABC College ended on a high note on Tuesday when the Bollywood dance event turned out to be the biggest crowd-puller. Considered one of the most popular inter-college events, the fest recorded a footfall of more than 30,000 over two days.

Folk dance, the theme was for Sanskriti local-and ultraviolet light performance also hogged the limelight of the cultural do, which ended with the crowning of Mr. and Miss. Sanskriti won by Sukesh of N.D. college and Laleeta of R.G.College. "Enthusiastic students were in queue to enter the campus over the weekend was crazy and created solid background. They had to wait anxiously for more than four to five hours before they could step in. Events like Bollywood dance, street play held in the evening, which arrested attention of the crowd," said Mr. Santosh, secretary, organizing committee. It also had a rockband which attracted not only students but also to general people for whom free passes were provided. According to organizing committee, it was more than "entertainment and education." Many students also have attended workshops on dance, painting, graphic designing, and novel sessions on personality development by Mr. ADC. ARDC College walked away with the winner's tag of the festival, while second and their positions were bagged by XY and TE College.

In all there were over 78 events. Over 1000 active volunteers and two days of pleasant and merry mood created a different kind of aura. Basically, it was festival that everyone wants to be part of. "We successfully organized it, which itself was a celebration," said Vishwanathan the President of the organization.

As the curtain fell on Sanskriti, WBC college's festival Utsav, started with same energy. "The War of dancers, fashion show participants and the DJs saw participation from more than 25 colleges," said Sushant, Public relations of Utsav. "Technical paper presentations by renowned scholars of international fame, robotics and machine design workshops also will happen tomorrow," he added.

As prelude to the fest, the N.D. College organized a clean-up drive last Monday. "We covered Kalina area and spread the message of cleanliness and spread awareness about saving girls

through posters and pamphlets and street-plays,” said Pranali Kulkarni.

Check Your Progress

1. Write a short note on newspaper report.
2. What tips will you give to your friend to write a newspaper report?
3. Write a newspaper report on the upcoming festival of your college.

13.9 LET US SUM UP

Committee report is the end result of a committee’s findings as per the assigned guidelines. Writing a formal committee report is a process. The guidelines and scope to present such a report are specified while framing the committee. Thus, committee members must follow the guidelines and work in the limit assigned to them. A newspaper report is a comprehensive and analytical presentation of facts, happenings, future possibilities, and other aspects of an interested or specified subject/topic. It includes information or note on a local, national or even international event. Thus, one has to be alert to write reports.

13.10 GLOSSARY

Committee : A group of people selected to represent and function

News : Information or report about something

Recommendation : A suggestion or advice that something is good or bad for a particular purpose

Findings : Information that is discovered during an examination

Procedure : A set of actions which is the official or accepted way of doing something.

13.11 UNIT END EXERCISES

1. What steps will you take to write a proper committee report?
2. How will you write a committee report?
3. What tips will give you your brother to write a newspaper report?
4. Write following reports

- a. To purchase new plot for your college
- b. To purchase books to your college library.
- c. To present report of your college festival
- d. To present report of any festival that has celebrated at your local area.



LITERARY ANALYSIS OF A POEM

Unit Structure

- 14.0 Objectives
- 14.1 Introduction
- 14.2 Subject matter
- 14.3 Purpose - or theme, or message of the poet.
- 14.4 Read the poem all the way through.
- 14.5 What is the mood of the poem?
- 14.6 Consider how the poem is structured.
- 14.7 Listen to the sounds of the words.
- 14.8 Consider any other Techniques used by the poet
- 14.9 Let Us Sum Up
- 14.10 Glossary
- 14.11 Unit End Exercises

14.0 OBJECTIVES

- To make students aware of comprehending a poem and analyzing it.
- To introduce poem as a genre of literary art.
- To introduce students to some unseen poems so as to make them practice
- To help the students prepare with answers for the questions asked below the poems.

14.1 INTRODUCTION

As writing poetry is an art, reading poetry also is an art. We cannot enjoy reading anything without understanding it. And understanding poetry requires a special taste and aesthetic sense. Poetry is the language of heart. It flows from heart to heart. In this section we have chosen various poems reflecting on various aspects of life.

When you read a poem, don't read it as if you are reading a prose, but feel it. Apply it to your life. Experience its impact on you. Then only you can understand its value.

Following are some examples of the poems. The first one is followed by the questions and answers, and the rest of them are followed by the questions. Read them, and write the answers to the questions on a separate paper.

None of them, however, will appear in the examination, because there would be an unseen poem in the examination.

14.2 SUBJECT MATTER

The question to ask here is; what event, situation or experience does the poem describe or record? (e.g. many 'love' poems record a break up of a relationship or stages of a relationship, many 'personal' poems are written because the poet is trying to understand themselves or some part of their own thinking)

14.3 PURPOSE - OR THEME, OR MESSAGE OF THE POET

The question to ask here is; what is the poet's purpose in writing this? What message does he or she want to communicate? (i.e. a poet may simply wish to express emotion, to get something off their chest, to purposefully try to create a type of poem, to try to make us see things from their point of view, to change our thinking about certain things)

Whether you are reading a poem for pleasure, or simply trying to pass an exam, these helpful hints should allow you to get to grips with what the poet is trying to say.

Puzzling over a poem? Try the following tips and you will soon be discussing poetry with confidence!

14.4 READ THE POEM ALL THE WAY THROUGH

It might be tempting to stop and puzzle over any tricky bits, but by reading the poem all the way through, you should be able to pick up the overall idea the poet is trying to convey. Consider the subject matter - what the poem is literally about - as well as any themes that emerge - these are the ideas that the poet wants you to think about after reading the poem.

14.5 WHAT IS THE MOOD OF THE POEM?

Think about how the writer wants you to feel at the end of the poem. Is the overall tone uplifting, or does the poem leave you feeling sad? Some poems have a deliberate change of mood within them, where an apparently downbeat poem ends with a joyful scene (such as Imtiaz Dharker's *The Blessing*) or vice versa.

14.6 CONSIDER HOW THE POEM IS STRUCTURED

The poet will have planned the structure of their poem carefully, so look at how many stanzas or verses the poem is divided into. Why do you think the poet has chosen to structure the poem in the way they have? Perhaps each new stanza deals with a new idea or mood, or maybe the poem consists of just one short stanza in order to suggest a brief, fast-moving event.

14.7 LISTEN TO THE SOUNDS OF THE WORDS

Poetry is designed to be read aloud, so forget your embarrassment and recite the poem to yourself. Doing this should allow you to hear whether the poem has any regular rhyme or rhythm, as well as any words the poet has chosen because of the way they sound. For example, the writer may be using alliteration (where two or more words in close succession begin with the same consonant) in order to draw our attention to a certain line or image, or assonance (the repetition of vowel sounds within words).

14.8 CONSIDER ANY OTHER TECHNIQUES USED BY THE POET

For example, look at how the poet uses imagery - in other words, how language is used to help the reader picture the events of the poem. In order to do this, the poet might use simile or metaphor, to help the reader draw a comparison between ideas. A simile uses "like" or "as" to draw attention to the comparison.

Read the following poem, and apply the above mentioned ideas to it.

Let's Practice

1. Fire

There was a spinning mill out there

We worked and worked for the profit of masters...

We worked so people should get cloths to wear

We worked so the farmers should get their due...

One day the mill was set on fire

Thousands of lives were burnt on pyre

The bulldozers ran on the builder's plan

Then this five-star hotel

Like a tree of hatred

Sprouted on our land...

Workers' land...

They watered it with our blood

It stands like an immovable ruthless cliff

No fire will burn it,

No ocean will drown it

No thunder will shake it

The fire that burnt the mill

Is still burning within us

Consuming our flesh and blood,

And bone marrow...

It pains

It hurts

It bleeds to death...

It starves

It chokes

Our throats to death...

1. Narrate in short the history and the present of the spinning mill. 2

Ans : thousands of workers worked in the spinning mill. But cunning and selfish mill owners set the mill on fire and built the five-star hotel on it.

2. How does the poet narrate the five-star hotel? 2

Ans : the five star hotel came out of the land like a tree of hatred. The mill owners watered it with the blood of the workers.

3. Has the poem changed your attitude towards mill workers? Why? 2

Ans : Yes. We have often heard the stories of the workers who lost their jobs and they were not given proper compensation also. The poem has recreated the History again.

4. What is the theme of the poem?1 2

Ans : The poem is about the mill workers and their sufferings. It also comments on the mill workers lives after the closing of the mills.

5. How does the poet narrate Fire in the poem? 2

Ans : There are two fires narrated in the poem. The first one which had burnt the mill, the second one is the fire of helplessness and impotent anger of the mill workers for the mill owners.

6. What is the impact of the abolition of the mill on the lives of the mill workers? 2

Ans : They became unemployed and also didn't get their due compensation. It caused the problems like starvation, poverty and social injustice.

7. Comment on the images that have been used in the poem. 3

Ans : The images used in the poem are the mill which stands for the prosperous past of the workers. The Hotel stands for the injustice. The fire stand for anger and hatred.

14.9 LET US SUM UP

Not only writing poetry is an art, but reading poetry is also an art. We cannot enjoy reading without understanding it. Understanding poetry requires a special taste and aesthetic sense. Poetry is the language of heart. It flows from heart to heart. When we read a poem, we must not read it as if we are reading a prose. We must try to feel it and experience its impact by understanding its value.

14.10 GLOSSARY

Poem : A composition in verse, especially one that is characterized by a highly developed artistic form and by the use of heightened language and rhythm to express an intensely imaginative interpretation of the subject.

Theme : A unifying or dominant idea, motif, ect., as in a work of art.

Mood : A state or quality of feeling at a particular time.

Celebration : The festivities engaged in to celebrate something.

14.11 UNIT END EXERCISES

Read the following poems and answer the questions asked below, on a separate paper.

1. Celebration

Yellow leaves fall

And the trees dance to the tune of wind

The death is celebrated

For it's a beginning and not an end.

The clouds form

And the skies dance to the tune of rain

The fall is celebrated

For it's a beginning and not an end.

The soul leaves an age old body

And the relatives cremate it singing hymns

For it's a beginning of a journey

That begins after the death...

1. How does the poet narrate the celebration of the death in the first stanza? 2
2. What does the poet mean by-"a journey/ That begins after the death...?" 2
3. Has the poem changed your concept of death? Why? 2
4. What is the theme of the poem? 2
5. Why do the relatives of the dead person sing hymns after the death? 2
6. Explain whether the poet appears to be optimist or pessimist in the poem. Why? 2
7. Comment on the images that have been used in the poem. 3

2. **The Rainbow**

My heart leaps up

When I behold a rainbow in the sky

So it was when my life began

So it is when I am a man

So it will be when I grow old

O' let me die!

1. What is the impact of the rainbow on the mind of the poet? 2

2. How was the rainbow when the poet was a child? 2
3. How shall the rainbow be when the poet grows old? 1
4. Why does the poet wish to die at the end of the poem? 2
5. Write any two rhyming words from the poem. 2

The poem is a : 1

- | | |
|-------------------|-----------------------|
| a. nature poem | b. love poem |
| c. religious poem | d. philosophical poem |

3. Retired Scarecrows

Like the scarecrows they have remained only names
 Jog on in mornings to keep fit their joints and frames
 Of bones, for the youth and zeal have dried
 Up ; and the sensuous eye sight has lost its bride;
 Useless for sons and grandsons they walk
 Of eloped daughters and changed sons they talk
 Of dear departed spouses they think
 And deep down in the ageless silence do sink.

- i. "Like the scarecrows" Which poetic device is applied in this phrase? 2
- ii. What is the usual topic of their talk? 2
- iii. Identify the central idea of the poem. 2
- iv. Why do you think the old people are Scarecrows? 2
- v. "the ageless silence" refers to : 1

i. Death	ii. Night	iii. Peace	iv. Salvation
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- vi. Write the rhyming pattern of the poem. 1

4. Traveller' S Visa

I was happy to get a central seat,
And I settled down with ease.
Seat-belt fastened, my legs shuffled somewhat,
And my eyes wandered about,
The take off! “ In the unlikely event...
These are routine instructions.”
Her platinum smile could hardly expel
The stirring worm of unease.
The high-hilled hostesses sprayed attention
and exuded confidence
emanating a perky sexiness
selling wines, scents, cigarettes.

- i. Mention the reason as to why the poet felt “the stirring worm of unease”. 2
- ii. Read the sentence beginning “Her platinum smile... “ Whom does the word “ Her” refer to? 1
 - a. poet’s co-passenger
 - b. His Wife
 - c. The Air Hostess
 - d. The Lady Pilot
- iii. Identify the central idea of the poem. 3
- iv. Why do you think the poet is uneasy? 2
- v. Which articles are being sold in the plane and to whom? 2



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- 5) <http://en.wikipedia.org>
- 6) <http://reference.yourdictionary.com>
- 7) <http://www.sil.org>
- 8) <http://www.pearsoned.co.uk/AboutUs/ELT/>
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Some other useful websites for informative text and audio resources:

- 1) www.nationalgeographic.com
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