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HOD Dept. of English
Rajasthan University, Jaipur

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Vardhaman Mahaveer Open University, Kota

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Lecturer (English)
Agarwal College,
Jaipur |

Editor and Course Writers

Editor

Prof. (Dr.) Rajul Bhargava
HOD Dept. of English
Rajasthan University, Jaipur

Unit Writers	Unit Number	Unit Writers	Unit Number
1. Dr. Rajesh Shukla Lecturer English Govt. College, Dausa	(1,2,5,6)	5. Dr. S.P. Singh Lecturer English Agarwal College, Jaipur	(9,10)

Unit Writers	Unit Number	Unit Writers	Unit Number
2. Dr. Sarita Bang Lecturer, Dept. of English Vedic Kanya PG College, Jaipur	(3,4)	6. Dr. Sanjay Arora Lecturer(English) Govt. College, Dausa	(11)
3. Dr. Joya Chakravarty Associate Prof. (English) University of Rajasthan, Jaipur	(12, 13, 14)	7. Dr. Rajesh Kumar Lidiya Sr. Lecturer in English Rajasthan Technical Univ., Kota	(15, 16,17)
4. Dr. Suresh Agarwal Associate Prof. (English) JRNRV University, Udaipur	(7,8)	8. Dr. Kshamata Chaudhary Convenor, (English) VMOU, Kota	(18)

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Production July 2007

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Printed and published on behalf of V.M. Open University, Kota by Director (Academic).

Block Introduction

Block - II

Today speaking and writing effectively is very important. This course deals with the various grammatical aspects in a systematic and focused manner so to promote better understanding and assimilation. It consists of eighteen units. Each unit deals with a particular aspect of grammar through a comprehension passage and exercises. A key to all comprehensive exercises have been appended in the end. The vocabulary section meets the general requirements and also the whole unit inspires to know more and work out independently.

The units on Precis Writing, Summarizing and Note making fully explain how to analyze a passage, how to prepare a rough draft and then to turn out a good readable and adequate final writing.

There is an exhaustive unit on letter writing covering personal, official and editorial correspondence. While it explains the requisities of a good letter its style, its layout it also provide a number of model letters for quick guidance.

The explanations given in each unit are intended to be simple and employ traditional terms of grammar.

We hope that this course would help students better in the study of General English and help them in the use of English in day-to-day life.

UNIT - 10

Interrogative and Exclamatory Sentences

Structure

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- 10.2 Vocabulary: Phrasal verbs, Idioms and Phrases..
 - 10.2.1 Phrasal verbs
 - 10.2.2 Idioms and Phrases
- 10.3 Grammar and Usage: **Interrogative and Exclamatory Sentences**
- 10.4 Writing.
- 10.5 Let Us Sum Up
- 10.6 Key Words
- 10.7 Books Suggested
- 10.8 Cassette Recording
- 10.9 Answers to Exercise

10.0 Objectives

In this unit we aim at giving you a passage for comprehension by setting an extract from Sister Nivedita’s description of Indian traditions and glory of Vikramaditya in a lesson and titled *The Judgment seat of Vikramaditya*.

- i. Read Indian stories in a better way.
- ii. Observe keenly how a writer describes the familiar things in an unfamiliar way.
- iii. Improve your vocabulary.
- iv. Learn about Interrogative and Exclamatory sentences.
- v. Write stories about Indian Kings, fairies, gods and goddess.

10.1 Reading Comprehension

10.1.1 Study Guide

Read the passage given below and try to understand the contents and the grammar. You must notice how the writer narrates events in a chronological way. This is one of the ways to tell a story, very popular in India. We have explained many of the difficult words in the glossary and if you find more difficult words you must develop the habit of consulting a good dictionary.

You must have listened many stories of Vikramaditya, the King of Malwa. He was well known for his spirit of justice. After reading and understanding the given passage you should try to answer all the comprehension questions based on it. You can tally your answers with those given at the end of the Unit.

10.1.2 Passage for Reading

'The Judgement Seat of Vikramaditya' by Sister Nivedita

Deep in the hearts of the Indian people, one name is held ever dear, the name of Vikramaditya, who became King of Malwa, it is said, in the year 57 before Christ.

He was so strong and true and gentle that the men of his own day almost worshipped him, and those of all after time were obliged to give him the first place, though they had never looked on his face, nor appealed to his great and tender heart - simply because they could see that there had never been a kind loved like this king. But one thing we do know about Vikramaditya. It is told of him that he was the greatest Judge in history.

Never was he deceived. Never did he punish the wrong man. The guilty trembled when they came before him, for they knew that his eyes would look straight into their guilt. And those who had difficult questions to ask, and wanted to know the truth, were thankful to be allowed to come, for they knew their King would never rest till he understood the matter, and that then he could give an answer that would convince all.

And so, in after time in India, when any judge pronounced sentence with great skill, it would be said of him, 'Ah, he must have sat on the Judgment-Seat of Vikramaditya;' And this was the habit of speech of the whole country. Yet in Ujjain itself, the poor people forgot that the heaped-up ruins a few miles away had been his palace, and only the rich and learned, and the wise men who lived in kings' courts, remembered.

The story I am about to tell you happened long, long ago; but yet there had been time for the old palace and fortress of Ujjain to fall into ruins, and for the sand to be heaped up over them, covering the blocks of stone, and bits of old wall, often with grass and dust, and even trees. There had been time, too, for the people to forget.

In those days, the people of the villages, as they do still, used to send their cows out to the wild land to graze.

Early in the morning the cows would go, in the care of the shepherds, and not return till evening, close on dusk. How I wish I could show you that coming and going of the Indian cows!

Such gentle little creatures they are, with such large wise eyes, and a great hump between their shoulders! And they are not timid or wild, like our cattle. For in India, amongst the Hindus, everyone loves them. They are very useful and precious in that hot, dry country, and no one is allowed to tease or frighten them. Instead of that, the little girls come at daybreak and pet them, giving them food and hanging necklaces of flowers about their necks, saying poetry to them, and even strewing flowers before their feet! And the cows, for their part, seem to feel as if they belonged to the family, just as our cats and dogs do.

If they live in the country, they delight in being taken out to feed on the grass in the daytime; but of course someone must go with them, to frighten off wild beasts, and to see that they do not stray too far. They wear little tinkling bells, that ring as they move their heads, saying, 'Here! Here! And when it is time to go home to the village for the night, what a pretty sight they make!

One cowherd stands and calls at the edge of the pasture and another goes around behind the cattle, to drive them towards him, and so they come quietly forward from here and there, sometimes breaking down the brushwood in their path. And when the herdsmen are sure that all are safe, they turn homewards-one leading in front, one bringing up the rear, and the cows making a long procession between them. As they go they kick up the dust along the sun-baked path, till at last they seem to be moving through a cloud, with the last rays of the sunset touching it. And so the Indian people call twilight, 'the hour of cowdust'. It is a very peaceful, a very lovely moment. All about the village can be heard the sound of the children playing. The men are seated, talking, round the foot of some old tree, and the women are gossiping or praying in their houses.

10.1.3 Note on the Author:

Miss Margaret Nobel, popularly known as Nivedita, came to India from Ireland. She was one among quite a number of people of the West who came to India of their own free will to help Indians. She was born on October, 28, 1867 of Samuel Nobel (a priest) and a lovely young lady, Mary Hamilton. Young Margaret Nobel came under the spell of Swami Vivekanand. She was given the name of 'Nivedita' as she was dedicated to God. She became a teacher to little children in India. When any plague or famine or flood caused difficult conditions in India she becomes the very personification of compassion and service. Sister Nivedita is the deathless symbol of sacrifice and service to Indian Society.

10.1.4 Glossary:

tender	: kind, gentle
straight	: direct
convince	: make the other agree to your point of view
pronounced	: declared
sentence	: punishment
palace	: a very big area built up for a king's residence.
fortress	: area where army or forces reside for the safety of the ruler.
blocks	: big stones.
bits	: small pieces
graze	: eat grass etc.
dusk	: sunset
hump	: the projected part between the shoulders of an animal.
precious	: valuable.
tease	: irritate.

the country	: rural area
delight	: be happy
feed	: take as food, eat.
stray	: lose the proper way.
tinkling	: making the noise of bells.
pretty	: beautiful
cowherd	: the person taking care of cows / cattle.
edge	: the last point.
pasture	: meadows.
herdsmen	: men caring cattle
rear	: opposite of front.
twilight	: sunset, the hour of cowdust.

10.1.5 Comprehension Questions:

You can try to answer the following questions based on the passage. You can tally your answers with those given by us at the end of the Unit.

Exercise 1

- i. Whose name is held dear in the heart of the Indian people?

- ii. Name of the area where Vikramaditya ruled.

- iii. When did he become the King of Malwa ?

- iv. Describe King Vikramaditya.

- v. What was the reaction of the guilty people before King Vikramaditya ?

vi. What was the cause of such reaction?

vii. What did the poor people in Ujjain forget?

viii. Who remembered the history of the ruins ?

ix. Of what time does the writer tell the story ?

x. Where did the people send their cows to graze?

xi. Describe the Indian Cows.

xii. Describe the behaviour of Hindus towards the cows.

xiv. Why is twilight called “ The hour of cowdust” ?

- xv. What are the usual activities of the people of India at the hour of cowdust?

10.2 Vocabulary

10.2.1 Phrasal verbs

Phrasal verbs are formed by adding particles with verbs. This particle which is added is either a preposition or an adverb. But the whole phrasal verb has one definite meaning. Change of particle added leads to change in the meaning of the phrasal verb. It is very important to note that phrasal verbs have completely different meanings from the parts of which they are made of.

Now some of the important phrasal verbs are given for you to learn. You should pay special attention to their meanings and you are not to be misguided by the meaning of particle added to the verb. You should try to use them in your own sentences as they enrich your language.

blow up	:	explode
blow out	:	extinguish
break down	:	Demolish; collapse; fall.
break out	:	Appear suddenly.
break into	:	Enter by force.
break up	:	Dissolve.
bring about	:	Cause.
bring in	:	Yield as the result of sale.
bring up	:	Educate or rear.
call for	:	demand
call forth	:	evoke
call off	:	divert ; distract
call on	:	visit
call up	:	recollect
carry on	:	manage
carry out	:	execute
cast off	:	discard
cast out	:	expel
come about	:	occur
come across	:	meet with accidentally
come by	:	acquire
come of	:	issue from
come upon	:	encounter
cry out against	:	complain loudly against
cry up	:	extol ; praise
cut down	:	reduce
cut off	:	kill ; destroy

cut out for	:	fitted for
do away with	:	abolish
draw back	:	recede
draw up	:	compile ; arrange
fall back	:	retreat
fall back upon	:	have recourse to some help
fall in with	:	concur with
fall out	:	quarrel
fall upon	:	attack
fall through	:	fail
get at	:	obtain
get back	:	recover
get down	:	descend
get on	:	advance ; make progress
get on with	:	live agreeably with
get over	:	surmount
get through	:	pass
get up	:	rise
give away	:	distribute
give in	:	submit ; yield
give up	:	abandon ; surrender
go after	:	pursue
go forward	:	proceed
go on	:	continue
go through	:	examine
hold back	:	keep back ; conceal
hold on	:	continue holding or clinging to
hold out	:	endure
hold up	:	support ; sustain
keep back	:	conceal
keep from	:	refrain from
keep under	:	control
keep up	:	maintain
lay by	:	save for future use
lay down	:	surrender
lay out	:	invest
look after	:	deposit
look after	:	take care of
look known upon	:	despise
look for	:	sear for
turn on	:	switch on
turn out	:	expel
turn up	:	arrive

Exercise 2

Fill in the blanks with the help of appropriate phrasal Verbs. You can take hint from the world given in the brackets.

- i. Where did you..... This book? (Get)
- ii. I hope you will to our views. (Agree)
- iii. Heme yesterday (visited)
- iv. Laziness will poverty and want. (Cause)
- v. Do you agree to..... my orders ? (execute)
- v. You talking. (Continued)
- vii. I resolved to a part of my income (save for future)
- viii. My mother the whole family. (takes care of)
- ix. My daughter has her examination. (passed)
- x. We for Jaipur early this morning.
- xi. Winter season has (started)
- xii. Please the fire. (extinguish)
- xiii. We should one another in trouble. (support)
- xiv. He did not in the meeting. (appear)
- xv. Hard work has his health. (affected)

10.2.2 Idioms and Phrases

Idioms and Phrases are important part and parcel of a language. They are deeply based in myths, social, religious, historical, cultural or economic background of a county. They find their origin in a special context and have been used over the years. You should try to learn as many of them as you can.

above board	: open (ly); without trickery
all and sundry	: everyone without distinction
as a matter of fact	: is reality
as a rule	: usually
at all costs	: whatever may be the cost or sacrifice
at arm's length	: avoiding too much familiarity
daggers drawn	: at open enmity
at home in	: familiar with
at a loss	: Puzzled.
at one'w finger: tips	: ready and thorough knowledge of
at sixes and sevens	: in orders
at stake	: in danger
at the eleventh hour	: at the very last moment
bag and baggage	: completely ; leaving nothing behind
back and call	: quite ready to serve
below the mark	: less than the required standard
by dint of	: by force or means of
fits and starts	: without steady application
fair means or foul	: by any means, good or bad
by hook or by crook	: by any means, direct or indirect
by leaps and bounds	: by a series of sudden any rapid advances
few and far between	: rare
flesh and blood	: human body; human nature
from hand to mouth	: without making any provision for tomorrow
hand and glove	: on very intimate terms

heart and soul	:	with all one's energy
in a fix	:	in a difficult position
in black and white	:	in writing
in cold blood	:	deliberately
in full swing	:	very busy ; working selection.
in season and out of season	:	at all times without selection
ins and outs	:	the details of anything
in the long run	:	eventually
in the nick of time	:	just at the right moment
in the prime of life	:	in the best period of life
in the twinkling of an eye	:	in the briefest possible time
kith and kin	:	blood relations.
nook and corner	:	every possible place
null and void	:	of no effect ; not bunding
off and on	:	occasionally
of the first water	:	of finest quality
on the spur of the moment	:	on a momentary impulse
out and out	:	thoroughly
pros and cons	:	arguments for and against
stone's throw	:	a short distance
Stuff And Nonsense	:	rubbish ; Meaningless Talk
through thick and thin	:	through all obstacles and difficulties
to the backbone	:	thoroughly
under one's nose	:	before the very eyes of
ups and downs	:	prosperity and adversity ; successive rise and falls.
wear and tear	:	damage resulting from costant use and from occasional accident.
weal and woe	:	good and bad fortune
without rhyme or reason	:	quite unaccountably

Some more idioms and phrases are given below. They are different from the above list as the following phrases begin with verb.

to add fuel to the fire	:	to increase the existing excitement
to have an axe to grind	:	to have some personal interest to serve
to turn one's back upon	:	to desert ; forsake
to bear the brunt of	:	to face the full fury of
to beat about the bush	:	to convey one's meaning in an indirect way
to blow hot and cold in the same breath	:	to praise and to blame at the same time.
to break the ice	:	to break through reserve or stiffness
to breathe one's last	:	to die.
to bring to a stndstill	:	to cause to stop wholly

to bring to book	: to call to account ; to accuse of a fault or crime
to bring a light	: to reveal
to bury the hatchet	: to make peace
to carry the day	: to win a victory
to cut one's coat according to one's cloth	: to regulate one's expenses by one's income
to come to blows	: to fight
to cry over spilt milk	: to spend time in useless regret
to cut a sorry figure	: to make a poor show
to give the devil his due	: allow even the worst man credit for what he does well
to die in harness	: to die while engaged in one's regular work., not after retiring
to do yeoman's service	: to do excellent work
to make ducks and drakes of	: to spend it foolishly
to throw dust in a man's eyes	: to deceive him completely
to eat humble pie	: to make humble apology.
to make a figure	: to distinguish oneself.
to keep one's head above water	: to avoid bankruptcy
to be on the horns of a dilemma	: to be in a position to extreme difficulty, from which there seems to be no way of escape
to strike while the iron is hot	: to act with energy and promptness
to keep an eye on	: to watch
to turn over a new leaf	: to begin a different mode of life
to leave one in the lurch	: to leave one in the time of difficulty
to make a mountain out of a molehill	: to exaggerate ; make a difficulty seem much greater than it really is
to move heaven and earth	: to make every possible effort
to throw mud at	: to abuse ; to speak evil of
to nip in the bud	: to destroy at an early stage, before any mischief is done
to provide against a rainy day	: to save money for a future emergency
to rise to the occasion	: to be equal to an emergency
to sail in the same boat with	: to be in the same situation with
to step into another person's shoes	: to take the position previously occupied by another
to give the cold shoulder	: to treat coldly
to save one's skin	: to get off without bodily hurt
to leave no stone unturned	: to try every possible means

to take with grain of salt	: to believe with reservation
to wash one's dirty linen in public	: to speak in public of unpleasant private affairs

Exercise 3

Fill in the blanks with the help of appropriate idioms or phrases. You can take help from the words given in the brackets:

- i. He..... To may advice. (Disregarded)
- ii. He does not earn much. He finds it difficult to..... (Live within his income.)
- iii. He visits his parents..... (occasionally)
- iv. He has to build a new house. (decided)
- v. You have stood by me..... (under all conditions)
- vi. I don't want to by interfering in his matters. (get into trouble)
- vii. I found everything in his shop at (in disorder)
- viii. I want to..... (do the exact thing)
- ix. My brother has got..... (a talent for speaking)
- x. We shall fight for our country. (with full power)
- xi. Nehru was..... (born in luxury)
- xii. He was..... for his carelessness. (rebuked)
- xiii. I know..... of this matter. (full details)
- xiv. It looks Indian and Pakistan want to (make peace)
- xv. There are in every society. (bad characters)
- xvi. this world in Hindi Dictionary. (search for)
- xvii. My house is the bus stand. (short distance from)
- xviii. I have the situation. (to survey)
- xix. We will this matter later on (investigate)
- xx. My friend is in debt. (deeply)
- xxi. He is over his speech (in trouble)
- xxii. All my schemes..... (became useless)
- xxiii. Rainy season was..... (very active)
- xxiv. The news of his death..... (spread quickly)
- xxv. My sister my mother. (resembles)

10.3 Grammar And Usage : Interrogative And Exclamatory Sentences

In this section we will learn formation of interrogative sentences.

In English questions are of two types mainly.

1. *Wh* questions.
2. Yes / No questions.

1. Sentences which begin with which, what, where, when, how cannot be answered by merely saying yes or no. For Example-

Where are you going?

What is the name of your watch?

What is the name of your school?

Why doesn't he come on time?

Such sentences need a *wh* word at the beginning and operating verb (is, am, are, was, were.....has, have, had, do, does, did, can, could, may)
comes after the *wh* word.

2. Sentences which begin directly with an operating verb can be answered by merely saying yes *or* no, for example:

Do you know my name?

Does he come on time?

Can you solve this problem?

Have you a pen for me also?

Such sentences can be answered by merely saying yes or no. In such sentences the operating verb is followed by subject.

The operating verb is in agreement with the subject in both the types of question sentence.

In this section we have also tried to make you learn basic difference between Interrogative and Exclamatory sentences. You must have noticed that the Para 9 of the passage for comprehension ends with a sentence "What a pretty sight they make!". The sentence begins with 'What' but it does not end with a question mark. It is an exclamatory sentence. Look at the structure of the two sentences given below.

- i. What is a pretty sight made by them?
- ii. What a pretty sight they make!

Both the sentences begin with 'What' but they are not of the same type. If 'What' is followed by a noun the sentence formed will take a question shape. But if 'What' is followed by a noun the sentence result into an exclamatory one.

Look at the sentence given below:

How hot it is!

What a fool he is!

What a piece of work man is!

What a beautiful night it is!

A sentence that expresses some strong or sudden feeling is called an exclamatory sentence.

Therefore, you should not conclude that W.H. words are used for questions only.

A Question Mark (?) is placed at the end of every Interrogative sentence.

Exercise No. 4

Now frame meaningful questions out of the following statements. You can check whether you answers tally with those given at the end of the Unit. Don't change the subject.

1. He is to come in time.
2. She can take the help of the guide.
3. I study in Jaipur. (use where)
4. I will meet you at 5 o' clock. (use when)
5. He reads a book daily.
6. I purchased this book (use what)
7. I will help you through thick and thin.
8. She can buy a beautiful house.
9. He should depart in the morning.
10. You know my friend.

Exercise 5

Now complete the following sentences and add the appropriate punctuation mark.

- i. What a terrible.....
- ii. What is a terrible.....
- iii. What is a beautiful.....

For possible answers you can consult section 12.9 of this Unit. You can complete them in many different ways but the sentences must be grammatically correct.

10.4 Writing

10.4.1. You must have watched many stories on your television about Indian heroes. 'Vikram and Betal' stories are much popular among students of your age. You should try to write a story with the help of the outline given below.

Two women come to King Viram, each claiming that a particular child is her son. Vikram orders that the child may be divided into two pieces and each half is to be given to each woman. The real mother denied to the proposal and the fake mother is caught and punished.

10.5 Letussumup

In this Unit we have tried to help you;

- i. to understand the unseem passage and answer the questions based on the passage.
- ii. to know some of the phrasal verbs, idioms and phrases and their correct usage.
- iii. to learn formation of Interrogative sentences, and the difference between Interrogative and Exclamatory sentences.
- iv. to write good stories about certain episodes from the lives of great Indians in their respective fields. Indians by nature are famous for their art of narration, especially of anecdoted, jokes, legendary stories. You should not be afraid of writing what you talk in you homes or at tea stalls. These might turn up into good stories.

10.6 Key Words

observe	- see / notice.
keenly	- eagerly
contents	- subject matter
narrate	- tell
chronological	- arranging events according to dates or times of happening.
personification	- giving human qualities to non-living elements
legends	- traditional stories popularly regarded as historical myth, such literature or tradition.

10.7 Books Suggested

Bhatnagar R.P. & Rajul Bhargava, *English for Competitive Examination*, Macmillan, New Delhi.

Burton, SH. *Mastering English Grammar*, Delhi: Macmillan, 1994.

Farhathullah, TM. *Communication Skills for Technical Students*. Chennai: Orient Longman, 2002.

Singh, Vandana R. *The Written Word*. Delhi: OUP, 2003

Soundararaj, Francis. *Speaking and Writing for Effective Business Communication*, New Delhi: Macmillan, 2007

10.8 Cassete Recording

You can get an audio cassette recording based on the reading of this passage from the study centers of the Open University.

10.9 Answers To Exercises

Exercise 1

- i. King Vikramaditya's name is held dear in the hearts of the Indian people.
- ii. Vikramaditya ruled over Malwa.
- iii. He became the King in 57 B.C.
- iv. He was strong, true and gentle. People worshipped him. He was the greatest Judge in History.
- v. They trembled as they came before him.
- vi. Because the guilty knew that his eyes would look straight into their crime.
- vii. They forgot that the ruins near Ujjain's court remembered the history of the ruins around it.
- viii. The rich, learned and wise of Ujjain's court remembered the history of the ruins around it
- ix. The writer tells the story, of the time when the palaces had turned into ruins and were covered with grass and dust. Most of the people had forgotten the history of the palaces of Ujjain.
- x. They sent their cows to graze to the wild land.
- xi. Indian cows have large wise eyes, a great hump between their shoulders. They are not timid like European cattle. They are precious for Hindus in this hot & dry country.

- xii. The Hindus love cows. No body is allowed to tease or frighten them. In the morning the little girls worship them, give them food. Cows are like members of the family.
- xiii. Because the cows might stray too far and they are to be protected from the wild beasts.
- xiv. Because cows kick the dust while walking and coming to home. The dust takes the shape of a cloud and the last rays of the setting sun touch it. That is why this time of the day is called the hour of the cowdust.
- xv. Children play, men sit and talk, and women gossip or pray in their homes.

Exercise 2

- | | | | |
|-----------------|----------------|----------------|-------------------|
| i. Come by. | ii. Coem round | iii. called on | iv. bring forth |
| v. carry out | vi. kept on | vii. lay by | viii. looks after |
| ix. got through | x. set off | xi. set in | xii. put out |
| xiii. stand by | xiv. turn up | xv. told upon | |

Exercise 3

- i. turned a deaf ear.
- ii. make both ends meet.
- iii. off and on
- iv. made up his mind.
- v. through thick and thin.
- vi. brun my fingers.
- vii. at sixes and sevens.
- viii. hit the nail on the head.
- ix. the gift of the gab.
- x. tooth and nail.
- xi. born with a silver spoon in him mouth.
- xii. taken to task.
- xiii. the ins and outs.
- xiv. bury the hatchet.
- xv. black sheep.
- xvi. look up.
- xvii. within a stone's throw of.
- xviii. to take stock of.
- xix. look into.
- xx. over head and ears.
- xxi. in hot water.
- xxii. ended in smoke.
- xxiii. in full swing.
- xxiv. spread like wild fire.
- xxv. takes after.

Exercise 4

- i. Is he to come in time?
- ii. Can she take the help of the guide?

- iii. Were do I study?
- iv. When will I meet u?
- v. Does he read a book daily?
- vi. What did I purchase?
- vii. Will I help you through thick and thin?
- viii. Can ls she buy a beautiful house?
- ix. Should he depart in the morning?
- x. Do you know my friend?

Exercise 5

- i. snake it is!
- ii. snake?
- iii. flower it is!
- iv. flower?

UNIT - 11

Tenses

Structure

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 - 11.3.6 Past Tense and Its Types
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- 11.5 Reading Passage
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11.0 Objectives

In this unit our aim is to give you practice in reading comprehension by (i) giving a story by Oscar Wilde "The Selfish Giant" for you to read, and (ii) giving a glossary of difficult words and questions on comprehension. We have also set exercises on selected items of vocabulary. The section on grammar and usage deals with the Tenses and their usage. For practice in writing you will complete a story for which hints would be given by us.

11.1 Reading Comprehension

11.1.1 Study Guide

Read the story carefully. It is a story by Oscar Wilde. Some of difficult words and expressions are explained in the Glossary given at the end of the passage.

After reading the passage you should answer all the comprehension questions. You should check your answers with those given by us at the end of the unit.

11.1.2 Passage for Reading

'The Selfish Giant'
by Oscar Wilde

Every afternoon, as they were coming from school, the children used to go and play in the Giant's garden.

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?' He cried in a very gruff voice, and the children ran away.

'My own garden is my own garden,' said the Giant, 'anyone 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 around the high walls when their lessons were over, and talk about the beautiful garden inside.

'How happy we were there!' they said to each other.

Then the Spring came, and all over the country there were little blossoms and little birds. Only in the garden of the selfish Giant it was still winter. The birds did not care to sing in it as there were no children, and the trees forgot to blossom. Once a beautiful flower put its head out from the grass, but when it saw the notice-board it was so sorry for the children that it slipped back into the ground again, and went off to sleep. The only people who were pleased were the snow and the Frost.

'Spring has forgotten this garden,' they cried, 'so we will live here all the year round.'

The Snow covered up the grass with her great white cloak, and the frost painted all the trees silver. Then they invited the North Wind to stay with them, and he came. He was wrapped in furs, and he roared all day about

the garden, and blew the chimney pots down.

'This is a delightful spot,' he said, 'we must ask the Hail on a visit.'

So the Hail came. Everyday for three hours he rattled on the roof of the castle till he broke most of the slates, and then he ran round and round the garden as fast as he could go. He was dressed in grey, and his breath was like ice.

'I cannot understand why the Spring is so late in coming,' said the selfish Giant, as he sat at the window and looked out at his cold, white garden; 'I hope there will be a change in the weather.'

But the Spring never came, nor the Summer. The Autumn gave golden fruit to every garden but to the Giant's garden she gave none.

'He is too selfish,' she said. So it was always Winter there and the North Wind and the Hail, and the Frost, and the Snow danced about through the trees.

One morning the Giant was lying awake in bed when he heard some lovely music. It sounded so sweet to his ears that he thought it must be the King's musicians passing by. It was only a linnet outside his window, but it was so long since he had heard a bird sing in his garden that it seemed to him to be the most beautiful music in the world. Then the Hail stopped dancing over his head, and the North Wind ceased roaring and delicious perfume came to him through the open casement.

'I believe the Spring has come at last,' said the Giant; and he jumped out of bed and looked out.

That did he see?

He saw a most wonderful sight. Through a little hole in the wall the children had crept in, and they were sitting in the branches of the trees. In every tree that he could see there was a little child. And the trees were so glad to have the children back again that they had covered themselves with blossoms, and were waving their arms gently above the children's heads. The birds were flying about and twittering with delight, and the flowers were looking up through the green and laughing. It was a lovely scene, only in one corner it was still winter. It was the farthest corner of the garden and in it was standing a little boy. He was so small that he was wandering all round it, crying bitterly. The poor tree was still covered with frost and snow, and the North Wind was blowing and roaring above it. 'Climb up!' said the Tree, and it bent its branches down as low as it could; but the boy was too tiny.

And the Giant's heart melted as he looked out. 'How selfish I have been!' he said, 'Now I know why the spring could not come here. I will put that

poor little boy on the top of the tree, and then I will knock down the wall, and my garden shall be the children's playground for ever.' He was really very sorry for what he had done.

So he crept downstairs and opened the front door softly, and went out into the garden. But when the children saw him they were so frightened that they all ran away, and the garden became winter again. Only the little boy did not run, for his eyes were so full of tears that he did not see the giant coming. And the Giant stole up behind him and took him gently in his hand, and put him up into the tree, And the tree broke at once into blossom, and the birds came and sang on it, and the little boy stretched out his two arms and flung them round to Giant's neck and kissed him. And the other children when they say that the Giant was not wicked any longer, came running back, and with them came the Spring. 'It is your garden now, little children,' said the Giant and he took a great axe and knocked down the wall. And when the people were going to market at twelve o'clock they found the Giant playing with the children in the most beautiful garden they had ever seen.

All day long they played, and in the evening they came to the Giant to bid him good-eve.

'But where is your little companion', he said, 'the boy I put into the tree?' the Giant loved him the best because he had kissed him.

'We don't know, answered the children. 'He has going away,' You must tell him to be sure to come tomorrow,' said the Giant. But the children said that they did not know where he lived, and had never seen him before: and the Giant felt very sad.

Every afternoon, when school was over, the children came and played with the Giant. But the little boy whom the Giant loved was never seen again. The Giant was very kind to all the children, yet he longed for his first little friend, and often spoke of him. 'How I would like to see him!' he used to say.

Years went by, and the Giant grew very old and feeble. He could not play about any more, so he sat in a huge armchair, and watched the children at thier games, and admired his garden. 'I have many beautiful flowers,' he said; but the children are the most beautiful flowers of all.'

One winter morning he looked out of his windows as he was dressing. He did not hate the Winter now, for he knew that it was merely the Spring asleep, and that the flowers were resting.

Suddenly he rubbed his eyes in wonder and looked and looked. It certainly was a matvellous sight. In the farthest corner of the garden was a tree quite covered with lovely white blossoms. Its branches were golden, and silver fruit hung down from them, and underneath it stood the little boy he had loved.

Downstairs ran the Giant in great joy and out into the garden. He hastened across the grass and came near to the child. And when he came quite close his face grew red with anger, and he said, 'Who hath dared to wonder thee?' For on the palms of the child's hands were the prints of two nails, and the prints of two nails were on the little feet.

'Who hath dared to wound thee?' cried the Giant, 'Tell me that I may take my big sword and slay him.'

'Nay,' answered the child, 'but these are the wounds of love.' 'Who art thou?' said the Giant and a strange awe fell on him and he knelt before the little child.

And the child smiled on the Giant and said to him, 'You let me play once in your garden, today you shall come with me to my garden, which is Paradise.'

And when the children in that afternoon, they found the Giant laying dead under the tree, all covered with white blossoms.

11.1.3 Note on the Author

Oscar Wilde (1856-1900), the son of a famous Irish Surgeon, was born in Dublin. He was Queen's Scholar of Trinity College, Dublin and in 1874 became a scholar of Magdalen College, Oxford. Though Oscar Wilde mainly survives as a dramatist today, he wrote poetry and prose as well. The four important comedies of Wilde mainly *Lady Windermere Fan* (1892), *A Woman of No Importance* (1893), *An Ideal Husband* (1895) and *The Importance of Being Earnest* (1895).

11.1.4 Glossary

Cornish Ogre	:	man-eating gaint who lived in Cornwall England.
gruff	:	rough
tresspassers	:	those who unlawfully enter into other's property.
frost	:	frozen water vapour or dew
wrapped in	:	covered with
fur	:	here, clothes made of the soft skins of animals with soft on the skins intact
chimney-pot	:	pipe attached to the top of the chimney to let out smoke
hail	:	frozen rain falling in a shower
rattled	:	produced a rapid succession of short, sharp, hard sounds

slates	:	plates of grey or bluish-purple rock used as roofing material
linnet	:	a song bird, brown or grey finch
casement	:	window
twittering	:	producing a series of pleasant sounds
a little boy	:	at the end of the story we learn that it is Jesus Christ
stole up	:	moved up noiselessly
broke into blossom	:	burst into flowers
prints of two nails	:	The scars on the palms and feet showed that he was Jesus Christ. The scars were those of Christ's crucifixion.
wounds of love	:	wounds received by Jesus out of the unbounded love. He had for human beings.
a stranger as we fell on him:	:	a feeling of great respect mixed with fear overcame him (when he realised that the boy was Jesus Christ).
paradise	:	the abode of God; heaven.

11.1.5 Comprehension Questions

Exercise-1

1) "Describe the Giant's garden.

.....
.....
.....

2) For how long had the Giant been away? Where had he gone?

.....
.....
.....

3) Why was the Giant angry?

.....
.....
.....

4) What did the Giant do to keep the children away from his garden?

.....
.....
.....

5) What happened to the Giant's garden after he removed the children from it?

.....
.....
.....

6) Who were happy by the Giant's selfishness? What did they do?

.....
.....
.....

7) What happend when the Giant heard the lovely music?

.....
.....
.....

8) What was the wonderful sight the Giant saw?

.....
.....
.....

9) Why was the little boy crying bitterly and how did the Giant help him?

.....
.....
.....

10) How did the Giant spend his time when he grew very old and feeble?

.....
.....
.....

12) When did the Giant realize that the boy was Jesus Christ?

.....
.....
.....

11.2 Vocabulary

Fill in the blanks with suitable words from the list given below:

a) The poor children had now _____ to _____. They tried to play on the _____, but the road was very _____ and full of _____ stones, and they did not _____ it. They used to _____ round the high _____ when their _____ were _____ and talk _____ the beautiful _____ inside.

(garden, nowhere, dusty, over, hard, play, wander, lessons, road, like, walls, about)

b) Match the following expressions

- | | |
|----------------|--------------|
| i) frost | covered with |
| ii) hail | rough |
| iii) gruff | frozen rain |
| iv) wrapped in | frozen dew |

c) Locate the word from the passage that mean:

- i) stopped
- ii) making loud, sharp, hard sounds
- iii) casement
- iv) blossom
- v) twittering

11.3 Grammar And Usage : Tenses

11.3.1 Introduction

Tenses form a very important part of grammar. To write correct language we must have knowledge of Tenses and their usage. We have given ample examples to explain them. Grammar needs a lot of practice. We have given many exercises to practice. Besides these exercises practice should be done from the books given at the end of the unit.

11.3.2 Meaning of Tense

Tense is a grammatical concept. It tells the relationship between time and

verb. We make use of the verb form according to the time in which an action is performed. If an action takes place in present time we make use of the first form of the verb and if an activity is done in past time, then we make use of second form of the verb. Tenses may also indicate whether an action, state or activity is, was or will be complete or it is, was or will be in progress over a period of Time.

11.3.3 Tense and Time : Differences

The words Time and Tense must not be confused. Time is a universal phenomenon while Tense is a grammatical concept. Time has three main divisions: -

Present, Past and Future but in English we have only two Tenses: Present and Past.

The first form of the verb (I) speak, write, eat, drink indicate present tense while the second form of the verb (II) i.e. spoke, wrote, ate, drank, reached are the verb forms of past tense.

Future time can be expressed in various ways. Tenses vary in different languages.

11.3.4 Classification of Tenses

11.3.5 Present Tense

PRESENT CONTINUOUS TENSE

Present Continuous Tense refer to an activity which is in progress at the moment of speaking. now (moment of speaking)



now (movement of speaking)

FORM

The present continuous tense is formed with the present tense of the auxiliary verb **be** + the present participle :

Affirmative	Negative	Interrogative
I am eating	I am not eating	am I eating?
He is eating	He is not eating	Is he eating?
They are playing football	They are not playing football	Are they playing football

Uses of the Present Continuous Tense

- A. For an action happening now:
1. Why are you sitting at my desk?
 2. What are you doing?
 3. She is cooking food.
 4. It is raining.
 5. Children are watching a cartoon show on television.
- B. For an action happening about this time but not necessarily at the moment of speaking:
- I am reading a play by Shaw.
(This may mean at the moment of speaking may also mean 'now' in a more general sense.)
- C. For a definite arrangement in the near future (the most usual way of expressing one's immediate plans):
- I'm meeting Peter tonight. He is taking me to the theatre.

Other possible uses of the Present Continuous

- A. With a point in time to indicate an action which begins before this point and probably continues after it:
At six I am bathing the baby
- B. For an action which appears to be continuous:
He's always working = He works the whole time.
This sort of action quite often annoys the speaker but doesn't necessarily do so.

Verbs not normally used in the continuous tenses

The continuous tenses are chiefly used for deliberate actions. Some verbs are, therefore, not normally used in the continuous and have only one present tense, the simple present.

- A. Verbs of the senses (involuntary actions): **feel, hear, see, smell.**
- B. Verbs expressing feelings and emotions, e.g. **admire** (= respect), **adore, appreciate** (= value), **care for** (= like), **desire, detest, dislike, fear, hate, like, loathe, love, mind** (= care), **respect, value, want, wish.**
- C. Verbs of mental activity, e.g. agree, **appreciate** (= understand), **assume, believe, expect.**
- D. Verbs of possession: **belong, owe, own, possess:**
How much do I owe you?

E. The auxiliaries, except **be** and **have** in certain uses.

Sometimes these verbs may be used in the Continuous Tense. In such cases the meaning of the verb may be slightly different the speaker may emphasize the temporary nature of the action described.

I am minding my own business.

I am expecting news any moment.

SELF CHECK

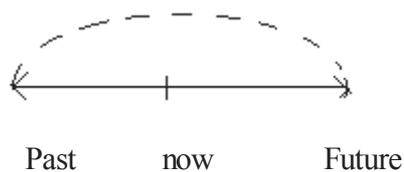
Fill in the blanks with the correct form of the verbs in the present continuous tense (use the contracted forms wherever possible):

- 1) The policemen ____ this street. (petrol)
- 2) I ____ this case. (not investigate)
- 3) The players ____ the play. (rehearse)
- 4) ____ my best? (I, not do)
- 5) Whom ____ for the misuse of funds? (they, blame)
- 6) They ____ the road near our house. (repair)
- 7) My brother will see you in a few minutes. He ____ his bath at the moment. (take)
- 8) Some birds ____ very high in the sky. (fly)
- 9) Why ____ that child ____? (cry)
- 10) ____ very softly? (the moon, not shine)

THE SIMPLE PRESENT TENSE

The Simple Present Tense occurs in speech far less frequently than the present continuous. It does not really describe present action. It describes something permanent, habitual actions and general truths and not necessarily now.

FORM



Simple Present

In the affirmative the simple present has the same form as the infinitive but adds an s for the third person singular.

Affirmative	Negative	Interrogative	Negative Interrogative
I work.	I do not work.	do I work?	do I not work?
He/she works.	He/she does not work	Does he/she work?	Does he/she not work?
They/we work.	They don't work.	Do they/we work?	Do we not work?

USE

The simple present used to express habitual action

A. The main use of the simple present tense is to express habitual actions:

He smokes.
Dogs bark.
Cats drink milk.

B. The simple present tense is often used with adverbs or adverb phrases such as: always, never, occasionally, often, sometimes, usually, every week, on Mondays, twice a year etc.

How often do you wash your hair?
He goes to church on Sunday.

Other uses of the simple present tense

A. It is used, chiefly with the verb **say**, when we are asking about or quoting from books, notices or very recently received letters:

What does that notice say? It says, 'No parking.'

B. It can be used in newspaper headlines:

PEACE TALKS FAIL.
The Prime Minister Leaves to America.

C. It can be used for dramatic narrative. This is particularly useful when describing the action of a play, opera etc., and is often used by radio commentators at sports events, public functions etc.:

Dravid hits the ball very hard and strikes four.

D. It can be used for a planned future action or series of actions, particularly when they refer to a journey.

The college reopens on 7th July.
We leave to Delhi next Tuesday.

E. It must be used instead of the present continuous with verbs which cannot be used in the continuous form, e.g. **love, see, believe** etc.

I love you. (not I am loving you)

F. It is used in time clauses

a) When there is an idea of routine:

As soon as he earns any money he spends it.
She takes the boy to school before she goes to work.

- b) When the main verb is in a future form:
It will stop raining soon. Then we'll go out.
When it stops raining we'll go out.

Difference between Present Simple and Present Continuous

Present continuous tense is used for actions in progress at the time of speaking while present simple tense is used to express habits and routines:

He usually dictates his letters; today he is typing them himself.

He does not attend meetings usually. He is attending this meeting because some important issues are involved.

SELF CHECK

(A) Write the following sentences using the correct form of the verbs given in the brackets:

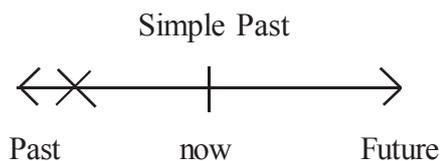
- 11) An honest person always ____ the truth. (tell)
- 12) Anil ____ for his office at 9.00 A.M.. (leave)
- 13) We ____ to Mumbai for a month every year. (go)
- 14) The Japanese ____ in Japan. (live)
- 15) A vegetarian is a person who never ____ meat. (eat)
- 16) Ramesh usually (play) tennis every afternoon but this afternoon he (rest).
- 17) We nearly always (spend) our holidays at Shimla but this year we (go) to Udaipur.
- 18) You (wash) your hands before every meal?
- 19) You (remember) the name of the girl who (sit) near the store?
- 20) You (see) this box. It (contain) matches?
- 21) You (mind) helping me? I (try) to mend this table.
- 22) What you (do) at this moment? If you (not do) anything, please help me.
- 23) Sita generally (begin) cooking at 10, but today she (cook) early.
- 24) The earth ____ round the sun. (revolve)
- 25) I often ____ to the movies. (go)
- 26) She ____ to be flattered. (like)
- 27) The Prime Minister ____ after the foreign affairs also. (look)
- 28) It ____ very heavily in the East Bengal. (rain)
- 29) These girls ____ dancing lessons every day. (take)
- 30) This peon ____ his job very sincerely. (do)

(B) Rewrite the following sentences (i) in the negative form, and (ii) in the interrogative form:

- 31) This forest abounds in the pine trees.
- 32) These children make a noise when the teacher is absent.
- 33) He knows how to interpret a horoscope.
- 34) This doctor charges a very heavy consultation fees.
- 35) It always pays to talk politely.
- 36) She interferes in others affairs.
- 37) You always approve of my plans.
- 38) I cherish the memories of the past.
- 39) His eldest son realises his responsibility.
- 40) This university provides ample research facilities.
- 41) It takes very long to reach the station.
- 42) They pay their bills in time.
- 43) These rivers get flooded in the rainy season.
- 44) Many parents take interest in the education of their children.
- 45) The editorials of this newspaper make an interesting reading.

11.3.6 PAST TENSE

When we refer to an action at a certain point of time in the past we use the Simple Past Tense, e.g. I bought a car yesterday or did you complete your assignment last night?



FORM

Affirmative	Negative	Interrogative
I worked.	I did not work.	Did I work?
He/she worked.	He/she did not work.	Did he/she work?
They/we worked.	They did not work.	Did they work?

The simple past tense in regular verbs is formed by **adding ed** to the infinitive:

Infinitive: *to work* Simple past: *worked*

The same form is used for all persons:

I worked you worked he worked

The negative of regular and irregular verbs is formed with **did not (didn't)** and the

infinitive:

I did not/didn't work

The interrogative is formed by putting did before the subject followed by the infinitive
e.g. Did he laugh:

Use for the relation of past events

- A. It is used for actions completed in the past at a definite time. It is therefore used:
1. for a past action when the time is given:
 - i) I met him yesterday.
 - ii) Pasteur died in 1895.
 - iii) She passed her M.A. in 2006.
 2. or when the time is asked about:
When did you meet him?
 3. or when the action clearly took place at a definite time even though this time is not mentioned:
The train was ten minutes late.
 4. Sometimes the time becomes definite as a result of a question and answer in the present perfect:
Where have you been? I've been to the opera. Did you enjoy it?
 5. This for a habitual action in the past.
 - i) We had lunch at 1.30 in those days.
 - ii) He smoked ten cigarettes a days.

SELF CHECK

(A) Rewrite the following sentences using the Past Indefinite tense :

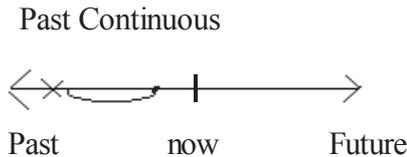
- 46) The child finds pleasure in playing in the rain.
- 47) He works hard, keeps out of trouble and enjoys good health.
- 48) The stars shine brightly at midnight.
- 49) Birds fly away when he shoots at them.
- 50) Every morning she lays the child gently on the grass and then lies down beside her.
- 51) You often lie to me though I take no notice of it.
- 52) She wears a new saree every day. I wonder how she gets them.
- 53) He chooses wrong friends. That is why he suffers.
- 54) I know what he means by it.
- 55) On marriages they spend money very lavishly.

(B) Rewrite the following sentences (i) in the negative form, (ii) in the interrogative form.

- 56) We drove our motor-cars very fast.
- 57) The future held much in store for us.
- 58) He raised some significant point (use 'any' in place of 'some' in the negative form).

- 59) She spoke English fluently.
- 60) The servant bore the insult patiently.
- 61) The ship sank into the ocean.
- 62) The officer took him to task for his carelessness.
- 63) He felt ashamed of his son's poor result.
- 64) It cost him much.
- 65) You met her last Sunday.

THE PAST CONTINUOUS TENSE



When there are two actions in the past, the Past Continuous Tense is used for the one that forms a kind of background to the other. This tense shows interest in the action as it was taking place and not in its completion, e.g., I saw him when he was crossing the road or I was reading when he came in.

She was washing clothes when her son came in.

There are two activities in the sentences. One is in simple past which states the time when activity was in progress.

The past continuous tense is formed by the past tense of the verb **to be** + the present participle:

Affirmative	Negative	Interrogative
I was working	I was not working	Was I working?
He was working.	He was not working.	Was he working?
They were working.	They were not working.	Were they working?

Main uses of the Past Continuous Tense

- A. The Past Continuous is chiefly used for past actions which continue for some time but whose exact limits are not known and are not important. It might be expressed diagrammatically. " " indicates uncertainty about times of starting or finishing:
- B. Used without a time expression it can indicate gradual development:
 - 1) It was getting darker.
 - 2) The storm was gathering.
- C. Used with a point in time, it expresses an action which began before that time and probably continued after it.

At nine he was reading a novel.

It means that he was in the middle of reading a novel at eight.

D. We use the continuous tense in descriptions.

A wood fire was burning on the hearth, and a cat was sleeping in front of it.

Other uses of the Past Continuous

A. Just as the present continuous can be used to express a definite future arrangement:

I'm leaving tonight. I've got my plane ticket.

B. Past Continuous with always:

He was always disturbing me.

He was always working.

SELF CHECK

Fill in the blank spaces in the following sentences with either the simple or the continuous form of the past tense of the verb given at the end of each:

66) When we came out of the dark room the sun _____. (shine)

67) As the child _____ the road a bus _____ him down. (cross, knock)

68) My uncle _____ in the park when I met him. (walk)

69) The passenger in the next seat to me _____ a newspaper. (read)

70) The gardener _____ in the garden when he found a pot full of gold. (dig)

71) I _____ my hands when the telephone _____ (wash, ring)

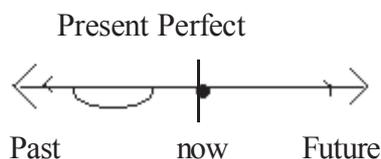
72) What _____ you _____ when I knocked at the door? (do)

73) He _____ on to a branch with one hand. (hold)

74) They _____ their tools away to take a little rest. (put)

75) _____ to save money for a new bicycle? (he, try)

THE PRESENT PERFECT TENSE



The Perfect Tense expresses the idea that our interest is not in the action but in the completed work and its relationship to a given general time aspect. When somebody says, **he has bought a new house**, he is inviting attention to the present possession of the house and not the act of buying. But if a time adverbial, say **last week** is

added, it naturally calls our attention to the time when the act of purchasing a house took place. The above sentence then would be in the Simple Past Tense: **He bought a house last week.**

The form he has bought a new house naturally refers to NOW or the present time. This relation to the present time may be real or implied.

The gardener has watered the plants. (as a result they look or the result green)

We can see the effect of the working in present time.

This tense may be said to be a sort of mixture of present and past. It always implies a strong connexion with the present and is chiefly used in conversations, letters, newspapers and television and radio reports.

FORM

The present perfect tense is formed with the present tense of **have** + the past participle: I have worked etc.

The negative is formed by adding **not** to the auxiliary.

The interrogative is formed by inverting the auxiliary and subject.

Affirmative	Negative	Interrogative
I have worked	I have not worked	Have I worked?
He has worked.	He has not worked.	Has he worked?
They have worked	They have not worked.	Have they not worked?

USE

The present perfect can be used for an action beginning in the past and still continued:

They have known each other for ten years.

The Present Perfect used with **just** for a recently completed action.

He went out a few minutes ago. (He has just gone out)

I have just finished my work. (I finished my work few minutes ago.)

The Present Perfect used for Past actions whose time is not definite

A. The present perfect is used for recent actions when the time is not mentioned:

I have read the instructions but I don't understand them.

I have completed my book.

B. Recent actions in the present perfect often have results in the present:

Tom has had a bad car crash. (means he is probably still in hospital)

I have polished my shoes. (means they are now shining)

C. It can also be used for actions which occur further back in the past.

I have seen tigers in the forest.

Implies that it is still possible to see them.

The present perfect used for actions occurring in an incomplete period

A. An incomplete period may be indicated by today or this morning/ afternoon/ evening/ week/ month/ year/ century etc.

Tom has rung up three times this morning already.

The Present Perfect used with **for** and **since**

A. **for** is used with a period of time: for six days, for a long time.

We have lived in Mumbai for ten years. (means we still live there)

B. **Since** is used with a point in time and means 'from that point to the time of speaking'. It is always used with a perfect tense.

We've been friends since our schooldays.

I have worked here since I left college.

Difference between Present Perfect & Past Simple

Present perfect tense expresses past actions linked with the present. Past simple tense expresses past actions having no link with the present:

We offered a heavy discount to clear our stocks.

(The discount is probably no longer available.)

We have offered a heavy discount to clear our stocks.

(The discount is still available.)

We must not use present perfect tense with a time expression denoting past time:

The RBI has announced new rates of interest yesterday. X

The RBI announced new rates of interest yesterday. ✓

SELF CHECK

(A) Insert in the blank spaces in the sentences below the past or the present perfect (whichever you think is correct) of the verb given at the end:

76) We ____ to cinema yesterday.(go)

77) It ____ everyday this week (rain)

- 78) He already ____ two letters this morning. (write)
- 79) He ____ a lot of letters yesterday. (write)
- 80) He ____ away last week. (go)
- 81) I ____ you already that I cannot do that. (tell)
- 82) We ____ to this house in 1971 and ____ here ever since. (come, live)
- 83) My uncle ____ seventy years old last Monday. (be)
- 84) No one ____ from him for the past two years. (hear)
- 85) Last Sunday we ____ to visit some friends in a village. (go)

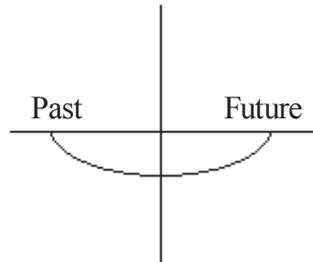
(B) Fill in the blanks with the Simple Past or Present Perfect Tense of the verbs given in brackets:

- 86) I ____ the famous comedian Charles Chaplin. (meet)
- 87) I ____ the famous comedian Charles Chaplin during an international film festival in 1966. (meet)
- 88) I ____ to this flat in 1960 and ____ here since then. (shift, be)
- 89) He ____ out two special issues of this magazine. (just bring)
- 90) He ____ out two special issues of this magazine when he was its editor. (bring)
- 91) Fresh stocks _____. (just arrive)
- 92) I ____ to him last week but he ____ yet. (write, not reply)
- 93) When I ____ to France, I ____ some renowned artists. (go, meet)
- 94) I ____ 'War and Peace' when I ____ at Delhi. I ____ it very much. (see, be, enjoy)
- 95) We ____ the bus. Now we'll have to walk. (miss)
- 96) The match ____ at 4 p.m. and ____ for one hour. It ____ a very tough match. (begin, last, be)
- 97) The section officer ____ this office two hours ago. He _____. (leave, just return)
- 98) Where ____? He ____ here a minute ago. (Mr. Khanna, disappear; be)
- 99) During the last few days, I ____ him a number of times. (meet)
- 100) During the last few days of his life, my grandfather ____ very affectionate to us. (become)

THE PRESENT PERFECT CONTINUOUS TENSE

The Present Perfect Continuous Tense is employed when an action, beginning indefinitely in the past, is still continuing at the present moment. Such static verbs as **stay, wait**, sit, stand, lie, study, learn, live, rest etc. are frequently used in this tense. If duration from the past is not suggested, the present continuous is used; but if a relationship between the past and the present time is implied the perfect continuous is used:

FORM



This tense is formed by the present perfect of the verb **to be** + the present participle:

Affirmative	Negative	Interrogative
I have been working.	I have not/haven't been working.	Have I been working?
He has been working.	He/she has not been working.	Has he been working?
They have been working.	They have not been working.	Have they been working?

This tense is used for an action which began in the past and is still continuing.

The present perfect continuous tense does not exist in the passive.

USE

- A. As mentioned above, this tense is more often used with verbs which have the meaning of prolonged action, such as live, wait, stay, read, sleep, study and with many other verbs when they mean repeated action:

We have been living here since 1993.

She has been waiting for you all morning.

He has been sleeping for five hours now.

- B. If the number of times an action is repeated is mentioned, the perfect continuous tense is not used:

She has been telephoning you all morning.

She has telephoned you at least **four times** this morning.

(In the second sentence present perfect tense is used because it is mentioned that the telephoned four times.)

Tenses will continue in the Unit - 12.

SELF CHECK

(A) Supply the correct form of the tense, Present Perfect or Present Continuous in the place of the verbs in brackets:

- 101) It (rain) since ten O'clock.
- 102) We (wait) here since 4 O'clock.
- 103) He (write) letters all morning, but I (not start) to write any yet.
- 104) The baby (sleep) since 5 O'clock.
- 105) The sick man (improve) steadily all the week.
- 106) I (try) to get in touch with you for several days now.
- 107) My wife (not come) home yet.
- 108) You ever (read) The Discovery of India?
- 109) They (read) this book for four hours.
- 110) You ever (meet) Rajendra?
- 111) He (go) to that school for the past six years.

(B) Rewrite the following in Present Perfect Continuous tense using the adverbials given in brackets at the end of each sentence:

- 112) India is progressing very fast. (since independence)
- 113) It is raining in torrents. (since morning)
- 114) The river is overflowing its banks. (for about a week)
- 115) She is suffering from malaria. (for many days)
- 116) Canvassing for votes is going on in full swing. (for a fortnight)
- 117) She is making efforts to start a ladies' club. (since the day she came to this colony)
- 118) The police is keeping a watch over her movements. (since 26th March)

11.4 Writing

Here is a composition exercise for you. Complete this familiar story "The Greedy Farmer" with help of the hints given below. Give a moral to the story.

Hints : Farmer, hen, golden egg, sold, earned a lot of money, become rich, greedy, thought many eggs in the stomach, killed the hen, hoping to sell all the eggs together, nothing inside, repents his action.

11.6 Answers To Exercises

- 1) The Giant's garden was large and beautiful with soft green grass. There were beautiful flowers. There were twelve peach-trees bearing rich fruits. Birds sing sweetly on trees. Children used to play there.
- 2) The Giant had been away for seven years. He had gone to meet his friend, the cornish Ogre.

- 3) The Giant was angry to see the children playing in his beautiful garden.
- 4) The Giant built a high wall around the garden and put up a notice board : 'Tresspassers Will be Prosecuted'.
- 5) The garden become deserted. No spring visited the garden. No tree gave fruit and there were no flowers and no birds singing there. Hail, Frost and storm reigned there.
- 6) Only the snow and frost were happy by the Giant's selfishness. They remained there throughout the year. They invited the North Wind and Hail to visit the garden.
- 7) When the Gaint heard the lovely music the Hail stopped dancing, the North Wind ceased roaring and sweet perfume came to him through the window.
- 8) The children entered the garden through a small hole. They were sitting in trees. The trees had blossoms. The birds were flying and chirping.
- 9) The little boy was crying bitterly because he was unable to climb the tree. The Giant took him in his hand and put him up into the tree.
- 10) When the Giant was old and feeble he sat in an armchain and watched the children playing. He also admired his garden.
- 11) The Giant longed for the child whom he had put into the tree because the boy had kissed him.
- 12) The Giant saw the prints of nails on the hands and feet of the child. He realized that the child was Jesus Christ when he said the wounds were the wounds of love and also when the child asked the Giant to go with him to Paradise.

Vocabulary Answers

- a) nowhere
play
road
dusty
hard
like
wander
wall
lessons
over
about
garden

- b) (i) Frost - Frozen dew
 (ii) hail - Frozen rain
 (iii) gruff - rough
 (iv) warpped in - covered with
- c) (i) ceased
 (ii) roaring
 (iii) window
 (iv) flower
 (v) Chirping

Answers

1. are patrolling, 2. am not investigating, 3. are rehearsing, 4. am I not doing, 5. are, blaming, 6. are repairing, 7. is taking, 8. are flying, 9. is crying, 10. is not shining, 11. tells, 12. leaves, 13. go, 14. live, 15. eats, 16. plays, 17. spend are going, 18. do wash, 19. do remember is sitting, 20. see, contains, 21. do mind am trying, 22. are doing, are not doing, 23. begins in cooking, 24. revolves, 25. go, 26. likes, 27. looks, 28. rains, 29. take, 30. does, 31. This forest does not abound in the pine trees. Does this forest abound in the pine trees?, 32. These children do not make a noise when the teacher is absent. Do these children make a noise when the teacher is absent?, 33. He does not know how to interpret a horoscope. Does he know how to interpret a horoscope?, 34. This doctor does not charge a very heavy consultation fees. Does this doctor charge a very heavy consultation fees?, 35. It does not always pay to talk politely. Does it pay to talk politely?, 36. She does not interfere in other affair. Does she interfere in other affair?, 37. You always do not approve of my plans. Do you always approve of my plans?, 38. I don't cherish the memories of the part. Do I cherish the memories of the part?, 39. His eldest son does not realize his responsibility. Does his eldest son realize his responsibility?, 40. This university does not provide ample research facilities. Does this university provide ample research facilities?, 41. It does not take very long to reach the station. Does it take very long to reach the station?, 42. They do not pay their bill in time. Do they pay their bill in time?, 43. These rivers don't get flooded in the rainy season. Do these rivers get flooded in the rainy season?, 44. Many parents don't take interest in the education of their children. Do many parents take interest in the education of their children?, 45. The editorials of this newspaper don't make an interesting reading. Do the editorials of this newspaper make an interesting reading?, 46. The child found pleasure in playing in the rain. 47. He worked hard, kept out of trouble and enjoyed good health. 48. The stars shone brightly at midnight. 49. Birds flew away when he shol at them. 50. Every morning she laid the child gently on the grass and then laid down besides her. 51. You after lied to me though I took no notice of it. 52. She wore a new saree everyday. I wonder how she got them. 53. He chose wrong friends. That is why he suffered. 54. I knew what he meant by it. 55. On marriages they spent money very lavishly. 56. We did not drive our

motor cars very fast. Did we drive our motor cars very fast? 57. The future did not hold much in store for us. Did the future hold much in store for us? 58. He did not raise any significant point. Did he raise any significant point? 59. She did not speak English fluently. Did she speak English fluently? 60. The servant did not bear the insult patiently. Did the servant bear the insult patiently? 61. The Ship did not sink into the ocean. Did the ship sink into the ocean? 62. The officer did not take him to task for his carelessness. Did the officer take him to task for his carelessness? 63. He did not feel ashamed of his son's poor result. Did he feel ashamed of his son's poor result? 64. It did not cost him much. did it cost him much? 65. You did not meet her last Sunday. Did you meet her last Sunday? 66. was, shining, 67. was crossing, knocked, 68. was walking, 69. was reading, 70. was digging, 71. was working, rang, 72. were, dring, 73. was holding, 74. were putting, 75. was trying, 76. went, 77. has rained, 78. has written, 79. wrote, 80. went, 81. told, 82. came, have lived, 83. was, 84. heard, 85. went, 86. have met, 87. met, 88. shifted, have lived, 89. has just brought one, 90. brought, 91. have just arrived, 92. wrote, has not replied, 93. went, met, 94. saw, was, enjoyed, 95. missed, 96. began lasted, was, 97. left, has returned, 98. did disappear, was, 99. have met, 100. became, 101. has been raining, 102. have been waiting, 103. has been writing, haven't started, 104. has been sleeping, 105. has been improving, 106. have been trying, 107. has not came, 108. have, read, 109. have been reading, 110. have you met, 111. has been going, 112. India has been progressing very fast since independence. 113. It has been raining in torrents since morning. 114. The river has been overflowing its banks for about a week. 115. She has been suffering from malaria for many days. 116. Convassing for votes has been going on in full swing for a fortnight. 117. She has been making efforts to start a ladies club since they day. 118. The police has been keeping a watch over her movement since 26th March.

Story (Answer)

Once there was a farmer who had a pet hen. The hen laid a golden egg everyday. He sold the eggs, and became quite rich. Then a greedy plan come to his mind. He thought of killing the hen and getting all the golden eggs from its stomach. In order to kill the hen he picked up a knife and killed the hen and opened it's stomach. But he found nothing in its stomach. He repented his action.

Moral : Greed is the forerunner of misfortune.

UNIT - 12

Tenses

Structure

- 12.0 Objectives
- 12.1 Reading Comprehension
 - 12.1.1 Study Guide
 - 12.1.2 Passage for Reading : "The Canker of Untruth by Mahatma Gandhi"
 - 12.1.3 Note on the Author
 - 12.1.4 Glossary
 - 12.1.5 Comprehension Questions
- 12.2 Vocabulary
- 12.3 Grammar and Usage: **Tenses**
 - 12.3.1 Future Tense and Its Types
- 12.4 Let Us Sum Up
- 12.5 Books Suggested
- 12.6 Answer Exercises
- 12.7 Answers (Vocabulary)
- 12.8 Answers (Tenses)
- 12.9 Writing

12.0 Objectives

In this unit our aim is to give you practice in reading comprehension by (i) setting an extract from 'The Canker of Untruth' from M.K. Gandhi's 'My Experiments with Truth' for you to read, and (ii) giving a glossary of difficult words and questions on comprehension. We have also set exercises on selected items of vocabulary. The section on grammar and usage deals with the Tenses and their usage. For practice in writing you will complete a short essay on the subject of the passage read by you, with the help of an outline given by us.

After completing this unit you should be able to

- (1) read essays and articles on matters of current interest with understanding.
- (2) write paragraphs forming part of a short essay with the help of a given outline.

12.1 Reading Comprehension

12.1.1 Study Guide

Read the passage given below and try to understand it. It has an extract from a book "My Experiments with Truth" by Mahatma Gandhi titled "The Canker of Untruth".

Difficult words are explained for you in the glossary.

After you have read and understood the passage, you must answer all the comprehension questions. You should then check your answers with those given by us at the end of the unit.

12.1.2 Passage for Reading

'The Canker of Untruth'

by M.K. Gandhi

There were comparatively few Indian students in England forty years ago. It was a practice with them to affect the bachelor even though they might be married. School or college students in England are all bachelors, studies being regarded as incompatible with married life. We had that tradition in the good old days, a student then being invariably known as a brahmachari. But in these days we have child marriages, a thing practically unknown in England. Indian youths in England, therefore, felt ashamed to confess that they were married. There was also another reason for dissembling, namely that in the event of the fact being known it would be impossible for the young men to go about or flirt with the young girls of the family with which they lived. The flirting was more or less innocent. Parents even encouraged it; and that sort of association between young men and young women may even be a necessity there, in view of the fact that every young man has to choose his mate. If, however, Indian youths on arrival in England indulge in these relations, quite natural to English youths, the result is likely to be disastrous, as has often been found. I saw that our youths had succumbed to the temptation and chosen a life of untruth for the sake of companionships which however innocent in the case of English youths, were for them undesirable. I too caught the contagion. I did not hesitate to pass myself off as a bachelor though I was married and the father of a son. But I was none the happier for being a dissembler. Only my reserve and my reticence saved me from going into deeper waters. If I did not talk, no girl would think it worth her while to enter into conversation with me or to go out with me.

My cowardice was on a par with my reserve. It was customary in families like the one with which I was staying at Ventor for the daughter of the landlady to take out guests for a walk. My landlady's daughter took me one day to the lovely round Ventor. I was no slow walker, but my companion walked even faster, dragging me after her and chattering away all the while. I responded to her chatter sometime with a whispered 'yes' or 'no', or at the most 'yes, how beautiful'. She was flying like a bird whilst I was wondering when I should get back home. We thus reached the top of a hill. How to get down again was the question. In spite of her high-heeled boots this sprightly young lady of twenty-five darted down the hill like an arrow. I was shamefacedly struggling to get down. She stood at the foot smiling and cheering me and offering to come and drag me. How could I be so chicken-

hearted? With the greatest difficulty, and crawling at intervals, I somehow managed to scramble to the bottom. She loudly laughed 'bravo' and shamed me all the more, as well she might.

But I could not escape scatheless everywhere. For God wanted to rid me of the canker of untruth. I once went to Brighton, another watering-place like Ventor. This was before the Ventor visit. I met there at a hotel an old widow of moderate means. This was my first year in England. The courses on the menu were all described. In French, which I did not understand. I sat at the same table as the old lady. She saw that I was a stranger and puzzled, and immediately came to my aid. 'You seem to be a stranger', she said, 'and look perplexed. Why have you not ordered anything?' I was spelling through the menu and preparing to ascertain the ingredients of the course from the waiter, when the good lady thus intervened. I thanked her, and explaining my difficulty told her that I was at loss to know which of the courses were vegetarian as I did not understand French.

'Let me help you', she said, 'I shall explain the card to you and show you what you may eat.' I gratefully availed myself of her help. This was the beginning of an acquaintance that ripened into friendship and was kept up all through my stay in England and long after. She gave me her London address and invited me to dine at her house every Sunday. On special occasions also she would invite me, help me to conquer my bashfulness and introduce me to young ladies and draw me into conversation with them. Particularly marked out for these conversation was a young lady who stayed with her, and often we would be left entirely alone together.

I found all this very trying at first. I could not start a conversation nor could I indulge in any jokes. But she put me in their way, I began to learn; and in course of time looked forward to every Sunday and came to like the conversation with the young friend.

The old lady went on spreading her net wider every day. She felt interested in our meetings. Possibly she had her own plans about us.

I was in a quandary, 'How I wish I had told the good lady that I was married!' A said to myself. "She would then have not thought of an engagement between us. It is, however, never too late to mend. If I declare that truth, I might yet be seved more misery. 'With these thoughts in my mind. I wrote a latter to her somewhat to this effect.

'Ever since we met at Brighton you have been kind to me. You have taken care of me even as a mother of her son. You also think that I should get married and with that view you have been introducing me to young ladies. Rather that allow matters to go further. I must confess to you that I have been unworthy of your affection, I should have told you when I began my

visits to you that I was married. I knew that Indian students in England dissembled the fact of their marriage and I followed suit. I now see that I should not have done so. I must also add that I was married while yet a boy, and am the father of a son. I am pained that I should have kept this knowledge from you so long. But I am glad God has now given me that courage to speak out the truth. Will you forgive me? I assure you I have taken no improper liberties with the young lady you were good enough to introduce to me. I knew my limits. You, not knowing that I was married, naturally desired that we should be engaged. In order that things should not go beyond the present state, I must tell you the truth.

'If, on receipt of this, you feel that I have been unworthy of your hospitality, I assume you I shall not take it amiss. You have laid me under an everlasting debt of gratitude by your kindness and solicitude. If, after this, you do not reject me but continue to regard me as worthy of your hospitality, which I will spare no pains to deserve, I shall naturally be happy and count it a further token of your kindness.'

Let the reader know that I could not have written such a letter in a moment. I must have drafted and redrafted it many times over. But it lifted a burden that was weighing me down almost by return post came her reply somewhat as follows.

'I have your frank letter. We were both very glad and had a hearty laugh over it. The untruth you say you have been guilty of is pardonable. But it is well that you have acquainted us with the real state of things. My invitation still and we shall certainly expect you next Sunday and look forward to hearing all about your child-marriage and to the pleasure of laughing at your expense. Need I assure you that your friendship is not in the least affected by this incident?'

I thus purged myself of the canker of untruth, and I never thence forward hesitated to talk of my married state wherever necessary.

12.1.3 Note on the Author

The real name of Mahatma Gandhi was Mohandas Karamchand Gandhi. He was born on 2 October, 1869 at Porbander in Gujrat. Under his leadership India attained freedom from the British rule. Truth and non-violence were the only weapons used by Gandhiji, but these proved more powerful than the violent methods of the British Government. Today Gandhiji is known as the 'Father of the Nation'. The following lesson "The Canker of Untruth" is an extract from Gandhiji famous book "My experiments with untruth". In this extract he talks about his experiences in Britain, as a student of law.

12.1.4 Glossary

- (i) Canker disease: that destroys the wood of trees, forms ulcers in the human mouth, in the ears of dogs, cats etc. Here used figuratively, meaning evil influence or tendency that causes decay.
- affect : pretend to be.
bachelor : an unmarried man. Used in name of University degrees.
incompatible : inconsistent with, as in 'Smoking is incompatible with good health.'
invariable : adj. not variable, always the same.
brahmachari : (Sanskrit) unmarried student.
dissembling : hiding real facts.
flirt : behave in a frivolously amorous way; consider an idea etc. without committing oneself to it.
disaster : (n) a sudden great misfortune or failure disastrous (adj.) disastrously (adv.)
succumb to : yield to.
tempt : persuade or try to persuade esp. to do something wrong, by the prospect of pleasure.
contagion : here, bad influence.
hesitate : be uncertain.
reserve : here, lack of friendliness or warmth
reticence : habit of saying little.
in deep waters : experiencing or undergoing difficulty.
- (ii) coward : person who lacks courage
chattering : talk quickly and continuously on unimportant matters.
respond : answer, react.
whisper : speak or utter softly.
sprightly : lively, full of energy
struggle : make one's way or achieve something with difficulty.
cheering : shout of applause
chicken-hearted : cowardly
scramble : crawl over steep ground
bravo : well done!
- (iii) moderate : medium, not excessive or extreme.
menu : a list of dishes to served esp. in a restaurant.
puzzle : difficult question or problem
ascertain : find out.

	ingredient	:	any of the parts in a mixture
	vegetarian	:	a person who eats no meat or flesh
(iv)	gratefully	:	thankfully
	avail	:	(v) be of use or help
	avail one self of	:	make use of
	occasions	:	a special event
	invite	:	ask politely to come
	conquer	:	over come in war or by effort.
	bashful	:	(adj.) shy
(v)	very trying	:	very difficult
	indulge	:	satisfy (a desire), allow (someone) to have what they want
	look forward	:	wait eagerly
	quandary	:	a state of perplexity
	mend	:	repair
	declare	:	announce openly or formally
	misery	:	sorrow
(vi)	confess	:	acknowledge
	liberty	:	freedom
(vii)	hospitality	:	welcome
	assure	:	ascertain
	everlasting	:	permanent
	debt	:	loan
	solicitude	:	concern or anxiety
	deserve	:	worthy
(viii)	drafted, redrafted	:	written or rewritten
	burden	:	load
(ix)	guilty	:	feeling of shame
	expense	:	cost
(x)	purge	:	purify
	thence forward	:	from that time onwards

12.1.5 Comprehension Questions

Now try to answer these questions. You may check your answers with those given at the end of the unit.

Exercise-1

- 1) "We had that tradition in the good old days". What tradition does Gandhi refer to here ?

.....

.....

.....

.....

2) Why did the Indian students in England feel ashamed to confess that they were married?

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.....
.....

3) When did Gandhi marry?

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.....
.....

4) What are the two similies used in the essay to describe the speed with which the land lady's daughter went up and down the hill. What do they mean?

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.....
.....

5) Why did the menu look strange to Gandhi?

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.....
.....

6) How did the old lady help Gandhi get over his difficulty?

.....
.....
.....
.....

7) What according to Gandhi, was the intention of God?

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.....
.....
.....

8) Did Gandhi enjoy the company of the lady? Quote from the passage to give the answer.

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.....
.....

9) What saved Gandhi from getting into trouble inspite of his dissembling?

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.....
.....

10) Did Gandhi thence forward hesitate to talk of his married state.

.....
.....
.....
.....

11) What truth did Gandhiji want to declare?

.....
.....
.....
.....

12) What was it that pained Gandhiji?

.....
.....
.....
.....

12.2 Vocabulary

Fill in the blanks with suitable words from the list given below:

a) We had that _____ in the good old days, a _____ then being _____ known as a _____. But is these days we have _____ a thing _____ in known in England.

(tradition, student, brahmachari, invariably, child-marriages, practically)

b) There was another reason _____ dissembling, namely that _____ the event _____ the fact being known it would be impossible _____ the young men to go about _____ first _____ the young girls _____ the family _____ which they lived.

(Note that you may have to use the some words more than once.)

in, of, for, or, with, and

c) Find the words from the passage which mean:

(i) habit of saying little

(ii) acknowledge

(iii) state of doubt or perplexity

(iv) surrender or yield.

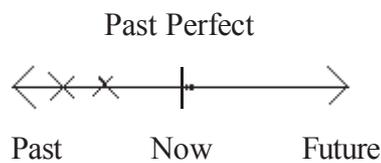
(reticence, confess, quandary, succumb)

THE PAST PERFECT TENSE

Just as the present perfect is related to a moment in the present similarly the past perfect is related to a moment in the past, i.e., it conveys the idea of an action completed before some special moment in the past:

They dressed after they had washed.

A. FORM



This tense is formed with **had** and the past participle:

Affirmative	Negative	Interrogative	Negative Interrogative
I had/I'd worked.	I had not/hadn't worked.	Had I worked?	Had I not/hadn't worked?
He had worked.	He had not worked.	Had he worked?	Had he not worked?
They had worked.	They had not worked.	Had they worked?	Had they not worked?

But we must use past perfect tense to emphasis that one action happened before the other.

He had studied the papers carefully before he came to the meeting.

In both the sentence the past perfect continuous is also possible.

B. USE

The past perfect is the past equivalent of the present perfect.

a) The Past Perfect Tense is used to emphasize that one action took place before another, even though the time interval may be very small:

The patient had died before the doctor came.

We use past perfect with the action which took place earlier to other. In the above sentence the patient died earlier than the arrival of the doctor.

b) This tense is also used in some conditional sentences:

If she had been there I could have explained it.

c) It is used after if only, wish, would, sooner, would rather to express a past unfulfilled wish:

If only she had arrived in time! i wish she had invited me.

- d) It is used in direct speech. The present perfect in direct speech becomes past perfect in indirect speech if the introductory verb is in the past tense:

She said, "I have been living in Delhi for ten years."

The past perfect can be used similarly for an action which began before the time of speaking in the past, and

- a) was still continuing at that time or
Ram had lived in a cottage for six years.
- b) stopped at that time or just before it.
The old peepal tree, which had stood in the temple for 100 years, suddenly it crashed to the ground.

Difference between Past Simple & Past Perfect

We use past simple to describe one past event:

We took fuel at the next petrol pump.

We can also use it to describe two or more past events that followed one another:

We took fuel, had the air pressure checked and drove on.

SELF CHECK

- (A) Fill in the blanks with the Past Perfect tense of the verbs gives in brackets:

119) When I reached the school, the first bell _____. (already go)

120) The patient _____ before the doctor could be called in. (die)

121) We _____ the platform when the guard whistled and the train started moving. (not yet reach)

122) Before I was eighteen, I _____ the important capitals of the world. (visit)

123) My brother told me that he _____ not to interfere in my affairs. (decide)

124) The gamblers _____ good their escape before the police raided their den. (already make)

125) When I _____ enough strength. I started working again. (gain)

126) We asked him how many parties he _____. (already contact)

127) He denied that he _____ the goods. (steal)

128) Before we _____ very far, we found that we _____ our way. (go, lose)

- (B) Put the verbs in brackets into the correct tense, simple past or past perfect:

129) The train (leave) before I (reach) the station.

130) They (want) to know what (happen).

- 131) When he (leave) already, he (realize) he (forget) his purse.
 132) She (lost) her new umbrella shortly after she (buy) it.
 133) It already (rain) for two hours when we (come) out into the street.
 134) She (will) bot speak to him until he (apologize).
 135) I (be) under the impression that he (make) a mistake.
 136) They now wish they (work) harder at school.
 137) He looked as if he (not wash) for years.
 138) She already (finish) her work before they (arrive).

THE PAST PERFECT CONTINUOUS TENSE

The past perfect continuous tense has the same relation to the past perfect as the present perfect continuous has to the present perfect.

He had been learning music for two years when she met him.

FORM

This tense is formed with had been + the present participles. It is therefore the same for all persons:

Affirmative	Negative	Interrogative
I had/I'd been working.	I had not been working.	Had I been working?
He had been working.	He had not been working.	Had he been working?
They had been working.	They had not been working.	Had they been working?

USE

The past perfect continuous bears the same relation to the past perfect as the present perfect continuous bears to the present perfect.

1. When the action began before the time of speaking in the past, and continued up to that time, or stopped just before it, we can often use either form:
 It was now six and he was tired because he had been working since morning.
2. A repeated action in the past perfect can sometimes be expressed as a continuous action by the past perfect continuous.

He had been trying to contact her on the phone.

12.3.1 Future Time

FUTURE FORMS

When we want to describe the activities that are yet to happen, we use the future tense. The use of this tense is not as simple as one might think since we have a number of forms to express the future and several factors like intention, likelihood, willingness play a very important role in determining the correct form.

There are several ways of expressing the future in English.

- a) The simple present
- b) **will** + infinitive, used for intention
- c) The present continuous
- d) The **be going to** form
- e) The 'future simple' **will/shall** + infinitive

The simple present used for the future

This tense can be used with a time expression for a definite future arrangement or a planned future action particularly when these concern a journey.

The boys start school on Monday.

The President flies to France next week.

A note on the meaning of future with intention

When we say that a form expresses future with intention we mean that it expresses a future action which will be undertaken by the speaker in accordance with his wishes. **will** + infinitive and the **be going to** form can be used in this way.

The Present Continuous as a Future form

- A. The present continuous can express a definite arrangement in the near future:
We are going to shift to a new house very soon.
- B. The going to form may also be used to indicate a feeling of certainty or great probability:
I am sure you are going to have a lot of fun. (certainty)
It looks as if it is going to be very hot today. (probability)

The 'going' to form

A. FORM

The present continuous tense of the verb **to go** + the full infinitive:
I'm going to buy a bicycle.

B. This form is used:

- i) For Intention
I will/am going to climb that mountain one day.
- ii) For prediction
Look at these clouds. It's going to rain.

SELF CHECK

Put the verbs in the 'going to' form in the following sentences:

139) She _____ married next week. (get)

- 140) We ____ an interview to select a few typists. (hold)
 141) They are ____ an overbridge at this site. (build)
 142) Who ____ you in this project? (assist)
 143) Whom ____ with this responsibility? (you, entrust)
 144) He ____ a doctor when he grows up. (be)
 145) ____ your birthday? (you, not celebrate)
 146) Wait a minute. I ____ him up. (just ring)
 147) I am fed up with the nuisance the loudspeakers cause everynight. I ____ to the authorities. (write)
 148) You told me you are fed up with this servant. When ____ rid of him? (you, get)

THE FUTURE SIMPLE

FORM

There is no future tense in modern English, but for convenience we often use the term 'future simple' to describe the form **will/shall** + bare infinitive.

Affirmative	Negative	Interrogative
I will/I'll work	I will not/ won't work	Shall I work?
He will/he'll work	He will not/won't work.	Will he work?
We shall work	We shall not work.	Shall we work?
They will/they'll work	They will not/won't work.	Will they work?

Uses of the Future Simple

- A. To express the speaker's opinions, assumptions, speculations about the future.
- B. The future simple is used similarly for future habitual actions which we assume will take place:
 Spring will come again.
 Birds will build nests.
- C. The future simple is used, chiefly in newspapers and news broadcasts, for formal announcements of future plans and for wheather forecasts.
 The Prime Minister will inaugrate the new assembly tomorrow.
- D. This tense is also used with clauses of condition, time and purpose:
 The dog will bark if you pull its tail.

SELF CHECK

- (A) Fill in the blanks with either the 'going to' or will/shall form ('shall' with the first person) of the verbs given in brackets:

- 149) The child has grown very naughty. I ____ to his parents. (write)
 150) The walls have been whitewashed. Now we ____ the door and win dows. (paint)

- 151) I ____ such interference in my work. (not tolerate)
 152) My son is not at home in Mathematics. I ____ for a tutor. (arrange)
 153) I no longer keep cigarettes in my pockets. I ____ up smoking. (give)
 154) When the war begins, the prices ____ up. (go)
 155) He ____ a surprise if he comes to me now. (get)
 156) You look quite exhausted. Sit down and relax. I ____ you some tea. (get)
 157) I have bought a new tape-recorder. The first voice that I ____ will be yours. (tape)
 158) I have not brought any paper with me. Never mind. I ____ you some. (lend)

(B) Rewrite each of the following sentences using the future indefinite tense in place of the present indefinite tense: -

- 159) I always go to bed at ten o'clock. (tonight)
 160) We go for a picnic on fine days. (next Sunday)
 161) Do you usually listen to the 8 o'clock news? (morning)
 162) Sunil sometimes misses his classes and goes to the pictuers. (tomorrow)
 163) Mr. Gupta buys a new suit every year. (next month)
 164) We often play scrabbles after lunch. (this afternoon)
 165) She observes a fast on Tuesdays. (tomorrow)
 166) I revise my lesson every day. (next week)
 167) The President does not meet the visitors in the morning. (tomorrow morning)
 168) Do you usually go for a stroll after dinner? (tonight)

THE FUTURE CONTINUOUS TENSE

The Future Continuous is normally used with a point in time expressing an action in progress at a given future time:

I shall be working.

FORM

This tense is made up of the future simple of **to be** + the present participle. In the first person, **will** is more usual than **shall**, except in the interrogative.

Affirmative	Negative	Interrogative
I/we will/ shall be working	I/we will/shall not be working	Shall/will I/we be working?
He will be working.	He will not be working.	Will he be working?
They will be working.	They will not be working.	Will they be working?

USE

This tense has two uses:

It can be used as an ordinary continuous tense.

It can express a future without intention.

- a) The chief use of this tense is to express a future without intention. It usually implies an action which will occur in the normal course of events or an action expected to happen at some point in the future:
She won't be coming to the party.
- b) It expresses an action which will continue for some time without definite limits:
This time next year I shall be working in a factory.

SELF CHECK

Fill in the blanks with the correct form of the verb in the Future Continuous Tense:

- 169) I ____ harder next year. (work)
170) ____ the deer? (the hounds, chase)
171) I ____ to you off and on. (write)
172) I am sure she ____ for you. (wait)
173) ____ the luggage when you reach home? (she, not pack)
174) ____ a strict guard at night? (the policemen, keep)
175) ____ the money if we undertake this venture? (we, not lose)
176) Don't you think she ____ into trouble if she agrees to marry Mr. Malhotra?
(get)
177) At this time tomorrow I ____ towards Paris. (fly)
178) We ____ forward to your visit. (eagerly look)

THE FUTURE PERFECT TENSE

The future perfect is used in relation to a future moment just as the present perfect is used in relation to a present moment. This tense conveys the idea of the completion of an action by a certain future time. The fact of the completion of the action is of greater importance to us than the time of the action, e.g.,

I shall have read three of Shakespeare's plays by the end of the month.

FORM

will/shall + perfect infinitive for first persons, **will** + perfect infinitive for the other persons.

Affirmative	Negative	Interrogative
I will have done the work by tomorrow morning.	I will have not done working by tomorrow morning	Will I have done the work by tomorrow morning?

USE

It is normally used with a time expression beginning with **by**: by then, by that time, by the 24th:

By the end of next month he will have been here for ten years.

SELF CHECK

Use a future tense:

- 179) Do you know at what time Ramesh ____ (return) tomorrow?
180) I wonder when they ____ (be) back.
181) I will look in tomorrow to see what you ____ (do) them.
182) I ____ (be) thirty-two tomorrow.
183) I ____ (repay) it next month.
184) What ____ (we, do) to save ourselves?
185) I expect your friend ____ (return) the book.
186) I ____ (finish) everything by the time you get back tomorrow.
187) I wonder what I ____ (do) at this time tomorrow.
188) I hope you ____ (work) at this time tomorrow.

THE FUTURE PERFECT CONTINUOUS

This tense is concerned with an activity which is to be begun in the future and will already have been in progress for a given period at a certain point in the future, e.g.,

She **will have been learning** for two years by the time you meet her.

FORM

will/shall have been + present participle for the first persons,

will have been + present participle for the other persons.

1. When the action is continuous:
By the end of the month he will have been living/working/ studying here for ten years.
2. When the action is expressed as a continuous action:
By the end of the month he will have been training horses/ climbing mountains for twenty years.

SELF CHECK

Use any appropriate tense:

- 189) Had I seen him, I ____ (tell) him the news.
190) You will be rewarded if you ____ (do) that.
191) Flowers ____ (wilt) if they are left without water.
192) I ____ (just, begin) to get used to it, but I ____ (find) it rather monotonous.
193) I ____ (not yet, do) half the work when he came in.
194) I saw him the very moment he ____ (enter).
195) I ____ (work) hard and so ____ (have) Mohan, and we are both a little tired.

- 196) I ____ (lived) in Chennai for a long time but I still ____ (not, know) many of the streets there.
- 197) He ____ (wear) a nylon shirt and a gaytie.
- 198) Why ____ (you, always make) such silly mistakes.

EXERCISES

(A) Fill in the blanks with suitable forms of the verbs given in the brackets:

- 199) In 1990, we ____ two new branches in South India. (open)
- 200) Mr. Dalal called while you ____ lunch. (take)
- 201) What time ____? (the flight take off)
- 202) Is your secretary still typing the addresses? Yes, she ____ them for the last two hours. (type)
- 203) I'm sorry I ____ the letter from S.K. Agencies. ____ a photocopy? (misplace, you have)
- 204) Kindly wait here until Mr. Narayan ____ (arrive)
- 205) We ____ the documents before we mailed them to you. (carefully examine)
- 206) I was sorry to be late. I ____ by an overseas call. (delay)
- 207) What ____ tomorrow morning? Can you join me at breakfast? (you do)
- 208) The statement of your current account ____ to you on May 7. (send)

(B) Fill in the blanks with suitable forms of the verbs given in the brackets:

- 209) The good ____ before we ____ your letter. (despatch, receive)
- 210) She ____ all morning to get in touch with the Head Office. (try)
- 211) We ____ to confirm this after we have heard from our Head Office. (write)
- 212) If you do not mail the cheque by 10 April, we ____ you a legal notice. (send)
- 213) What ____ if there were pilferage of stationery in your office? (your do)
- 214) If you ____ me with all the relevant details, I'll finish the report tonight. (provide)
- 215) The machine should not be touched until it ____ down. (cool)
- 216) How would you feel if you ____ the job? (lose)
- 217) If I ____ all these legal hassles, I would not have ventured into this business. (know)
- 218) If you had provided efficient after-sales service, it ____ you a lot of goodwill. (get)

12.4 Let Us Sum Up

In this unit we have discussed -

- ◆ how to read comprehension.
- ◆ the meaning of tense at length.

- ◆ the difference between tenses.
- ◆ their usage and application.

12.5 Books Suggested

Bhatnagar R.P. & Bhargava, Rajul: *English for Competitive Examination*, Delhi : Macmillan, (2005)

Hornby A.S.: *Guide to Patterns and Usage in English*, New Delhi : OUP, (2003)

Thomson & Martinet: *A Practical English Grammar*, New Delhi : OUP, (2004)

12.6 Answers To Exercises

Exercises -1

- 1) The author refers to the tradition in ancient India when students had to be bachelors and were called 'brahmacharis'.
- 2) The Indian students pretended to be bachelors because students in England were bachelors as married life was considered to be incompatible with studies. Moreover in the event of the fact being known it would be impossible for the young men to flirt with young girls.
- 3) Gandhiji married when he was a boy.
- 4) The two similes are 'flying like a bird' and 'darted down the hill like an arrow'. Both of them show that the girl was a very fast walker.
- 5) The menu looked strange because the courses of the menu were described in French and Gandhiji did not know French.
- 6) The old lady understood that Gandhiji had some difficulty regarding the menu. She offered to help him and explained the menu.
- 7) God wanted to rid Gandhi of the Canker of Untruth.
- 8) Gandhi enjoyed her company. To quote his own words "In course of time I looked forward to every Sunday and came to like the conversations with the young friend".
- 9) In spite of being married the author pretended to be unmarried. At last he confessed that he was married and this saved him from getting into deeper waters.
- 10) No, he never hesitated to talk of his married state.
- 11) Gandhi wanted to tell that he was married.
- 12) Hiding the fact about his early marriage pained Gandhi.

12.7 Vocabulary Answers

- (a) tradition
- student
- brahmachari
- invariably
- child-marriages
- practically

(b) for, in, of, for, and, with, of, with

(c) i) reticence

ii) confess

iii) quandary

iv) succumb

12.8 Answers

119. had gone, 120. had died, 121. had not reached, 122. had visited, 123. had decided, 124. had made, 125. had gained, 126. had contacted, 127. had stolen, 128. had gone, lost, 129. had left, reached, 130. wanted, had happened, 131. had left, realized, 132. lost, had bought, 133. had rained, came, 134. would, had apologized, 135. was, had made, 136. had worked, 137. head not worked, 138. had finished, arrived, 139. going to get, 140. are going to hold, 141. going to build, 142. are going, assist, 143. are you going to entrust, 144. is going to, 145. are you going, celebrate, 146. going to ring, 147. going to write, 148. going to get, 149. am going to, 150. will paint, 151. will not tolerate, 152. going to arrange, 153. will give up, 154. will go, 155. will get, 156. will get, 157. am going to tape, 158. will lend, 159. I will go to bed at ten o'clock tonight. 160. We will go for a picnic on next Sunday. 161. Will you listen to the 8 o'clock morning news. 162. Sunil will miss his classes and go to pictures tomorrow. 163. Mr. Gupta will buy a new suit next month. 164. She will play scrabble this afternoon. 165. She will observe a fast on Tuesday. 166. I will revise my lesson next week. 167. The president won't meet the visitors tomorrow morning. 168. Will you go for a stroll tonight? 169. Will be working. 170. the hounds will be choosing. 171. will be writing. 172. will be waiting. 173. will she be packing. 174. the policemen will be keeping. 175. will we be losing. 176. will be getting. 177. will be flying. 178. will be looking. 179. will return. 180 will. 181. will be doing, 182. will 183. will. 184. will, do, 185. will return, 186 will have finished, 187. will be doing, 188. will be working., 189. would tell, 190. do, 191. wither, 192. have just begun, found, 193. had not yet done, 194. had entered, 195. have worked, has, 196. do, 197. was wearing, 198. do, make, 199. opened, 200. were taking, 201. does the flight take off, 202. has been typing, 203. have misplaced, do you have, 204. arrives, 205. had carefully examined, 206. had been delayed, 207. are you doing, 208. was sent, 209. had been despatched, received, 210. has/ had been trying, 211. will write, 212. will send, 213. would you do, 214. provide, 215. cools/ has cooled, 216. lost, 217. had known, 218. would have got.

12.9 Writing

Write a paragraph on 'Intercaste Marriages' using the outline given below-

India -- society -- castes -- sub castes.

Earlier -- not accepted -- now being accepted by youth -- demolish narrow walls -- casteism -- caste -- system -- abolished.

Unit - 13

Phonology

Structure

- 13.0 Objectives
- 13.1 Reading Comprehension
 - 13.1.1 Study Guide
 - 13.1.2 Passage for Reading: 'Of Youth and Age' by Francis Bacon
 - 13.1.3 Note on the Author
 - 13.1.4 Glossary and Annotations
 - 13.1.5 Comprehension Questions
- 13.2 Vocabulary
- 13.3 Phonology
 - Speech organs
 - Vowels
 - Consonants
- 13.4 Phonology Continued
 - Transcription
 - Stress
- 13.5 Writing
- 13.6 Key words
- 13.7 Suggested
- 13.8 Cassette recording
- 13.9 Let us sum up
- 13.10 Answers to exercises

13.0 Objectives

In this unit our aim is to give you practice in reading comprehension by (i) setting an extract from one of Francis Bacon's collection of essays and (ii) giving a glossary of difficult words, phrases and questions on comprehension. There are also exercises on selected items of vocabulary. The section on phonology deals with the speech organs, vowels and consonant sounds. For practice in writing, you will complete a short essay on the subject of the passage read by you, with the help of an outline given by us.

After completing this unit you should be able to :

- ◆ read essays and articles on matters of current interest with understanding;
- ◆ distinguish between pairs of words with related meanings;
- ◆ understand the different sounds in English
- ◆ write a paragraph with the help of a given outline

13.1 Reading comprehension

13.1.1 Study guide

Read the passage given below and try to understand it. The essay 'Of Youth

and Age' has been written by the famous sixteenth century essayist Francis Bacon.

Some of the words are explained for you in the glossary given at the end of the passage.

After you have read and understood the passage, you must answer all the comprehension questions. You should then check your answers with those given by us at the end of the unit.

13.1.2 Passage for reading

"Of Youth and Age"

by Francis Bacon

A man that is young in years may be old in hours, if he have lost no time. But that happeneth rarely Generally, youth is like the first cogitations, not so wise as the second. For there is a youth in thoughts, as well as in ages. And yet the invention of young men is more lively than that of old; and imaginations stream into their minds better, and as it were more divinely. Natures that have much heat and great and violent desires and perturbations, are not ripe for action till they have passed the meridian of their years; as it was with Julius Caesar, and Septimius Severus. Of the latter of whom it is said, *Juventutim egit erroribus, imo furoribus, plenam; [He passed a youth full of errors, nay of madnesses.]* And yet he was the ablest emperor, almost, of all the list. But reposed natures may do well in youth. As it is seen in Augustus Caesar, Cosmus Duke of Florence, Gastan de Foix, and others. On the other side, heat and vivacity in age is an excellent composition for business. Young men are fitter to invent than to judge; fitter for execution than for counsel; and fitter for new projects than for settled business. For the experience of age, in things that fall within the compass of it, directeth them; but in new things, abuseth them. The errors of young men are the ruin of business; but the errors of aged men amount but to this, that more might have been done, or sooner. Young men, in the conduct and manage of actions, embrace more than they can hold; stir more than they can quiet; fly to the end, without consideration of the means and degrees; pursue some few principles which they have chanced upon absurdly; care not to innovate, which draws unknown inconveniences; use extreme remedies at first; and that which doubleth all errors, will not acknowledge or retract them; like an unready horse, that will neither stop nor turn. Men of age object too much, consult too long, adventure too little, repent too soon, and seldom drive business home to the full period, but content themselves with a mediocrity of success. Certainly it is good to compound employments of both; for that will be good for the present, because the virtues of either age may correct the defects of both; and good for succession, that young men may be

learners, while men in age are actors; and, lastly, good for externe accidents, because authority followeth old men, and favour and popularity youth. But for the moral part, perhaps youth will have the pre-eminence, as age hath for politic. A certain rabbin, upon the text, *Your young men shall see visions, and your old men shall dream dreams*, inferreth that young men are admitted nearer to God than old, because vision is a clearer revelation than a dream. And certainly, the more a man drinketh of the world, the more it intoxicateth; and age doth profit rather in the powers of understanding, than in the virtues of the will and affections. There be some have an over-early ripeness in their years, which fadeth betimes. These are, first, such as have brittle wits, the edge whereof is soon turned; such as was Hermogenes the rhetorician, whose books are exceeding subtle; who afterwards waxed stupid. A second sort is of those that have some natural dispositions which have better grace in youth than in age; such as is a fluent and luxuriant speech; which becomes youth well, but not age: so Tully saith of Hortensius, *Idem manebat, neque idem decebat*: [*He did not change, though change would have been becoming.*] The third is of such as take too high a strain at the first, and are magnanimous more than tract of years can uphold. As was Scipio Africanus, of whom Livy saith in effect, *Ultima primis cedebant*: [*The end of his career was not equal to the beginning.*]

13.1.3 Note on the author

Francis Bacon was born on January 22, 1561 in London. He was a philosopher and man of letters and his essays mark him as a master of English prose. His essays are full of worldly wisdom and practical advice. His style is epigrammatic, terse and loaded with meaning.

13.1.4 Glossary and annotations

cogitations	: thoughts
lively	: active
stream into	: flow into
perturbations	: disturbances
Julius Caesar	: a Roman political leader and warrior
Eptimius Severus	: an ancient Roman emperor (AD 193-211)
Augustus Caesar	: nephew of Julius Caesar who became the emperor of Rome later
Casmus Duke of Florence	: Duke of Florence in the sixteenth century
Gaston de Foix	: nephew of King Louis XII of France, was the commander of the French army in Italy

vivacity	:	attractiveness
composition for business	:	temperament to do business
abuset	:	mislead
care not to innovate	:	do not hesitate to introduce new methods
an unready horse	:	a badly trained horse
to the full period	:	to its conclusion
to compound employments of both:	:	to mix the old and the young employees
externe	:	external
rabbin	:	a Jewish priest
infereth	:	conclude(s)
over-early ripeness	:	maturity coming before time
brittle wits	:	rigid and inflexible people
Hermogenes	:	an ancient Greek orator
rhetorician	:	one who indulges into making persuasive speeches
Hortensius	:	another orator, a contemporary of Cicero
Tully	:	another name of Cicero, the orator
take too high a strain	:	adopt a very elevated tone
magnanimous	:	large-hearted
tract	:	length
uphold	:	maintain
Scipio Africanus	:	a Roman general of the second century BC
Livy	:	an ancient Roman historian

13.1.5 Comprehension questions

Now try to answer the following questions. You may check your answers with those given at the end of the unit.

Exercise 1

1. a) How is a young man different from the old one in terms of maturity of mind?

b) When is a young man considered unfit for action?

2. a) How were Julius Caesar and Septimius Severus in their youth?

b) Can a young man perform well even in his youth? If yes, when?

3. a) What can work as an asset for the old man?

b) Who is fit to execute what kind of business?

4. a) What can be the repercussions of a young man's error in business?

b) What causes disturbance and dissatisfaction?

5. a) What are the handicaps the old men suffer from?

b) How are the young men nearer to God?

13.2 Vocabulary

Exercise 2

Fill in the blanks with suitable words out of those given in brackets:

- i) a) Radhika is very
- b) Abhi lacks that kind of
(imagination, imaginative)
- ii) a) I am really impressed by theof Aishwarya
- b) Very few actresses in the film industry are as as Aishwarya.
(vivacious, vivacity)
- iii) a) Some people behave quite at times.
- b) The with which he behaved last night is quite shocking.
(absurdly, absurdity)
- iv) a) Vajpayee uses words in his speech.
- b) Vajpayee gave anspeech.
(emotional, emotive)
- v) a) Theof Gandhi on the political scenario changed the whole face of the freedom struggle.
- b) Indira Gandhi lost the election because it was she who imposed
(emergency, emergence)

Exercise 3

Use the following words in sentences. Use the dictionary, if necessary. (You can use *Cambridge International Dictionary of English*)

1. fuss, fussy

2. dusk, dusky

3. constitute, constituent

4. escapade, escape

13.3 Phonology

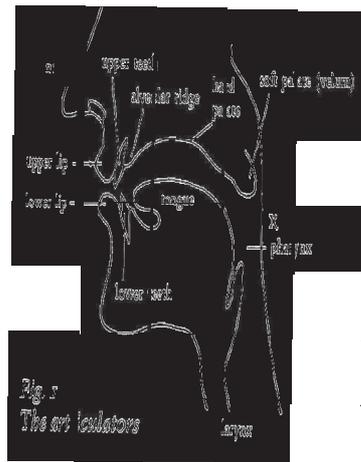
In this section you will learn about the speech organs and sounds in English, both vowel and consonant sounds.

Speech organs

The sounds that we produce are the result of muscle contraction in the chest and the larynx and the flow of the air. Different types of sounds are produced by changing the shape of the vocal tract with the help of different organs of speech, called the articulators. The picture below shows the various articulators very clearly:

- 1 The *pharynx* is a tube, which is just above the *larynx* as is evident in the diagram. It is divided into two parts at the top end. One part is the back of the mouth and the other is the beginning of the passage through the nasal cavity.
2. The roof of the mouth is called the *hard palate*.
3. The *velum* is also called the *soft palate*. It allows air to pass through the nose and also the mouth.
4. The *alveolar ridge* is between the hard palate and the top front teeth.
5. The teeth are behind the lips and are in the front of the mouth.
- 6 The tongue is the most important articulator as it can be moved to different places within the mouth to produce different sounds.
- 7 The lips are also important articulators as they can be brought together and rounded to produce different sounds.

Apart from these the larynx, the jaws, the nose and the nasal cavity are also important articulators.



Vowels

Sounds in English, as in Hindi, are divided into vowels and consonants. Those sounds that are produced without any obstruction to the flow of air from the larynx to the lips are called vowel sounds. Vowels are mainly of two types, namely pure vowels and diphthongs. The pure vowels are twelve and diphthongs are eight in number. A pure vowel is a single sound. Diphthongs are a fusion of two sounds. One vowel glides into the other in such a manner that it combines together to form one sound. The list of vowels along with the words that typically take the sound is as follows :

Pure vowels

A vowel which does not have any noticeable change in quality from beginning to end is called a pure vowel.

/a:/	- heart /ha:t/,	part /pa: t/,	start /sta:t/
/æ/	- man /mæn/,	pan /pæn/,	act /ækt/
/e/	- pen /p n/,	lend /l nd/,	met /m t/
/I/	- pin /pin/,	fit /fit/,	list /list/
/I:/	- feel /f i:l/,	beat /bi:t/,	heat /hi:t/
/ɔ/	- lot /lɔt/,	hot /hɔt/,	spot /spɔt/
/ɔ: /	- hall /hɔ:l/,	also /ɔ:lsəʊ/,	more /mɔ:(r)/
/ʊ/	- hood /hʊd/,	could /kʊd/,	stood /stʊd/
/u:/	- use (n) /u:s/,	you /u:/,	choose /tʃ u:z/
/ə:/	- skirt /sk ə:t/,	hurt /h ə:t/,	shirt /ʃ ə:t/
/ʌ/	- cut /kʌt/,	but /bʌt/,	shut /ʃʌt/
/ə/	- sofa /səʊf ə/,	gentlemen /dʒentlmən/,	butter /bʌtə(r)/

Diphthongs

A vowel whose quality changes noticeably within a single syllable and whose articulation changes from relatively open to relatively close position is called as a diphthong.

/aɪ/	- cry /kraɪ/,	try /traɪ/,	dive /daɪv/
/aʊ/	- out /aʊt/,	loud /laʊd/,	down /daʊn/
/eɪ/	- weigh /weɪ/,	weight /weɪt/,	say /seɪ/
/eə/	- tear (V) /teə(r)/,	fair /feə/,	care /keə/
/ɪə/	- tear (N) /tɪə/,	near /nɪə/,	beard /bɪəd/
/əʊ/	- phone /fəʊn/,	note /nəʊt/,	coat /kəʊt/
/ɔɪ/	- alloy /ə'lɔɪ/,	boy /bɔɪ/,	coin /kɔɪn/
/ʊə/	- cure /kjʊə(r) /,	pure /pjʊə(r)/,	sure /ʊə(r)/

Apart from diphthongs, there are also triphthongs. They are vowels whose quality changes in two successive directions within a single syllable. The pronunciation may change from relatively open to relatively close and front position. It may even change from relatively front to central position. The five triphthongs in British English are cited below:

/eɪə/	- layer /leɪə(r)/
/aɪə/	- liar /laɪə(r)/
/ɔɪə/	- loyal /lɔɪə/
/aʊə/	- power /paʊə(r)/
/əʊə/	- mower /məʊə(r)/

Apart from these we even have monophthongs. A monophthong is not part of a diphthong or triphthong. It is a single vowel sound. A unit is often described as a monophthong when the vowel by which it is realized either is not, or is not consistently pure eg the adjective 'more' is realized variously as [ɔ:] or [ɔə]

Consonants

Consonant is basically a sound or letter that is accompanied by a vowel. Defining it phonetically, it is a sound in the production of which the air is obstructed at some point in the mouth resulting into audible friction.

Production of speech sounds is called articulation. Articulation depends on the manner of articulation, place of articulation. Place of articulation is a position in the mouth through which a consonant is classified, defined by the point of maximal contact or near contact between an active and passive articulator. In the word 'kick', the place of articulation of both consonants is velar (between the back of the tongue and the velum or soft part of the palate).

Manner of articulation is a term for any factor in the production of a consonant other than its place of articulation. For example, both [p] and [b] are bilabial, but in their manner of articulation one is an oral stop and the other nasal. Similarly [tʃ] in 'chop' and [ʃ] in 'shop' are palato-alveolar but in their manner of articulation one is an affricate (a stop consonant released with the fricative at the same place of articulation) and the other is a fricative (consonant in which the space between the articulation is constricted to the point at which air passes through with audible friction).

The consonants are twenty four in number. They are as follows:

/b/	- bed /bed/,	sob /sɒb/,	above /əbʌv/
/d/	- adore /ədɔ:(r)/,	dust /dʌst/,	sudden /sʌdn/
/f/	- first /fɜ:st/,	affair /əfeə(r)/,	staff /sta:f/
/g/	- aghast /əga:st/,	gait /geɪt/,	suggestion /sdʒestʃən/
/h/	- hut /hʌt/,	hat /hæt/,	hug /hʌg/
/j/	- young /jʌŋ /,	yellow /jeləʊ/,	yesterday /jestədeɪ/
/k/	- cat /kæt/,	king /kɪŋ /,	attack /ətæk/
/l/	- lion /laɪən/,	alloy (N)/ælɔɪ/,	love /lʌv/
/m/	- money /mʌni/,	amount /əmaʊnt/,	sum /sʌm/
/n/	- nine /naɪn/,	nest /nest/,	annoy /ɒnɔɪ/
/p/	- pet /pet/,	appeal /əpi:l/,	sap /sæp/
/r/	- arrest /ərest/,	rat /ræt/,	far /fa:(r)/
/s/	- sat /sæt/,	asset /æset/,	pass /pa:s/
/t/	- test /test/,	attest /ətɛst/,	set /set/
/v/	- van /væn/,	vest /vest/,	vain /veɪn/
/w/	- winter /wɪntə(r)/,	west /west/,	wear /weə(r)/
/z/	- zest /zest/,	zeal /zi:l/,	zero /zɪərəʊ/
/ʃ/	- shame /ʃeɪm/,	sugar /ʃu:gə(r)/,	ship /ʃɪp/
/ʒ/	- pleasure /pleʒə/,	measure /meʒə(r)/,	treasure /treʒə(r)/
/ŋ/	- sing /sɪŋ /,	hang /hæŋ /,	bring /brɪŋg/
/tʃ/	- change /tʃeɪŋg/,	cheap /tʃi:p/,	such /sʌtʃ/
/θ/	- bath /bɑ:θ/,	path /pɑ:θ/,	think /θɪŋk/
/ð/	- then /ðen/,	this /ðɪs/,	clothe /kləʊð/
/dʒ/	- badge /bædʒ/,	judge /dʒʌdʒ/,	joy /dʒɔɪ/

The consonants in English can be divided as follows:

Place →	Bilabial	Labio-dental	Dental	Alveolar	Post-alveolar	Palato-alveolar	Palatal	Velar	Glottal
Manner ↓	VoicedVoiceless	VI Vd	VI Vd	VI Vd	Vd	VI Vd	Vd	VI Vd	VI
Plosive	p b			t d				k g	
Affricate						tʃ dʒ			
Fricative		f v	θ ð	s z		ʃ ʒ			h
Nasal	m			n				ŋ	
Lateral				l					
Frictionless Continuant or Glide (Semi-vowel)	w				r		j		

Exercise 4

Answer the following questions in brief:

1. How do we produce sounds?

2. What do you understand by articulators? Name them.

3. How are vowels different from consonants?

4. What is the basic difference between pure vowels and monophthongs?

5. How are diphthongs different from triphthongs?

Exercise 5

Identify the vowel sound(s) in the given words and write the sound in symbol:

- 1 call
- 2 tail
- 3 rule
- 4 stand
- 5 calm
- 6 for
- 7 letter 'h'
- 8 ah!
- 9 pooh!
- 10 pshaw!

13.4 Phonology Continued

This section is an extension of the previous chapter on phonology. In this section you will learn about phonetic transcription and primary word stress.

Transcription

The representation of speech on paper by using symbols is called transcription. The linguists and phoneticians have invented two types of transcription viz a phonetic transcription and a phonemic transcription using the standard system of symbols, the International Phonetic Alphabet.

The speech sounds are recorded in greater detail in a phonetic transcription. A phonetic transcription is enclosed in square brackets. The pronunciation of the word

dengue, can be phonetically transcribed as Here are some examples of phonemic transcription of some very commonly mispronounced words by Indian speakers of English:

possession	/pəze n/	vase	/va:z/
economy	/Ikɔnəmi/	moustache	/ mə sta:ʃ /
masseur	/mæsə:(r)/	clerk	/kla:k/
courier	/kuriə(r)/	harvest	/ha:vɪst/
suggestion	/sədʒest ʃən/	memoir	/memwa:(r)/
question	/ kwɛstʃ ən/	rendezvous	/rɔndɪvu:z/
consumer	/kənsju:mə(r)/	cough	/kɔf/
assumed	/əsju:md/	course	/kɔ:s/
comparison	/kəmpærɪsn/	monk	/mʌŋk/
consumption	/ kənsʌmpʃ n/	stapler	/steɪplə(r)/
vowel	/vauəl/	breakfast	/breɪkfəst/
consonant	/kənsənənt/	casino	/kæsi:nəu/
police	/pəli:s/	marquee	/ma:ki:/
women	/wɪmɪn/	vocabulary	/vəkæbjələri/
woman	/wʊmən/	jeopardy	/dʒəpədi/
pigeon	/pɪdʒɪn/	balloon	/bəlu:n/
donkey	/dɔŋki/	cipher	/saɪfə(r)/
monkey	/mʌŋki/	tour	/tuə(r)/
aspect	/ əspekt/	period	/pɪəriəd/
tomato	/təma:təu /	serious	/sɪəriəs/
castor oil	/ka:stə(r) ɔɪl/	home	/həʊm/

Exercise 6

Give a phonemic transcription of the words given below:

1. healthy
2. sure
3. pizza
4. suite
5. cello
6. salad
7. onion
8. oven
9. vase
10. zero

Stress

English is a language based on stress, though as Indian users of English we hardly observe the technicalities of stress. When strong prominence is given on a particular syllable it is termed as stress. Every word in English has at

least one syllable which is comparatively more prominent than the other syllables. This is called the stressed syllable. Stress on a word is shown by placing a vertical bar (') on top of that syllable.

Stressed syllable tends to be louder than unstressed. Stress falls on the only syllable of:

'*bat*

'*step*

'*dust*

'*tie*

'*rouge*

'on the first syllable in

'*harvest*

'*monkey*

'*tableau*

'*hiccough*

'*chassis*

'*fascist*

on the second syllable of

ma' sseur

con' sumption

ex' tempore

re' ceipt

a' djacent

ta' boo

A word with many syllables often has a secondary stress in addition to primary stress. A word like *divergent* has secondary stress on the first syllable and main stress on the secondary syllable. The same is the case in the following words:

sub' judice

pre' judge

Pairs of words used as different parts of speech like noun and verb can have stress variation. For example the word *compound* as a noun or adjective has stress on the first syllable whereas the word as a verb has stress on the second syllable.

Nouns / Adjectives

Verbs

'transport

tran'sport

'transfer

trans'fer

'suspect

su'spect

'subject

sub'ject

'project	pro'ject
'progress	pro'gress
'rebel	re'bel

A number of phonetic factors influence the stress on a syllable. A stressed syllable is louder than an unstressed syllable. Apart from word-stress, there is also sentence-stress but that does not fall into the purview of the present discussion.

Many common nouns and adjectives especially with two syllables are stressed on the first syllable eg 'golden

'daughter

Similarly, compound words take the stress on the first syllable eg

'house keeper

'countryside

Apart from these prefixes and suffixes usually do not receive primary stress eg in words like *meaningful, unlikely, pointless, distaste* etc, the stress will not lie on *-ful, un-, -less or dis.*

Stress shifts to the next syllable on the addition of the following suffixes:

-graphy	'photograph	pho'tography
-eous	ad'vantage	advan'tageous
-ious	'injury	in'jurious
-ial	'commerce	co'mmercial
-ian	'comedy	co'median
-ion	ge'nerate	gene'ration
-ic	e'conomy	eco'nomical
-ical	'philosophy	phi'losophical
-ity	'electric	e'lectricity

But the following suffixes do not cause any movement in stress:

-age	'parent(age)	-en	'awake(n)	-ful	'teaspoon(ful)
-ing	'broadcast(ing)	-less	'direction(less)	-ly	'regular(ly)
-ment	'develop(ment)	-ness	'youthful(ness)	-y	'comfortable(ly)

Exercise 7

Transcribe the following words and place the stress considering the words first as nouns/ adjectives and then as verbs:

export, object, import, record, upset, conserve, attribute, combat, construct, exploit

13.7 Books

- 1 Roach, Peter, *English Phonetics and Phonology*. Cambridge: Cambridge University Press, 1989.
- 2 Bansal, RK and Harrison, JB. *Spoken English for India*. Madras: Orient Longman Limited, 1993

13.8 Cassette Recording

An audio-cassette recording based on the reading passage in this unit is available at the study centers of the university.

13.9 Let us sum up

In this unit we have given you practice in

- i) understanding an essay of Francis Bacon 'Of Youth and Age'
- ii) identifying the speech organs and the 44 sounds in English pronunciation
- iii) writing paragraphs of an essay with the help of a given outline.

13.10 Answers to exercises

Exercise 1

- 1 a) A young man is innovative and lively but lacks wisdom whereas an old man is mature and full of wisdom and less innovative.
b) A young man is considered unfit for action if he is hot-tempered and ambitious.
2. a) Both Julius Caesar and Septimius Severus were ambitious and full of excitement in their youth.
b) Yes, a young man can perform well even in his youth if he has a quiet and calm nature.
3. a) Heat and liveliness in one's temperament can work as an asset for the old man.
b) The young are fit to start a new business whereas the old are fit to continue with an already-established business.
4. a) A young man's error can ruin the business.
b) When young men very thoughtlessly try to take charge of projects which they cannot handle, it causes disturbance and dissatisfaction.
5. a) The handicaps the old men suffer from are their raising too many objections, holding long and extensive consultations, hesitation to take risk, repenting too soon and getting satisfied with mediocre achievement.
b) Young men are nearer to God because they see visions which are heavenly and sublime.

Exercise 2

1. a) imaginative
b) imagination
2. a) vivacity
b) vivacious
3. a) absurdly

- b) absurdity
- 4. a) emotive
b) emotional
- 5. a) emergence
b) emergency

Exercise 3

- 1 Don't make a fuss, dear. The wound will heal up soon.
My mother is a bit fussy about clean hands.
- 2 Cowherds in the country return to their abodes by dusk.
The dusky young woman has very sharp features
3. Women constitute about 13% of Parliament.
The constituents of this mixture can easily be separated by sedimentation.
4. The escapades of Princess Diana still make news.
The prisoner escaped by giving the jail warden a slip.

Exercise 4

1. Sounds are produced as a result of muscle contraction in the chest and the larynx and the flow of the air.
2. The organs of speech that produce different types of sounds by changing the shape of the vocal tract are called articulators. The articulators are larynx, pharynx, lower teeth, upper teeth, nose, upper lip, lower lip, tongue, alveolar ridge, hard palate and soft palate (velum)
3. Those sounds that are produced without any obstruction of the flow of air from the larynx to the lips are called vowel sounds whereas in consonants, there is audible friction in the production of sound. The air is obstructed at some point in the mouth.
4. A pure vowel is a single sound. A monophthong is also a single vowel sound. But a unit is often described as a monophthong when the vowel by which it is realized either is not, or is not consistently pure.
5. A vowel whose quality changes noticeably within a single syllable and whose articulation changes from relatively open to relatively close position is called as a diphthong. On the other hand triphthongs are vowels whose quality changes in two successive directions within a single syllable.

Exercise 5

1. /ɔ:/
2. /ei/
3. /u:/
4. /æ/
5. /a:/
6. /ɔ:/
7. /ei/
8. /a:/
9. /u:/
10. /ɔ:/

Exercise 6

/helθi/
/ʊθ(r)/
/pi:tsə/
/swi:t/
/tʃeləʊ/
/sæləd/
/ʌvn/
/ʌnjən/
/va:z/
/zɪərəʊ/

Exercise 7

Nouns/ Adjectives

/'ekspɔ:t/
/'ɔbdʒɪkt/
/'ɪmpɔ:t/
/'rekɔ:d/
/'ʌpset/
/'kɔnsə:v/
/'ætrɪbjʊ:t/
/'kɔmbæt/
/'kɔmpaʊnd/
/'kɔnstrʌkt/
/'eksploɪt/

Verbs

/ɪk'spɔ:t/
/əb'dʒɪkt/
/ɪm'pɔ:t/
/rɪ'kɔ:d/
/ʌp'set/
/kən'sə:v/
/ə'trɪbjʊ:t/
/kəm'bæt/
/kəm'paʊnd/
/kən'strʌkt/
/ɪk'sploɪt/

Exercise 8

1. the victims should get self-enlightened, the bondages of customs, has provided for, special provisions, also been made
2. have been introduced, improve, also taken special steps, condition of women, provide for economic equality to women both in the rural and the urban areas.

Unit 14

Morphology

Structure

- 14.0 Objectives
- 14.1 Reading Comprehension
 - 14.1.1 Study Guide
 - 14.1.2 Passage for Reading:
‘Money for Nothing’ J B Priestley
 - 14.1.3 Note on the Author
 - 14.1.4 Glossary and Annotations
 - 14.1.5 Comprehension Questions
- 14.2 Vocabulary
- 14.3 Morphology
- 14.4 Writing
- 14.5 Key Words
- 14.6 Cassette Recording
- 14.7 Let us Sum Up
- 14.8 Answers to Exercises

14.0 Objectives

In this unit our aim is to give you practice in reading comprehension by (i) setting an extract from one of John Boynton Priestley’s collection of essays and (ii) giving a glossary of difficult words, phrases and questions on comprehension. There are also exercises on selected items of vocabulary. The section on morphology deals with word formation, inflexion and derivation. For practice in writing, you will complete a short essay on a subject related to the passage read by you, with the help of an outline given by us.

After completing this unit you should be able to:

- read essays and articles on matters of current interest with understanding;
- distinguish between pairs of words with related meanings;
- understand the concept of morphology in English
- write a paragraph with the help of a given outline

14.1 Reading comprehension

14.1.1 Study guide

Read the passage given below and try to understand it. The essay ‘Money for Nothing’ has been written by the famous essayist J. B. Priestley.

Some of the words are explained for you in the glossary given at the end of the passage.

After you have read and understood the passage, you will be able to answer

the comprehension questions. You should then check your answers with those given by us at the end of the unit.

14.1.2 Passage for reading

Money for Nothing

J B Priestley

In the early nineteen-twenties, when I first settled in London, I did a great deal of reviewing. (There was much more space then for book reviews than there is now.) I was ready to review anything, and often did columns of short notes on new books. The books themselves were then sold – fiction for a third of the publisher's price, non-fiction for about a half – to a certain shop not far from the Strand, a shop that specialized in the purchase and resale of review copies, a traffic that had a faintly piratical air. At this shop, where human nature was understood, one was always paid at once and paid in cash, generally in exquisite new pound notes. And for all the money I have ever handled, this gave me most delight. Money for Jam, Money for Old Rope, Money for Nothing. When we receive our wages, salaries or fees, we may be content, for this is what we have earned, but we are a long way from delight. It is money that we have not earned, the windfall, the magical bonus, that starts us capering. Many sociologists, who understand everything except their fellow creatures, are bewildered and saddened by the ubiquitous passion among the mob for betting and gambling. But the more, we standardize wages, hours and prices, the more we compel two and two to make four everywhere, the more people will take to the greyhound tracks and the football pools. For it is when two and two miraculously make five that the heart leaps up at last. It is when money looks like manna that we truly delight in it. Since those days when I used to sell my review copies I have earned in one way or another very considerable sums of money indeed; but they have all been lost in a dreary maze of bank accounts, stocks and shares, tax certificates, cheques and bills and receipts. I have never felt rich and careless, like a man returning from a lucky day at the races or a sailor home from a long voyage. But when I used to hurry out of that shop with five or six new pound notes singing in my pocket, for quarter of an hour or so I felt like a tipsy millionaire or the man who broke the bank at Monte Carlo. Money to Burn! And the only comparable moments I have known since have been on certain very rare occasions when I happen to have been fortunate in playing those fruit machines, which were so popular in the American south-west when we were there. These machines are so rigged that the odds are monstrously against the customer. Nickels and quarters by the score could vanish as lemons tried to mate with plums. But the jackpot, which must surely have been the invention of some poet, more than compensated for all these losses. As the magic combination of symbols showed itself, the machine

would first hesitate, then shiver and noisily gather its works together, and then, like an exasperated fairy godmother, would splutteringly hurl whole handfuls of coin at you so that below your waist it seemed to be raining nickels or quarters. This is acquisition lit with wonder and glory. We could do with more of it.

14.1.3 Note on the author

John Boynton Priestley was born on September 13, 1894 in England. He was a British novelist, playwright, and essayist. He produced more than 120 books. He was an adept radio speaker also. His early essays were collected in *The English Comic Characters* (1925) and *The English Novel* (1927).

14.1.4 Glossary

reviewing	:	to write an article judging a new book, play, film etc
fiction	:	books and stories about imaginary people and events
piratical	:	illegal
capering	:	to jump about and play in a happy, excited way
bewildered	:	totally confused
ubiquitous	:	seeming to be everywhere
greyhound tracks	:	race tracks
mana	:	something that you need, which you suddenly or unexpectedly get or are given
dreary	:	not interesting or cheerful
maze	:	complicated and confusing arrangement
tipsy	:	slightly drunk
rigged	:	arranged in a dishonest way so that you get the result you want
monstrously	:	in a very wrong, immoral or unfair manner
plums	:	a small round juicy fruit which is dark red or yellow and has a hard part in the middle
exasperated	:	very annoyed and upset
splutteringly	:	hurriedly and in an angry way

14.1.5 Comprehension questions

Now try to answer the following questions. You may check your answers with those given at the end of the unit.

Exercise 1

1. a) When was more space allotted to book-reviews?
.....
.....
.....
- b) How did the writer earn his livelihood when he settled in London?
.....
.....
.....
2. a) What was the shop famous for?
.....
.....
.....
- b) Why did the writer feel delighted on being paid for, for selling review copies?
.....
.....
.....
3. a) What makes us caper?
.....
.....
.....
- b) What makes the sociologist surprised and sad?
.....
.....
.....

4. a) When do two and two make five?

.....
.....
.....

b) What is the difference between the writer earning considerable sums of money by selling review copies and the winner at the races?

.....
.....
.....

5. a) How did the writer feel on receiving money for selling his reviews?

.....
.....
.....

b) Why does the writer call the fruit machines in south-west America rigged?

.....
.....
.....

14.2 Vocabulary

Exercise 2

Fill in the blanks with suitable words out of those given in brackets:

i) a) The master the donkey black and blue.

b) I canthat Aadi will marry Abhi

(beat, bet)

ii) a) Theof some universities have fallen drastically in the last few years.

b) The Finance Minister is trying to wages in the industry.

(standard, standardize)

iii) a) Takila immediately up the milk.

b) His heart with joy and danced with glee on receiving the exciting news..

(leapt, lapped)

iv) a) He set on a on a little boat.

b) How was yourto Delhi?

(journey, voyage)

v) a) You will be for your loss.

b) Thegiven by the government to the train mishap victims was not adequate.

(compensation, compensated)

Exercise 3

Use the following words in sentences. Use the dictionary, if necessary. (You can use *Cambridge International Dictionary of English*)

1. wonder, wondrous

.....
.....
.....

2. glory, glorious

.....
.....
.....

3. comparable, comparison

.....
.....
.....

4. specialize, speciality

.....
.....
.....

14.3 Morphology

Morphology is the study of words — the forms of words, their contours, their inflections and derivations. If we look at the dictionary definition of word :

Oxford English Dictionary : ‘A combination of vocal sounds, or one such sound, used in a language to express an idea (e.g. to denote a thing, attribute, or relation), and constituting an ultimate minimal element of speech having a meaning as such.’ (1927, 1989).

Collins English Dictionary : ‘One of the units of speech or writing that native speakers of a language usually regard as the smallest isolable meaningful element of the language, although linguists would analyse these further into morphemes.’ (1986)

American Heritage Dictionary : ‘A sound or a combination of sounds, or its representation in writing or printing, that symbolizes or communicates a meaning and may consist of a single morpheme or of a combination of morphemes’ (1985)

Webster’s Ninth New Collegiate Dictionary : ‘A speech sound or series of speech sounds that symbolizes and communicates a meaning without being divisible into smaller units capable of independent use.’ (1984)

From these definitions it can be summarized that the characteristics of a word are:

A word is made of a sound, or a series of sounds; we may also apply it to describe representations of these in writing.

A word is a unit of speech (presumably when it is a sound or a series of sounds) or writing (presumably when it is a representation of the sound/series of sounds in writing).

The definitions do not seem to agree on whether or not the word is the smallest unit of speech/writing. One definition implies that it is, since it says that it is not ‘divisible into smaller units capable of independent use’. Another states that a word may consist of a single morpheme or a combination of morphemes, thereby implying that the smallest unit is the morpheme and not the word. Yet another makes a further refinement by saying that native speakers of a language regard it as the smallest element but linguists do not : they analyse it further into morphemes, thus making morpheme the smallest unit. Another kind of refinement is made in the first. It states that it is the ultimate minimal (i.e. the smallest) element having a meaning. This would allow the possibility of there being smaller elements, or units, but they would not bear meaning. If morphemes are smaller than word, then they are presumably not meaning-bearing elements.

All definitions seem to agree on another point : that words are meaningful elements and that they may be the smallest elements having meaning.

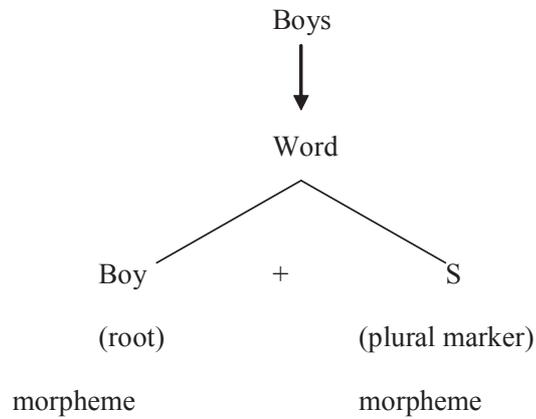
An additional idea is that a word cannot be broken down into smaller units ‘capable of independent use’. Here ‘use’ must be taken to be different from ‘meaning’.

The characteristics of ‘word’, that we have extracted from dictionary definitions above seem to indicate that there are actually more than one kind of ‘word’. Since a word can either be a sound or a sequence of sounds, that makes one kind of word: let’s call it **the phonological word** and represent it by writing it in phonetic transcription. We may also use ‘word’ to refer to the written, or orthographic, representation of the phonological word, so that gives us **the orthographic word**, which we shall represent by writing it in small letters. We can try and explore the relationships between these two kinds of words. The orthographic representation of a phonological word is never a straightforward, one-to-one, representation. Sometimes two or more phonological words are represented by the same orthographic word, e.g., the orthographic word **read** represents the two phonological words /ri:d/ and /red/; **lead** represents /li:d/ and /led/. Such cases are known as **homographs**. Sometimes one phonological word (e.g. /mi:t/, /kc:s/ may be represented by two or more orthographic words **meet** and **meat**; **coarse** and **course** such cases are called **homophones**.

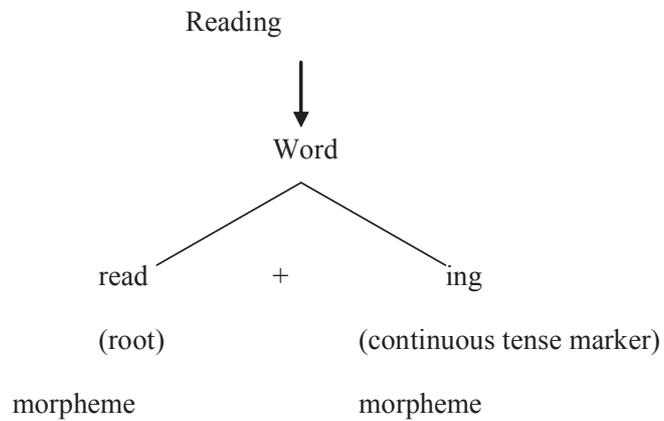
The smallest unit of language is the *morpheme*. It is the smallest unit of meaning as well as grammatical function.

Certain morphemes in English are such that they are realized at the word level into independently occurring forms, while others are realized only in combination with other morphemes into merged forms where their separate identity may not always be represented by phonological or orthographic means. Thus, **boy**, **book**, **read**, etc. occur at the word level as free, (ie independently occurring) forms, so do **boyish**, **bookish** and **reading**. The last three are however morpheme combinations and they contain two morphemes each. The first two words contain the morpheme **-ish** while the last word contains **-ing**. The morphemes occur only in combination with other morphemes (like boy and book) and are not realized as independent word forms. **-ING** is actually the morpheme **continuous aspect**. Its convenient representation as **-ing** here is based on the fact that it is orthographically realized as the suffix **-ing**, but this convenience is not available to us in all cases. For example, the morpheme **PAST**, WHEN COMBINED WITH THE MORPHEME **READ**, gives us the homographic form **read** and the phonological form /red/, neither of which presents us with a convenient handle on the morpheme. Hence morphemes like **-ish** and **continuous aspect** can only be treated as abstract entities. Since we cannot regard some morphemes as abstract and others as concrete, all morphemes are treated as abstract. This, however, does not affect the division of morphemes into **free** and **bound**. Morphemes like **-ISH** and **CONTINUOUS ASPECT**, which are not realized as independently occurring words, are bound morphemes.

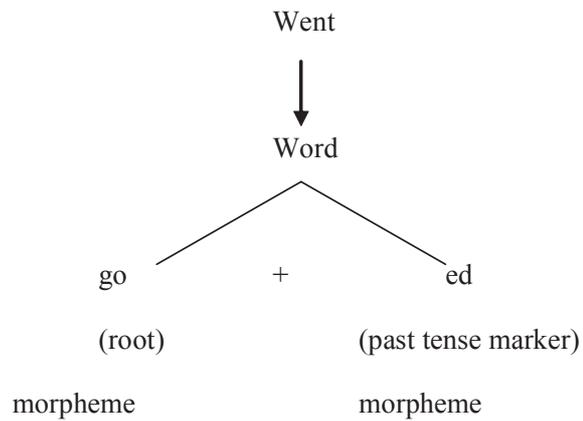
e.g. : i)



ii)

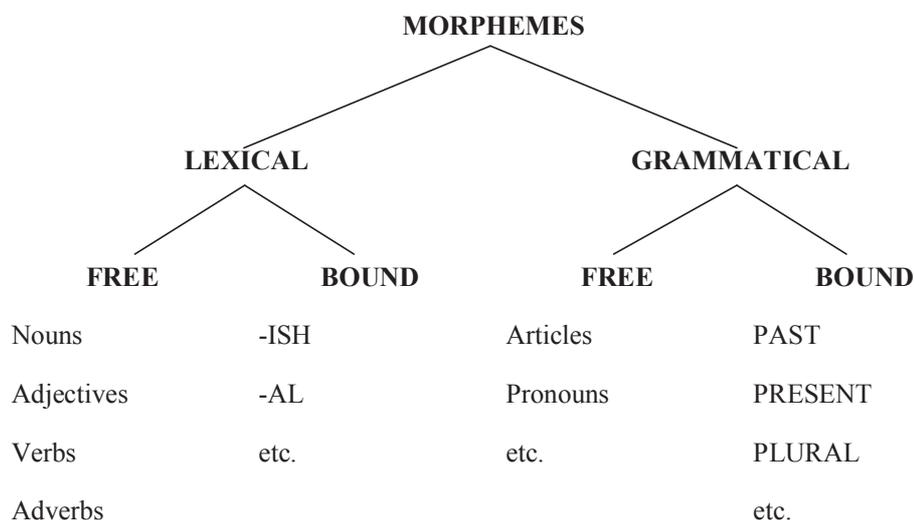


iii)



Articles, pronouns, etc. (i.e. function words) are examples of free grammatical morphemes, since they are realized as freely occurring forms. But morphemes like **plural, present, past, continuous, past perfect, present perfect**. Etc. are not realized as free-occurring forms but as modifications on other free-occurring forms;

hence they are bound morphemes in English. Similarly, nouns, adjectives, verbs and adverbs, which are all realized as free-occurring lexical words, are free morphemes, while morphemes like **-ish, -al -able, -ness**, etc., which are not independently realized into words but must be combined with free lexical morphemes to be so realized, are bound morphemes.



In the majority of cases of complex and compound words, the (free and bound) morphemes in combination that are realized as words can be identified as separate elements (called **morphs**) in the phonological and orthographic representations. This makes it easier to refer to the morphemes when talking about the rules which govern their occurrence. Morphology, or the branch of linguistics that deals with the internal ('morphic') structure of words, has a set of terms to describe the various categories into which these morpheme elements (or **morphs**) can be separated. The three basic category-terms are **affixes** (divided into **prefixes** and **suffixes**), **stems** and **roots**.

A complex word, as stated above, realizes the combination of (1) one free morpheme and one or more than one bound morphemes, or (2) two or more bound morphemes. Here are some examples of such combinations:

- 'impenetrable' = IM + PENETR + ABLE
- 'declassify' = DE + CLASS + FY
- 'recharge' = RE + CHARGE
- 'hopeless' = HOPE + LESS
- hopelessly' = HOPE + LESS + LY
- 'deindustrializing' = DE + INDUSTRY + IAL + IZ (E) + ING

Inflection refers to the ways in which bound grammatical morphemes combine with stems to be realized as grammatical words. **Derivation**, on the other hand, describes the ways in which bound lexical morphemes combine with stems to be realized as lexical words.

Examples of inflectional affixes in English are the suffix –s/-es on plural nouns, the suffix –s/-es on third person, singular number verbs, the suffix ‘s on possessive nouns, the suffix –d/-ed on past participle forms of verbs, and so on.

Examples of derivational affixes in English include all those prefixes and suffixes we have called bound lexical morphemes, e.g. de-, re-, -ize -ation, etc.

Root	Industry
Deriv.	Industry (i) + al
Deriv.	(industry (i) + al) +ize
Deriv.	De + {(industry (i) +al) +ize}
Infl.	{de+ {industry (i) + al) + ize}} +ing

Inflection of Nouns :

Rule I	SINGULAR		PLURAL	
	COUNT NOUN + SINGULAR		COUNT NOUN + PLURAL	
CAT + SINGULAR	= ‘cat’ /kæt/	CAT	+ PLURAL	= ‘cats’ /kæts/
DOG + SINGULAR	= ‘dog’ /dɔg/	DOG	+ SING+POSS	= ‘dogs’ /dɔgz/
HOUSE+SINGULAR	= ‘horse’ /hɔ:s/	HORSE	+ PLURAL	= ‘horses’ /hɔ:siz/

Rule II	Common Case		Possessive Case	
	COUNT NOUN + COMMON		COUNT NOUN + POSSESSIVE	
CAT + COMMON	= ‘cat’ /kæt/	CAT	+ POSSESSIVE	= ‘cat’s’ /kæts/
DOG + COMMON	= ‘dog’ /dɔg/	DOG	+ POSSESSIVE	= ‘dog’s’ /dɔgz/
HOUSE+COMMON	= ‘horse’ /hɔ:rs/	HORSE	+ POSSESSIVE	= ‘horses’ /hɔ:siz/

Rule I & II (Apply in that order)

Singular number + Common Case		Singular Number + Possessive Case	
CAT+SING+COMMON	= ‘cat’ /kæt/	CAT+SING+POSS	= ‘cats’ /kæts/
DOG +SING+COMMON	= ‘dog’ /dɔg/	DOG+SING+POSS	= ‘dcgs’ /dɔgz/
HORSE+SING+COMMON	= ‘horse’ /hɔ:s/	HORSE=SING+POSS	= ‘horse’ /hɔ:s/

Plural number + Common Case		Plural Number + Possessive Case	
CAT+PLU+COMMON	= ‘cats’ /kæts/	CAT+PLU+POSS	= ‘cats’ /kæts/
DOG +SING+COMMON	= ‘dog’ /dɔgz/	DOGPLU+POSS	= ‘dogs’ /dɔgz/
DOG+PLU+COMMON	= ‘horse’ /hɔ:s/	HORSE+PLU+POSS	= ‘horses’ /hɔ:siz/

Where the same grammatical morpheme may be realized by two or more different phonological shapes, morphology has set up the concept of the **allomorph**. As mentioned above, any physical shape that realizes as morpheme (grammatical or lexical) is called a **morph**. If two or more morphs realize the same morpheme they are said to be **allomorphs** of that morpheme. Thus, /s/ /z/ and /iz/ are all **allomorphs** of the plural morpheme in the number paradigm of the English count noun.

The allomorphs of a morpheme are mostly phonetically conditioned, ie the reason for the existence of the different phonological realizations of the same morpheme lies in the phonetic context of the given word. In our example, the reason why the plural morpheme is realized as the voiceless suffix /s/ with **cat** is the voicelessness of /t/ , the immediately preceding sound.

14.4 Writing

Exercise 4

Here is a composition exercise for you.

Complete this essay on 'Unemployment in India' by writing paragraphs 3 and 4 with the help of the outline given here.

1. One of the gravest problems in our country is the increase in the rate of unemployment. Entry of multinationals has created more avenues of employment but there is still a large number of people seeking employment.
2. In the five year plans top priority has been given to reducing rural poverty and ameliorating the standards of living of people. Programmes have been made to suit the requirements of particular regions or backward pockets in the country.
3. For the educated unemployed in the rural areas, have been taken up to these youth to become Necessary is provided to them to their own or get
4. But all thesehold for them these days. More and more employmentare coming their way through in multinational companies, BPOs and Call Centres in the as a result of which there is from the villages to the cities. The situation but whether from good to bad or from is too early to comment.
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14.5 Key words/ phrases

exquisite	:	extremely beautiful
windfall	:	an amount of money that you get unexpectedly
nickels and quarters	:	unimportant and insignificant amount
mate	:	have sex
hurl	:	to throw something violently and with a lot of force, especially because you are angry
acquisition	:	the act of getting land, power, money etc

14.6 Cassette Recording

An audio-cassette recording based on the reading passage in this unit is available at the study centers of the university

14.7 Let us sum up

In this unit we have given you practice in

- i) understanding an essay of J B Priestley's 'Money for Nothing'
- ii) understanding english morphology
- ii) writing paragraphs of an essay with the help of a given outline.

14.8 Answers to exercises

Exercise 1

- 1 a) It was in the early days of the nineteen-twenties when more space was allotted to book reviews.
b) He earned his livelihood by reviewing books and writing columns on new books.
2. a) It was a shop where purchase and resale of review copies was made.
b) The writer felt delighted on being paid for, for selling review copies because he could use that extra money for his extra expenses.

3. a) The money that we have not earned but comes to us magically and suddenly that makes us caper.
b) The sociologists are surprised and sad at the passion of the people for betting and gambling.
4. a) Two and two make five when people win money in betting.
b) The difference between the writer earning considerable sums of money by selling review copies and the winner at the races is that his money gets lost in the maze of bank accounts, taxes etc whereas the latter feels rich and careless on winning.
5. a) The writer felt like a rich millionaire on receiving money for selling his reviews.
b) The writer calls the fruit machines in south-west America rigged because the odds were against the customer and they hardly won anything.

Exercise 2

1. a) beat
b) bet
2. a) standard
b) standardize
3. a) lapped
b) leapt
4. a) voyage
b) journey
5. a) compensated
b) compensation

Exercise 3

1. This cream has wondrous effects on tired skin.
I wonder how people earn so much in such a short span of time.
2. Old Indian cricketers revel in the glory of their past successes.
Fortunately the weather turned glorious before we set on for the picnic.
3. Your experiences are not comparable with each other.

We cannot make any comparison between the Australian team and the Bangladeshi team.

4. Gucci specializes in women's wear.
What is the speciality of this hotel?

Exercise 4

1. various programmes, enable, self-dependent, assistance, set up, business, jobs.
2. opportunities hold, little charm, opportunities, jobs, urban areas, mass exodus, is changing, bad to worse

UNIT - 15

Summarization

Structure

- 15.0 Objectives
- 15.1 Introduction
- 15.2 Comprehension
 - 15.2.1 Passage - I
 - 15.2.2 Passage - II
 - 15.2.3 Passage - III
 - 15.2.4 Passage - IV
- 15.3 Composition : Summarization
 - 15.3.1 Overall Organization
 - 15.3.2 Internal Organization
 - 15.3.3 Development
 - 15.3.4 Style
 - 15.3.5 Length
 - 15.3.6 Tips for writing good and effective Summary
 - 15.3.7 What you must not do
 - 15.3.8 Practice Exercise
- 15.4 Check your Progress
- 15.5 Suggested Books

15.0 Objectives

After reading this unit, the students will be able

- to understand comprehension passages in a better way.
- to give answers to comprehension questions
- to practise reading comprehension passages and to answer questions.
- to get an idea as to what summarization is
- to understand basic elements for summary writing
- to know how an effective summary can be written.

15.1 Introduction

Comprehension: Comprehension means understanding in depth. It is a grasping, taking in, of the material with which you are required to deal. For this, a very careful reading of the passage is the first requirement. You must read with entire concentration, determined to grasp it with your mind. Try to enter into its spirit.

Guidance

1. Read the passage right through once, concentrating your attention on what seems to be its main theme. Make a note of the main drift of the contents.
2. Read the passage right through a second time, paying attention to the spirit of the passage and tracing the stages through which the writer's subject matter is developed. It will help you in writing a precis of the passage later on.

3. Read through all the questions first. Do not begin to answer any before you have studied them all. Careful reading of all the questions throws light on each separate question. It will help you in answering the questions precisely and accurately.
4. Now read through the passage once more, bearing the questions in mind. Underline the portions which contain the answers to the questions.
5. Write the answers in complete sentences. Use your own words as far as possible. Take care that the answers do not overlap. In each answer use the same verb tense that is used in the question.
6. Read through the questions and your answers again checking that you have given all the relevant information in the form asked in the question.
7. Correct all slips of spelling and grammar that you might have made and copy the answers on a fair notebook.

15.2 Comprehension Passages

15.2.1 Passage - I

Although each baby has an individual schedule of development, general patterns of growth have been observed. Three periods of development have been identified, including early infancy, which extends from the first to the sixth month; middle infancy, from the sixth to the ninth month; and late infancy, from the ninth to the fifteenth month. Whereas the newborn is concerned with his or her inner world and responds primarily to hunger and pain, in early infancy the baby is already aware of the surrounding world. During the second month, many infants are awake more and can raise their heads to look at things. They also begin to smile at people. By four months, the baby is searching for things but not yet grasping them with its hands. It is also beginning to be wary of strangers and may scream when a visiting relative tries to pick it up. By five months, the baby is grabbing objects and putting them into its mouth. Some babies are trying to feed themselves with their hands.

In middle infancy, the baby concentrates on practicing a great many speech sounds. It loves to imitate actions and examine interesting objects. At about seven months, it begins to crawl, a skill that it masters at the end of middle infancy.

In late infancy, the baby takes an interest in games, songs, and even books. Progress toward walking moves through standing, balancing, bouncing in place, and walking with others. As soon as the baby walks well alone, it has passed from infancy into the active toddler stage.

1. What does this passage mainly discuss?

- | | | |
|-----|--------------------------------------|----------------------------------|
| (A) | Growth in early infancy. | <input type="radio"/> |
| (B) | The active toddler stage | <input type="radio"/> |
| (C) | How a baby learns to walk. | <input type="radio"/> |
| (D) | The developmental stages of infancy. | <input checked="" type="radio"/> |

2. The word “primarily” in line 6 could best be replaced by
- (A) often
- (B) naturally
- (C) for the most part
- (D) in a loud way
3. According to this reading passage, what would a six-month-old baby like to do?
- (A) Smile at people
- (B) Crawl on the floor
- (C) Imitate actions
- (D) Play simple games
4. A baby in late infancy would be able to do all of the following EXCEPT
- (A) make many speech sounds
- (B) walk well alone
- (C) show interest in games
- (D) Imitate actions

15.2.2 Passage - II

Alfred Bernhard Nobel, a Swedish inventor and philanthropist, bequeathed most of his vast fortune in trust as a fund from which annual prizes could be awarded to individuals and organizations who had achieved the greatest benefit to humanity in a particular year. Originally, there were six classifications for outstanding contributions designated in Nobel’s will including chemistry, physics, physiology or medicine, literature and international peace.

The prizes are administered by the Nobel Foundation in Stockholm. In 1969, a prize for economics endowed by the Central Bank of Sweden was added. Candidates for the prizes must be nominated in writing by a qualified authority in the field of competition. Recipients in physics, chemistry, and economics are selected by the Royal Swedish Academy of Sciences; in physiology or medicine by the Caroline Institute; in literature by the Swedish Academy; and in peace by the Norwegian Nobel Committee appointed by Norway’s parliament. The prizes are usually presented in Stockholm on December 10, with the King of Sweden officiating, an appropriate tribute to Alfred Nobel on the anniversary of his death. Each one includes a gold medal, a diploma, and a cash award of about one million dollars.

1. What does this passage mainly discuss?
- (A) Alfred Bernhard Nobel
- (B) The Nobel Prizes
- (C) Great contributions to mankind.
- (D) Swedish Philanthropy.

2. Why were the prizes named for Alfred Bernhard Nobel?
 - (A) He left money in his will to establish a fund for the prizes.
 - (B) He won the first Nobel prize for his work in philanthropy.
 - (C) He is now living in Sweden.
 - (D) He serves as chairman of the committee to choose the recipients of the prizes.
3. How often are the Nobel prizes awarded?
 - (A) Five times a year
 - (B) Once a year
 - (C) Twice a year
 - (D) Once every two years
4. The word “outstanding” in line 4 could best be replaced by
 - (A) recent
 - (B) unusual
 - (C) established
 - (D) exceptional
5. The word “will” in line 5 refers to
 - (A) Nobel’s wishes
 - (B) a legal document
 - (C) a future intention
 - (D) a free choice
6. The word “one” in line 16 refers to
 - (A) tribute
 - (B) anniversary
 - (C) prize
 - (D) candidate
7. Which individual or organization serves as administrator for the trust?
 - (A) The King of Sweden
 - (B) The Nobel Foundation
 - (C) The Central Bank of Sweden
 - (D) Swedish and Norwegian academies and institutes.
8. The word “appropriate” in line 15 is closest in meaning to
 - (A) Prestigious
 - (B) customary
 - (C) suitable
 - (D) transitory
9. Why are the awards presented on December 10?
 - (A) It is a tribute to the King of Sweden
 - (B) Alfred Bernhard Nobel died on that day.
 - (C) That date was established in Alfred Nobel’s will.
 - (D) The Central Bank of Sweden administers the trust.
10. A Nobel prize would NOT be given to
 - (A) an author who wrote a novel
 - (B) a doctor who discovered a vaccine
 - (C) a composer who wrote a symphony
 - (D) a diplomat who negotiated a peace settlement.

Answers

Question Exercise	1	2	3	4	5	6	7	8	9	10
15.2.2	B	A	B	D	B	C	B	C	B	C

15.2.3 Passage - III

Although stage plays have been set to music since the era of the ancient Greeks, when the dramas of Sophocles and Aeschylus were accompanied by lyres and flutes, the usually accepted date for the beginning of opera as we know it is 1600. As part of the celebration of the marriage of King Henry IV of France to the Italian aristocrat Maria de Medici, the Florentine composer Jacopo Peri produced his famous Euridice, generally considered to be the first opera.

Following his example, a group of Italian musicians, poets, and noblemen called the Camerata began to revive the style of musical story that had been used in Greek tragedy. The Camerata took most of the plots for their operas from Greek and Roman history and mythology, writing librettos or dramas for music. They called their compositions opera in music or musical works. It is from this phrase that the word “opera” is borrowed.

For several years, the center of opera was Florence, but gradually, during the baroque period, it spread throughout Italy. By the late 1600s, operas were being written and performed in Europe, especially in England, France, and Germany. But, for many years, the Italian, opera was considered the ideal, and many non-Italian composers continued to use Italian librettos. The European form de-emphasized the dramatic aspect. New orchestral effects and even ballet were introduced under the guise of opera. Composers gave in to the demands of singers, writing many operas that were nothing more than a succession of brilliant tricks for the voice. Complicated arias, recitatives, and duets evolved. The aria, which is a long solo, may be compared to a song in which the characters express their thoughts and feelings. The recitative, which is also a solo, is a recitation set to music whose purpose is to continue the story line. The duet is a musical piece written for two voices which may serve the function of either an aria or a recitative.

1. This passage is a summary of
 - (A) opera in Italy
 - (B) the Camerata
 - (C) the development of opera
 - (D) Euridice
2. According to this passage, when did modern opera begin?
 - (A) In the time of the ancient Greeks
 - (B) In the fifteenth century
 - (C) At the beginning of the sixteenth century
 - (D) At the beginning of the seventeenth century.

3. The word “it” in line 3 refers to
 (A) Opera (B) date (C) era (D) music
4. What was the Camerata?
 (A) A group of Greek musicians
 (B) Musicians who developed a new musical drama based upon Greek drama
 (C) A style of music not know in Italy.
 (D) The name given to the court of King Henry IV.
5. The word “revive” in line 8 could best be replaced by
 (A) appreciate (B) resume (C) modify (D) investigate
6. The word “plots” in line 9 is closest in meaning to
 (A) locations (B) instruments
 (C) stories (D) inspiration
7. According to the author, what did Jacopo Peri write?
 (A) Greek tragedy (B) The first opera
 (C) The opera Maria de Medici (D) The opera The Camerata
8. The author suggests that Euridice was produced
 (A) in France (B) originally by Sophocles and Aeschylus
 (C) without much success (D) for the wedding of King Henry IV
9. From what did the term “opera” derive?
 (A) Greek and Roman history and mythology.
 (B) Non-Italian composers
 (C) The Italian phrase that means “musical works”.
 (D) The ideas of composer Jacopo Peri
10. Which of the following is an example of a solo?
 (A) A recitative (B) A duet
 (C) An opera (D) A lyre

Question Exercise	1	2	3	4	5	6	7	8	9	10
15.2.3	C	D	A	B	B	C	B	D	C	A

15.2.4 Passage - IV

According to the controversial sunspot theory, great storms on the surface of the sun hurl streams of solar particles into the atmosphere, causing a shift in the weather on earth.

A typical sunspot consists of a dark central umbra surrounded by a lighter penumbra of light and dark threads extending out from the center like the

spokes of a wheel. Actually, the sunspots are cooler than the rest of the photosphere, which may account for their colour. Typically, the temperature in a sunspot umbra is about 4000 K, whereas the temperature in a penumbra registers 5500 K, and the granules outside the spot are 6000K.

Sunspots have been observed in arrangements of one to more than one hundred spots, but they tend to occur in pairs. There is also a marked tendency for the two spots of a pair to have opposite magnetic polarities. Furthermore, the strength of the magnetic field associated with any given sunspot is closely related to the spot's size.

Although there is no theory that completely explains the nature and function of sunspots, several models attempt to relate the phenomenon to magnetic fields along the lines of longitude from the north and south poles of the sun.

1. What is the author's main purpose in the passage?
 - (A) To propose a theory to explain sunspots
 - (B) To describe the nature of sunspots
 - (C) To compare the umbra and the penumbra in sunspots.
 - (D) To argue for the existence of magnetic fields in sunspots.
2. The word "controversial" in line 1 is closest in meaning to
 - (A) widely accepted
 - (B) open to debate
 - (C) just introduced
 - (D) very complicated
3. Solar particles are hurled into space by
 - (A) undetermined causes
 - (B) disturbances of wind
 - (C) small rivers on the surface of the sun
 - (D) changes in the earth's atmosphere
4. The word "particles" in line 2 refers to
 - (A) gas explosions in the atmosphere
 - (B) light rays from the sun
 - (C) liquid streams on the sun
 - (D) small pieces of matter from the
5. How can we describe matter from the sun that enters the earth's atmosphere?
 - (A) Very small
 - (B) Very hot
 - (C) Very bright
 - (D) Very hard
6. The word "they" in line 11 refers to
 - (A) structures
 - (B) spots
 - (C) miles
 - (D) granules

7. In which configuration do sunspots usually occur?
 - (A) In one spot of varying size
 - (B) In a configuration of two spots
 - (C) In arrangements of one hundred or more spots.
 - (D) In groups of several thousand spots.

8. How are sunspots explained?
 - (A) Sunspots appear to be related to magnetic fields on the earth.
 - (B) Sunspots may be related to magnetic fields that follow longitudinal lines on the sun.
 - (C) Sunspots are explained by storms that occur on the earth.
 - (D) Sunspots have no theory or model to explain them.

9. The sunspot theory is
 - (A) not considered very important
 - (B) widely accepted
 - (C) subject to disagreement
 - (D) relatively new

Answer

Question Exercise	1	2	3	4	5	6	7	8	9	10
15.2.4	B	B	B	D	A	B	B	B	C	-

15.3 Compostion : Summarization

Abstracting implies a short account. Note-making, summarizing and abstracting are closely connected with each other as all three are to do with short-listing the prominent points and sifting out of all unnecessary details. However, they do have finer distinctions. Note-making, for instance, is usually a personal activity as the notes made are for one's own use and convenience. Abstraction, on the other hand, is a representation of relevant information written down for a p r e -determined purpose. It therefore ignores all information that is irrelevant to the given purpose, but may well be otherwise significant. A summary or a precis, is simply a projection of all important facts and is a condensed form of the text in question.

A well-constructed summary, though much shorter than the original material being summarized, highlights the author's important points. Although the summary will not cover every fact in the original, after reading the summary you should have a clear overview of the original's main ideas.

15.3.1 Overall Organization

As with any good writing, a summary contains an introduction, a discussion, and a conclusion.

Introduction : Begin with a topic sentence. This sentence will present the primary focus of the original source and list the two or three major points to be discussed. You must also tell your reader what source you are summarizing.

Discussion : In this section, briefly summarize the main points covered in the original material. To convey the author's ideas, you can paraphrase, using your own words to restate the author's point of view.

Conclusion : To conclude your summary, you can either reiterate the focus statement, reminding the reader of the author's key ideas; highlight the author's conclusions regarding his or her topic; or state the author's recommendations for future activity.

15.3.2 Internal Organization

Since a summary is meant to be objective, you should present not only what the author says but also how he organizes the information. For example, if the author has developed his ideas according to a problem/solution format, your summary's discussion should also be organized as a problem/solution. This would give the readers the author's content and method of presentation. Similarly if the author's article is organized according to cause/effect, comparison/contrast, or analysis, this would determine how you would organize your summary.

15.3.3 Development

To develop your summary, you'll need to focus on the following :

- **Most important points :** Since a summary is a shortened version of the original, you can't include all that the author says. Thus, you should include only the two or three key ideas within the article. Omit irrelevant details, examples, explanations, or descriptions.
- **Major conclusions reached :** Once you have summarized the author's key ideas, then state how these points are significant. Show their value or impact.
- **Recommendations :** Finally, after summarizing the author's major points and conclusions, you'll want to tell your audience if the author recommends a future course of actions to solve a problem or to avoid potential problems.

15.3.4 Style

The summary must be clear, concise, accurate, and accessible. Watch out for long words and sentences. Avoid all jargon. Most importantly, be sure that your summary truly reflects the author's content. Your summary must be an unbiased presentation of what the author states and include none of your opinions.

15.3.5 Length

The summary will be approximately 5 to 15 percent the length of the original material. To achieve this desired length, omit references to the author (after the initial reference in the works cited or topic sentence). You'll also probably need to omit some types of material like past histories, definitions, complex concepts, statistics, tables and figures, tangential information like anecdotes and minor refutations, lengthy examples and biographical information.

15.3.6 Tips for writing good and effective summary

There are several points to be kept in mind while writing a good summary:

what you must do:

1. First of all, read the given text carefully and repeat the exercise till you have absorbed its meaning clearly and completely.
2. Comprehend the central idea or the main theme and then note it down.
3. Shortlist the prominent points leaving out irrelevant portions.
4. Long sentences must be shortened and certain phrases can be replaced with one-word substitutes.
5. Do not let unfamiliar words fluster you. The dictionary is always there to explain their meaning. If you do not have access to one you can infer the meaning by making an assessment of the context in which the word has appeared.
6. Prepare a rough draft of your summary.
7. Arrange your ideas in a systematic and a logical manner before finalizing the summary. Remember, a summary too, must have a body as in an essay, i.e., a beginning, a middle and an end.
8. A good summary must represent the main ideas of the text as well as retain its spirit as closely as possible, without necessarily imitating the original style.
9. It must be concise and to the point with no superfluous words or sentences. Avoid flowery language and write simply.

10. A good summary must read as an organic whole and should be readable on its own without the reader having to refer to the original text for clarifications.

15.3.7 What you must not do

1. Do not copy down entire sentences from the text. Avoid using the same phrases and words as they appear in the text.
2. Do not start with 'The Writer says'.
3. Do not divide the summary into paragraphs.
4. Do not write in direct speech. Even if the passage is in the first person, transcode the summary into third person or a narrative in an indirect form.
5. Do not put forth your own views or ideas, however strongly you may feel about certain issues discussed in the passage.
6. Do not write a summary that is either too long or too short if a word limit is prescribed.
7. Do not use abbreviations and symbols in a summary.
8. Do not give examples to illustrate a point.
9. Do not use long sentences or difficult sounding words. A good summary is one that is easy and quick to read.
10. Do not write a piece that is incoherent and replete with jumbled up ideas.

15.3.8 Practice Exercise

Write a summary of the following text:

Religious Intolerance

Religious intolerance has been a curse to society since very old times. The great tragedy is that it is still continuing while we boast of our scientific advancement. A very large number of innocent people still suffer because they belong to a particular religion or race. The rising scourge of religious fanaticism and sectarianism is turning men into creatures worse than wild beasts.

The malady arises from the priests working at the grass root level in all religions. Ignoring the high ideals enshrined in their religions or rather in all religions they misguide their co-religionists by misrepresenting their scriptures and traditional faiths. In addition to this, selfish politicians also incite the people of their own community against other religious communities so as to broaden and strengthen their vote banks. They sometimes purposefully plan communal riots.

Common people should be aware of such elements. Right type of education can help a lot in this direction. All religions consist of essential and non-essential elements. The irony is that self-styled protectors of different religions ignore the essentials and fight over the non-essentials and cause bloodshed. They do not stop to think that all religions are similar in their basic tenets. In fact all the great prophets and saints were great lovers of humanity. They saw great injustice, cruelty and malpractices in their own communities and raised their voices against it. But what happened? The selfish elements and vested interests did not want any reform; they turned against them and almost all the prophets, saints and reformers had to suffer one way or another.

Prophet Mohammed raised his voice against idolatry and other malpractices amongst the Arab tribes and had to leave Mecca and flee to Medina. The innocent saintly Jesus was mercilessly crucified on the cross because the priestly class of his own Jewish community did not like his reformist zeal. His only fault was that he wanted his people to lead a truly virtuous life and not to care for non-essentials in their religion. The well-trenched priests thought it to be a challenge to their authority and self-interest and therefore incited the Roman ruler of the region to condemn him to death. Jesus was presented by them as some one who incited rebellion against the Roman empire - the greatest crime in the eyes of the Romans.

In the beginning all religions were pure; they aimed at improving the social and spiritual life of man. But by and by non-essential rituals overpowered the basic tenets of religions and spoiled them. That is why Kabir, the great poet-saint of medieval India condemned in his verses the useless rituals in both Islam and Hinduism. Let religion disseminate the ideal of universal brotherhood and create in man a desire for social justice.

Summary

Religious Intolerance

Religious intolerance has been a bane since older times but still continues to turn man against man. The priests working at grass root level and the politicians for their vested interests encourage religious intolerance. Awareness should be brought about amongst the masses and education should be provided on this issue. Great preachers like Prophet Mohammed and Jesus had to suffer because of their reformist zeal. Religion aims at improving the social and spiritual life of man. Kabir condemned useless rituals in Islam and Hinduism and preached brotherhood and spiritual growth of man.

15.4 Check Your Progress

- Q.1. What is the meaning of summarization?
- Q.2. How do we write a summary?
- Q.3. What do you know about the organization in summary writing?
- Q.4. What are the important points for preparing an effective summary?
- Q.5. What method should we follow to deal with comprehension passages.

15.5 Suggested Books

Meenakshi Raman and Sangeeta Sharma : Technical communication, Oxford University Press.

B.G. Tandon and Loveena Tandon : A to Z of English, Ane Publication.

R.P. Sinha : Current English grammar and usage with composition, Oxford University Press,

UNIT - 16

Precis Writing

Structure

- 16.0 Objective
- 16.1 Introduction
- 16.2 Comprehension Passages
 - 16.2.1 Passage - 1
 - 16.2.2 Passage - 2
 - 16.2.3 Passage - 3
 - 16.2.4 Passage - 4
- 16.3 Composition : Precis writing
 - 16.3.1 Sample Exercise
- 16.4 Check Your Progress
- 16.5 Suggested Books

16.0 Objectives

After reading this unit, the students will be able:

- to understand comprehension passages in a better way.
- to know what is critical reading.
- to give answers to comprehension questions.
- to practise reading comprehension passages and to answer questions.
- to know what a precis is.
- to know different aspects regarding precis writing.
- to know how an effective precis can be written.

16.1 Introduction

However good a piece of writing may be, it has little or no significance unless it is read and comprehended by someone. And for any writing to really make a mark, not only do we need a good, expressive writer but also a good, sensitive reader or else the very purpose of writing shall remain unaccomplished.

In today's highly competitive and rapidly changing world, all of us need to assimilate reams and reams of written material in the form of newspapers, magazines, journals, text-books, project and annual reports, simply to keep abreast of all that is constantly happening around us. It's a luxury to find the time to read all that we need to even once; the idea of reading anything a second time - for lack of comprehension in the first round - is truly preposterous if not practically impossible. In other words, in our first reading itself we need to be able to read at a reasonably good speed, focus our complete attention on what we are reading as well as comprehend it, store away all the relevant information for later use, and - here is the catch - accomplish all these seemingly effortlessly, and without losing out on the sheer pleasure of reading.

There are some very basic tips that can effectively improve your reading and comprehension skills.

- (a) **Define the purpose of your reading.** Before you sit down to read anything at all the purpose behind the reading should be clear in your mind. You should have a clarity as to whether you are reading to simply kill time, to appear for an examination, to increase your knowledge, or to collect data etc. The time and the attention you devote to the text would be largely determined by this. For instance, if you are preparing for an examination, not only do you have to understand all that you read you also have to retain it and recall it when you are writing your paper.
- (b) **Improve your vocabulary.** To be an efficient reader it is essential to have a good vocabulary. If your knowledge of words and their usage is limited, firstly you shall have difficulty in comprehension, and secondly, if you have to constantly resort to a dictionary the flow of reading shall be repeatedly interrupted, not only resulting in wastage of precious time but also making a fair appreciation of the text virtually impossible.
- (c) **Read at a fairly good speed.** Remember, effective reading is not necessarily slow reading. Of course, rapid reading is never recommended for good comprehension, but reading slower than a particular speed would shift your focus from the totality of the text to analysis of each word. Excessively slow readers often lose track of what the writer is trying to say as they take far too long to reach the conclusion and in the tedium of the process, lose the larger perspective.

READING COMPREHENSION

While appearing for aptitude tests or entrance examinations you may often find yourself being tested for your reading and comprehension skills. It is of extreme importance to be proficient at both as in academic life as well as in our professional careers most of the time we are reading and analyzing. Slow readers and those poor at comprehension are, sooner or later, bound to stagnate at lower levels of performance. So as to learn to read a passage critically and then answer questions related to it, it may be useful to follow the following tips.

- (a) **Previewing.** Research shows that it is easier to understand what you are reading if you begin with a general idea of what the passage is about. Previewing helps you form a general idea of the topic in your mind. To preview, read the first sentence of each paragraph and the last sentence of the passage. You should do this as quickly as possible. Remember, you are not reading for specific information but for an impression of the topic.
- (b) **Reading for main ideas.** By previewing, you can form a general idea of what a reading passage is about, i.e., you identify the topic. By reading for

main ideas, you identify the point of view of the author, i.e., what the author's thesis is. In other words, what does the author propose to write about the topic. If you could compress the reading to a single sentence, what would it be?

Questions about the main idea can be worded in many ways.

For instance all the following questions are basically asking the same thing.

1. What is the main idea?
2. What is the subject?
3. What is the topic?
4. What would be a good title?

- (c) **Using contexts for vocabulary.** A context is the combination of vocabulary and grammar that surrounds that word. Context can be a sentence, paragraph or a passage and helps you make a general prediction about meaning. If you know the general meaning of a sentence, you also know the general meaning of the words in the sentence.

Making predictions from the context comes in useful when you are stuck in an unenviable situation of not knowing the meaning of certain word or words as a result of your limited vocabulary and have no access to a dictionary. By predicting the meaning of a word by its context you could get out of this undesirable situation.

- (d) **Making inferences.** Sometimes, in a reading passage, you will find a direct statement of fact. This is called evidence. But at other times, you will not find a direct statement and it is then that you will need to use the evidence you have to make an inference. An inference is a logical conclusion based on evidence. It can be about the passage itself or about the author's viewpoint.
- (e) **Scanning for details.** If you are expected to answer questions on the passage, first read them and then look for the important content words. These are usually nouns, verbs or adjectives and are called content words because they contain the content or meaning of a sentence. When you quickly go over the passage looking for content words or their synonyms the exercise is called scanning. By scanning, therefore, you can find the answer you are looking for in the reading passage.
- (f) **Identifying exceptions.** After reading a passage you may be asked to select from four possible answers the one that is NOT mentioned in the reading. You can use your scanning skills to locate related words and phrases in the passage and answer the questions.

- (g) **Locating references.** After reading a passage you may be asked to find the antecedent of a pronoun. An antecedent is a word or phrase to which a pronoun refers. Usually, you may be given a pronoun such as 'it', 'its', 'them', and you will be asked to locate the reference word or phrase in the passage.

16.2 Comprehension Passage

16.2.1. Passage-1

Fertilizer is any substance that can be added to the soil to provide chemical elements essential for plant nutrition. Natural substances such as animal dropping and straw have been used as fertilizers for thousands of years, and lime has been used since the Romans introduced it during the Empire. It was not until the nineteenth century, in fact, that chemical fertilizers became popular. Today, both natural and synthetic fertilizers are available in a variety of forms.

A complete fertilizer is usually marked with a formula consisting of three numbers, such as 4-8-2 or 3-6-4, which designate the percentage content of nitrogen, phosphoric acid, and potash in the order stated.

Synthetic fertilizers are available in either solid or liquid form. Solids, in the shape of chemical granules are popular because they are easy to store and apply. Recently, liquids have shown an increase in popularity, accounting for about 20 percent of the nitrogen fertilizer used throughout the world. Formerly, powders were also used, but these were found to be less convenient than either solids or liquids.

Fertilizers have no harmful effects on the soil, the crop, or the consumer as long as they are used according to recommendations based on the results of local research.

Occasionally, however, farmers may use more fertilizer than necessary, damaging not only the crop but also the animals or humans that eat it. Accumulations of fertilizer in the water supply accelerate the growth of algae and, consequently, may disturb the natural cycle of life, contributing to the death of fish. Too much fertilizer on grass can cause digestive disorders in cattle and in infants who drink cow's milk.

1. With which of the following topics is the passage primarily concerned?
 - (A) Local research and harmful effects of fertilizer.
 - (B) Advantages and disadvantages of liquid fertilizer.
 - (C) A formula for the production of fertilizer
 - (D) Content, form, and effects of fertilizer.

2. In the formula 3-6-4
 - (A) the content of nitrogen is greater than that of potash.
 - (B) the content of potash is greater than that of phosphoric acid.
 - (C) the content of phosphoric acid is less than that of phosphoric acid.

3. Which of the following has the smallest percentage content in the formula 4-8-2?
- (A) Nitrogen (B) Phosphorus
(C) Acid (D) Potash
4. What is the percentage of nitrogen in a 5-8-7 formula fertilizer?
- (A) 3 percent (B) 5 percent
(C) 7 percent (D) 8 percent
5. The word “designate” in line 8 could be replaced by
- (A) modify (B) specify
(C) limit (D) increase
6. The word “essential” in line 2 could best be replaced by which of the following?
- (A) limited (B) preferred
(C) anticipated (D) required
7. Which of the following statements about fertilizer is true?
- (A) Powders are more popular than ever.
(B) Solids are difficult to store.
(C) Liquids are increasing in popularity.
(D) Chemical granules are difficult to apply.
8. The word “these” in line 14 refers to
- (A) Powders (B) solids
(C) liquids (D) fertilizer
9. The word “convenient” in line 14 is closest in meaning to
- (A) effective (B) plentiful
(C) easy to use (D) cheap to produce
10. What happens when too much fertilizer is used?
- (A) Local research teams provide recommendations.
(B) Algae in the water supplies begin to die.
(C) Animals and humans may become ill.
(D) Crops have no harmful effects.

Question Exercise	1	2	3	4	5	6	7	8	9	10
16.2.1	D	D	D	B	B	D	C	A	C	C

16.2.2 Passage -2

The development of the horse has been recorded from the beginning through all of its evolutionary stages to the modern form. It is, in fact, one of the most complete and well-documented chapters in paleontological history. Fossil finds provide us not only with detailed information about the horse itself, but also with valuable insights into the migration of herds and even evidence for speculation about the climatic conditions that could have instigated such migratory behavior.

It has been documented that, almost twelve million years ago at the beginning of the Plocene age, a horse, about midway through its evolutionary development, crossed a land bridge where the Bering Straits are now located, from Alaska into the grasslands of Europe. The horse was the hipparion, about the size of a modern-day pony with three toes and specialized cheek teeth for grazing. In Europe the heparin encountered another less advanced horse called the anchitheres, which had previously invaded Europe by the same route, probably during the Miocene Period. Less developed and smaller than the hipparion, the anchitheres was completely replaced by it. By the end of the Pleistocene Age both the anchitheres and the hipparion had become extinct in North America, where they had originated. In Europe they had evolved into an animal very similar to the horse as we know it today. It was the descendant of this horse that was brought by the European colonists to the Americas.

1. What is this passage mainly about?
 - (A) The evolution of the horse
 - (B) The migration of horses
 - (C) The modern-day pony
 - (D) The replacement of the anchitheres by the hipparion.
2. According to the author, fossils are considered valuable for all of the following reasons EXCEPT.
 - (A) they suggest how the climate may have been.
 - (B) they provide information about migration.
 - (C) they document the evolution of the horse.
 - (D) they maintain a record of life prior to the Miocene Age.
3. The word “instigated” in line 6 could best be replaced by
 - (A) explained
 - (B) caused
 - (C) improved
 - (D) influenced
4. The author suggests that the hipparion and the anchitheres migrated to Europe.
 - (A) by means of a land route that is now nonexistent
 - (B) on the ships of European colonists
 - (C) because of a very cold climate in North America
 - (D) during the miocene Period.

5. Both the hipparion and the anchitheres
 - (A) were the size of a modern pony
 - (B) were native to North America
 - (C) migrated to Europe in the Pliocene Period
 - (D) had unspecialized teeth.

6. Which of the following conclusions may be made on the basis of information in the passage?
 - (A) The hipparions migrated to Europe to feed in developing grasslands.
 - (B) There are no fossil remains of either the anchitheres or the hipparion.
 - (C) There were horses in North America when the first European colonists arrived.
 - (D) Very little is known about the evolution of the horse.

7. According to this passage, the hipparions were.
 - (A) five-toed animals
 - (B) not as highly developed as the anchitheres
 - (C) larger than the anchitheres
 - (D) about the size of a small dog

8. The word “it” in line 15 refers to
 - (A) anchitheres
 - (B) hipparion
 - (C) Miocene Period
 - (D) Route

9. The word “extinct” in line 16 is closest in meaning to
 - (A) familiar
 - (B) widespread
 - (C) nonexistent
 - (D) tame

10. It can be concluded from this passage that the
 - (A) Miocene Period was prior to the Pliocene
 - (B) Pleistocene Period was prior to the Miocene
 - (C) Pleistocene Period was prior to the Pliocene
 - (D) Pliocene Period was prior to the Miocene.

Question Exercise	1	2	3	4	5	6	7	8	9	10
16.2.2	A	D	B	A	B	A	C	B	C	A

16.2.3 Passage -3

It was the first photograph that I had ever seen, and it fascinated me. I can remember holding it at every angle in order to catch the flickering light from the old lamp on the dresser. The man in the photograph was unsmiling, but his eyes were kind. I had

never met him, but I felt that I knew him. One evening when I was looking at the photograph, as I always did before I went to sleep, I noticed a shadow across the man's thin face. I moved the photograph so that the shadow lay perfectly around his hollow cheeks. How different he looked!

That night I could not sleep, thinking about the letter that I would write. First, I would tell him that I was eleven years old, and that if he had a little girl my age, she could write to me instead of him. I knew that he was a very busy man. Then I would explain to him the real purpose of my letter. I would tell him how wonderful he looked with the shadow that I had seen across his photograph, and I would most carefully suggest that he grow whiskers.

Four months later when I met him at the train station near my home in Westfield, New York, he was wearing a full beard. He was so much taller than I had imagined from my tiny photograph.

"Ladies and gentlemen," he said, "I have no speech to make and no time to make it in. I appear before you that I may see you that I may see you and that you may see me." Then he picked me right up and kissed me on both cheeks. The whiskers scratched. "Do you think I look better, my little friend?" he asked me.

My name is Grace Bedell, and the man in the photograph was Abraham Lincoln.

1. The word "flicknering" in tline 2 is closet in meaning to
 - (A) burning constantly
 - (B) burning unsteadily
 - (C) burning very dimly
 - (D) burning brightly
2. The little girl could not sleep because she was
 - (A) She was lonely.
 - (B) She wanted his daughter to write to her.
 - (C) She wanted him to grow a beard.
 - (D) She wanted him to visit her.
3. The man in the photograph
 - (A) was smiling
 - (B) had a beard
 - (C) had a round, fat face
 - (D) looked kind.
4. What did Grace Bedell do every night before she went to sleep?
 - (A) She wrote letters.
 - (B) She looked at the photograph.
 - (C) She read stories.
 - (D) She made shadow figures on the wall.
5. The word "fascinated" in line 1 could best be replaced by
 - (A) interested
 - (B) frightened
 - (C) confused
 - (D) disgusted

6. The word “it” in line 20 refers to
- (A) time (B) speech
(C) photograph (D) station
7. From this passage, it may be inferred that
- (A) Grace Bedell was the only one at the train station when Lincoln stopped at Westfield.
(B) There were many people waiting for Lincoln to arrive on the train.
(C) Lincoln made a long speech at the station in Westfield.
(D) Lincoln was offended by the letter.
8. Why did the author wait until the last line to reveal the identity of the man in the photograph?
- (A) The author did not know it.
(B) The author wanted to make the reader feel foolish.
(C) The author wanted to build the interest and curiosity of the reader.
(D) The author was just a little girl.

Answer

Question Exercise	1	2	3	4	5	6	7	8	9	10
16.2.3	B	B	D	B	B	B	C	C	-	-

16.2.4 Passage -4

Precipitation, commonly referred to as rainfall, is a measure of the quantity of water in the form of either rain, hail, or snow which reaches the ground. The average annual precipitation over the whole of the United States is thirty - six inches. It should be understood however, that a foot of snow is not equal to a foot of precipitation. A general formula for computing the precipitation of snowfall is that ten inches of snow is equal to one inch of precipitation. In New York State, for example, twenty inches of snow in one year would be recorded as only two inches of precipitation. Forty inches of rain would be recorded as forty - two inches.

The amount of precipitation is a combined result of several factors, including location, altitude, proximity to the sea, and the direction of prevailing winds. Most of the precipitation in the United States is brought originally by prevailing winds from the Pacific Ocean, the Gulf of Mexico, the Atlantic Ocean, and the Great Lakes. Because these prevailing winds generally come from the West, the Pacific Coast receives more annual precipitation than the Atlantic Coast. Along the Pacific Coast itself, however, altitude causes some diversity in rainfall. The mountain ranges of the United States, especially the Rocky Mountain Range and the Appalachian Mountain

Range, influence the amount of precipitation in their areas. East of the Rocky Mountains, the annual precipitation decreases substantially from the west of the Rocky Mountains. The precipitation north of the Appalachian Mountains is about 40 percent less than that of south of the Appalachian Mountains.

1. What does this passage mainly discuss?
(A) Precipitation (B) Snowfall
(C) New York State (D) A general formula
2. Which of the following is another word that is often used in place of precipitation?
(A) Humidity (B) Wetness
(C) Rainfall (D) Rain-snow
3. What is the average annual rainfall in inches in the United States?
(A) Thirty-six inches (B) Thirty-eight inches
(C) Forty inches (D) Forty-two inches
4. If a state has 40 inches of snow in a year, by how much does this increase the annual precipitation?
(A) By two feet (B) By four inches
(C) By four feet (D) By 40 inches.
5. The phrase “proximity to” in line 11 is closest in meaning to
(A) communication with (B) dependence on
(C) nearness to (D) similarity to
6. The term precipitation includes
(A) only rainfall (B) rain, hail, and snow
(C) rain, snow, and humidity (D) rain, hail, and humidity
7. Where is the annual precipitation highest?
(A) The Atlantic Coast (B) The Great Lakes
(C) The Gulf of Mexico (D) The Pacific Coast
8. Which of the following was NOT mentioned as a factor in determining the amount of precipitation that an area will receive?
(A) Mountains (B) Latitude
(C) The sea (D) Wind
9. The word “substantially” in line 20 could best be replaced by
(A) fundamentally (B) slightly
(C) completely (D) apparently

10. The word “that” in line 21 refers to
- (A) decreases (B) precipitation
(C) areas (D) mountain ranges

Answer

Question Exercise	1	2	3	4	5	6	7	8	9	10
16.2.4	A	C	A	B	C	B	D	B	A	B

16.3 Compostion Precis

Precis is a French word meaning ‘short’. It is also connected with the English word ‘precise’. It is evident that precis writing involves stripping the original writing of its ornaments, irrelevance, repetitions and illustrations. Precis writing is a condensation in our own words keeping the essence intact. The main theme is expressed in the fewest possible words. The precis should be clear, concise and complete. All the main points of the original passage should be included. The idea is that anyone reading the precis should not need to go back to the original for understanding. When we say ‘main points’ it does not mean that a precis is a disjointed list of the main points of the given passage. It is a continuous piece of writing having an entity of its own.

There is a great need in modern times to be clear, lucid and brief. This is no ordinary task. We have to cull pertinent information from a mass of available facts and statistics. We need to be brief and pithy or our audience may lose interest if we go into great details.

Thus, a precis is a shortened form of the main points of a speech or written text. Precis writing is the art of compressing an idea into a few words, so it is a very useful method of developing one’s capacity of understanding the meaning of a passage and restating it in as few words as possible.

Aspects : Precis writing has three main aspects:

- (i) Meaning (ii) Language (iii) Length

(i) Meaning

1. Read the passage carefully and patiently even if you do not understand the meaning of a few words or expressions. Try to grasp the central theme of the passage as a whole, not in parts.
2. Give the passage a title. If you can do so it would mean that you have understood the meaning of the passage. But if you can’t, go through it again to find a word or phrase that will serve as a suitable title.

3. Then pick out the main points and leave out details. A paragraph normally contains only one idea in the topic sentence. The central idea is one that is related to the title. The rest in the form of an example or explanation is mere detail. So, that can be left out. This process is very much like sifting the grain from the chaff.
4. If you have to make a precis of more than one paragraph the main points contained in each paragraph should be picked up and arranged in proper order. If you make a catalogue of points it would not be a piece of composition. So the main points must be so arranged as to have a logical sequence and coherence. A few sentences do not make a precis.

(ii) Language

1. A precis should be made in you own words. Picking out a few sentences from the passage itself is a poor reproduction, not a precis. A precis expresses only the central theme, so words and expressions used in the passage are usually avoided.
2. It is written in full sentences, so telegraphic language has to be avoided.
3. It is written in the indirect speech, so conversation or direct speech is always put into indirect speech.
4. It is written in the third person (he/she/it/they).
5. Use the same tense as in the passage.
6. Avoid expressions like in my opinion/I think / I believe etc. In a precis you do not express your personal views, so expressions like these are irrelevant.
7. Avoid quotations from the passage.

(iii) Length

Precis writing aims at compression, not expansion, so it is made in about one third of the length of the passage, i.e., in one-third of the number of words, and not in one-third of the number of sentences. A mere reproductin of one-third of the sentences must always be avoided.

How to reduce length?

1. Avoid all illustrations / examples.
2. Avoid all exclamations/expletives/comment clauses/parenthesis like these : well, you see, you know, to tell you frankly etc.
3. Avoid explanation or expansion. A precis is the exact opposite of expansion.
4. Avoid your comments on the view or opinion of the writer. Nothing is put into a precis that is not in the passage.

5. Avoid quotations.
6. Avoid emphatic sentences.
7. Avoid repetitions like this :

He is an extremely old man of ninety years.	(9 words)
He is ninety	(3 words)
8. Avoid figures of speech and use simple English instead:

(A) He is as brave as a lion.	(7 words)
He is brave	(3 words)
(B) His soul left for its heavenly abode.	(7 words)
He die (2 words)	
9. Use Use the method of transformation/substitution :

(A) This is a chair that has not got any arms.	(10 words)
This is a chair without arms.	(6 words)
(B) It is likely that it will rain tonight.	(8 words)
It may rain tonight.	(4 words)
10. Use a single word for a group of words :

(A) He is a person who looks at the bright side of a thing. (13 words)	
He is an optimist.	(4 words)
(B) We want a government of the people, for the people and by the people. (14 words)	
We want democracy.	(3 words)

16.3.1 Sample Exercise

Write a precis of the following text :

Without a knowledge of grammar it is impossible for you to write correctly; and, it is by mere accident if you speak correctly. And pray, bear in mind that all well-informed persons judge of a man's mind (until they have other means of judging) by his writing or speaking. The labour necessary to acquire this knowledge is indeed not trifling. Grammar is not like Arithmetic, a science consisting of several distinct departments, some of which may be dispensed with. It is a whole, and the whole must be learned, or no part is learned. The subject is abstruse; it demands much reflection and much patience but, when once the task is performed, it is performed for life, and in every day of that life it will be found to be a source of pleasure or of profit or both together. And, what is the labour? It consists of no bodily exertion; it exposes the student to no cold, no hunger, no suffering of any sort. The study need subtract from the hours of no business, nor, indeed, from the hours of necessary

exercise. The hours usually spent in the tea and coffee shops and in the mere gossip which accompany them-these wasted hours, of only one year, employed in the study of English grammar would make you a correct speaker and writer for the rest of your life.

SOLUTION

Title : The Study of Grammar

Precis

A knowledge of grammar is necessary for correct writing and speaking, by which a person is usually judged. Grammar is a difficult subject and needs to be studied as a whole and not in parts. But once it is mastered, it is a gain for life. And the labour it requires can be managed out of the time used in gossip over tea and coffee for one year. It need not drain from working time or from the time for exercise.

16.4 Check Your Progress

1. What is critical reading?
2. What do you understand by 'Reading comprehension'?
3. What do you understand by Precis writing? Describe different aspects.
4. Take any Passage of your choice and try to write a precis of it.

16.5 Suggested Books

Meenakshi Raman and Sangeeta Sharma : Technical communication, Oxford University Press.

B.G. Tandon and Loveena Tandon : A to Z of English, Ane Publication.

R.P. Sinha : Current English grammar and usage with composition, Oxford University Press,

UNIT - 17

Note Making

Structure

- 17.0 Objectives
- 17.1 Introduction
- 17.2 Comprehension Passages
 - 17.2.1 Passage - 1
 - 17.2.2 Passage - 2
 - 17.2.3 Passage - 3
 - 17.2.4 Passage - 4
- 17.3 Composition : Note Making
 - 17.3.1 Various Methods for Note Making
 - 17.3.2 The ABC of good Notes
 - 17.3.3 Sub dividing your Notes
 - 17.3.4 Sample Exercise I
 - 17.3.5 Sample Exercise II
- 17.4 Check your Progress
- 17.5 Suggested Books

17.0 Objective

After reading this unit, the students will be able:

- to understand comprehension passages in a better way.
- to give answers to comprehension questions
- to know the importance of note - making
- to understand various methods of note-making
- to know how good notes can be prepared.
- to know how notes can be sub-divided.

17.1 Introduction

What is Reading Comprehension

Reading comprehension refers to the ability to understand information presented in written form. While this skill usually entails understanding textbook assignments or articles in newspapers and journals or various business documents, one's level of reading comprehension skills will affect one's interpretation of directions such as 'what to do' and 'when to do' on various documents. This chapter will give you an increased awareness of the various aspects of reading comprehension and guidelines to help you improve your skills in this area of communication.

Reasons for Poor Comprehension

The main reasons for poor reading comprehension are:

- inability to understand a word;
- inability to understand a sentence;
- inability to understand how sentences relate to one another;
- inability to understand how the information fits together in a meaningful way (organization); and
- lack of interest or concentration.

The reasons for lack of understanding could be situational, depending on the type of reading matter, the subject of the material, and your mental or physical state. Not all failures in all contexts can be attributed to the same factor. For example, inability to understand a biology text may be due to vocabulary problems, while failure to comprehend a mathematical text may be conceptual. Therefore, it is helpful for you to develop a number of strategies in order to deal effectively with different situations.

Improving Comprehension Skills

- Read a variety of materials. Do not limit yourself to textbooks.
- Read a fairly long portion of the material. It would be difficult to assess reading comprehension based on one or two paragraphs. Try to read an entire section or chapter instead.
- Circle unknown or unfamiliar words as you read.
- After reading, recall as much of the information as possible. Jot down points if you like. Then check the accuracy and completeness of your recollections. If the main ideas are presented in a particular order, see if you can recall the structure.
- Consider how interesting the subject matter is and how much you already know about the subject.
- Answer questions about the material after reading it.

These strategies may help you in achieving the following purposes.

- To enhance understanding of the content in a text
- To improve understanding of how information is organized in a text
- To improve attention and concentration while reading
- To make reading a more active process
- To increase personal involvement in the reading material
- To promote critical thinking and evaluation of reading material
- enhance registration and recall of text information in one's memory

Improved reading comprehension skills can positively impact many facets of student academic performance. Students who have effectively read and understood reading

assignments are better prepared for class, leading to improved class participation and more accurate and complete notes. Performance in exams and quizzes could greatly improve as students become more proficient and effective readers. Student interest in a subject is often fostered when one understands the reading assignments. In addition, as students gain proficiency in reading, self-esteem improves.

17.2 Comprehension Passages

17.2.1 Passage - 1

Do birds know how to come back home after a long flight? Bird scientists, known as ornithologists, say that birds know exactly where they are and where their nests are. Even the young ones can fly hundreds of nautical miles without losing their way. How do they do it? God has given them a tremendous sense of direction; possibly they have a compass of sorts in their brain. Every year, we can see birds from north India fly to the south. In India we have several bird sanctuaries where birds from both parts of the globe come, spend a few months and return when the climatic conditions in their homeland are more favourable. When it is winter in the northern hemisphere, it is summer in the southern hemisphere. The birds which cannot stand the cold climate fly to the warmer regions. They are called migratory birds. They can fly non-stop up to twenty hours or so in one stretch and cover a few hundred miles in one stop. The migratory birds always fly in groups.

Questions

1. Who is an ornithologist?
2. Why do we call some birds migratory birds?
3. Are the seasons the same in both hemispheres?
4. Do the migratory birds fly single or in groups?
5. How long can migratory birds fly?

Answer

1. An ornithologist is a bird scientist who has studied the habits of birds.
2. We call some birds migratory birds because they move from their homelands during summer and winter seasons.
3. No; they are always the opposite.
4. They fly in groups.
5. They can fly up to twenty hours at a stretch.

17.2.2 Passage - 2

If you are not in the grip of avarice, you will choose a trade or profession that appeals to you as the means of self-expression and social service, even if you cannot earn much money by it. Your daily duty is not merely money-making drudgery; it is your contribution to social progress and the path of personal development. How sad must be the lot of the man or woman who must do uncongenial work simply for the sake of more money? I know

a younger professor who loved literature passionately and taught it admirably; but his salary was small, and he became a lawyer in order to secure a larger income. I tell you that man was guilty of a crime, and he will not be happy as a lawyer, though he may be a little more comfortable, a little better fed and dressed and lodged. A musician who is born a violinist can never be personally happy or socially useful as a prosperous merchant or stock-broker, as he will miss the violin all the time. Avarice puts round men in square jobs and square men in round jobs. At present many persons in all classes, rich and poor, are unhappy and restless because their daily work is not interesting. It does not provide an outlet for the creative impulse and the insistent urge of personality. Therefore, don't ask in youth, 'How can I earn the biggest salary?' Ask rather, 'How can I be truly happy and do most good to society?' Then you may have less money, but you will have more of life and joy.

Questions

1. When can a man choose a profession through which he can express himself and serve others?
2. Why does the author consider the lawyer known to him guilty of a crime?
3. Why are most of the people unhappy at present?
4. When will a violinist be unhappy?
5. Who are the misplaced persons according to the writer?
6. What is the advice of the writer to the youth?

Answer

1. If one has to choose a profession to serve others, or to express his personality as a human being, he must have no undue attraction towards money even if the profession can provide it.
2. The lawyer was guilty as he left his real profession of a lecturer in which he had real interest - a passion for teaching - simply to earn a little more for material comforts. He sold his happiness for a few pieces of gold.
3. One should take up a profession in which he has real involvement, in which he can create something, where he can express his personality. Most people do not choose such a profession. They choose one which gives them more money. Thus they are better off but never happy.
4. The violinist will always be unhappy if he becomes a busy businessman because his real interest is in violin. His love is for violin. He will miss it. If one loses his love he can never be happy.
5. The persons who take up a job in which they are not primarily interested are misplaced persons. They put themselves in such situations to earn more at the cost of their personality and real interests.

6. Young people should find ways to earn money, but should also devote themselves to the cause of society. This will give them real happiness and make them more active too.

17.2.3 Passage - 3

When I go into a stranger's library I wander round the bookshelves to learn what sort of person the stranger is, and when he comes in I feel that I know the key to his mind and the range of his interests. A house without books is a characterless house, no matter how rich the Persian rugs. These only tell you whether he has a lot of money, but the books tell you whether he has got a mind as well. It is not a question of money that we do not buy books. I repeat that the books are the cheapest as well as the best part of the equipment of a few dollars. Nearly all the best literature in the world is at your command at two dollars a volume. For 100 dollars you can get a library of fifty books. Even if you do not read them yourself, they are a priceless investment for your children. What delight is there like the revelation of books—the sudden impact of a master-spirit, the sense of a window flung wide open to the universe? It is the adventures of the mind, the joy of which does not pass away, that give the adventure of life itself beauty and fragrance.

Questions

1. Why does the adventure of mind not pass away?
2. Why does the writer wander round the bookshelves when he goes to a stranger's house?
3. What delight does a good book provide?
4. What can books tell you about a stranger?
 - (a) That he is a rich man
 - (b) That he believes in priceless investment
 - (c) That he has good mental faculties
5. When one reads a good book, one is delighted because
 - (a) one finds the windows of the library opened
 - (b) one feels the influence of a great writer
 - (c) one knows much about the universe
6. The words 'master-spirit' in the passage mean
 - (a) a prominent writer
 - (b) the spiritual effect of a master
 - (c) one who has a control over the spirit of a man

Answer

1. The adventures of the mind permeate one's own life, filling it with happiness that never goes away.
2. The writer wanders round the bookshelves to learn about the mind of the owner.
3. A good book delights us as it reveals the mind of a great man.
4. c
5. b
6. b

17.2.4 Passage - 4

Our society is built with money for mortar; money is present in every joint of circumstance. It might be named the social atmosphere, since in society, it is by that alone that men continue to live, and only through that can they reach or affect one another. Money gives us food, shelter, and privacy; it permits us to be clean in person, opens for us the doors of the theatre, gains us books for study or pleasure, enables us to help the distresses of others, and puts us above necessity so that we can choose the best of life. If we have scruples, it gives us an opportunity to be honest; if we have any bright designs, here is what will smooth the way to their accomplishment. Penury is the worst slavery and will soon lead to death. But money is only a means, it presupposes a man to use it. The rich man can go where he pleases, but perhaps pleases himself nowhere. He can buy a library or visit the whole world but has neither patience to read nor intelligence to see. The table may be loaded and the appetite wanting; the purse may be loaded and the heart empty. He may have gained the world and lost himself, with all his wealth around him in a great house. Without an appetite, without an aspiration, void of appreciation, bankrupt of desire and hope, there in his great house, let him sit and look at his finger. It is perhaps more fortunate to have a taste for collecting shells than to be born a millionaire. Although neither is to be despised, it is always a better policy to learn an interest than to make a thousand pounds, for the money will soon be spent or perhaps you may feel no joy in spending it, but interest remains imperishable and ever new.

Questions

1. Why does the writer give preference to collecting shells than to be born a very rich man?
2. What is the source of mutual relations in the world?
3. How does money give us the opportunity to choose the best of life?

4. Why does the writer consider poverty as the worst slavery?
5. Why is it not possible for a rich man to enjoy his riches?
6. Explain the idea of the word 'appetite' in the passage.
7. Do you agree with the statement that 'money is only a means'? What is the 'end' of life hidden in the passage?

Answer

1. Collecting shells is a permanent interest. One may have any other such interest. Money may not remain with us permanently. One may not derive real pleasure through it. Thus it is better to learn an interest than to be a rich man.
2. Money is the source of mutual relations in the world. We can reach others and create an effect on them through money.
3. Money frees us from tension about the necessities of life. Freed from this worry, we get time and opportunity to help others, and to acquire knowledge. So we can choose the best of life, to follow our dreams, to be honest, and to create conveniences for others.
4. Poverty does not allow a man freedom. A poor man always depends upon others. Thus it is the worst slavery.
5. A man cannot enjoy the best of food if he has no appetite. Money is only a means to an end. A rich man cannot enjoy his riches if he is simply interested in accumulating wealth and has no other desires or interests to pursue.
6. 'Appetite', in the passage, means desire or interest in enjoying and deriving emotional pleasure from something.
7. Money is indeed a means of accomplishing the aims of one's life. A man who only makes money for its own sake could be intellectually and emotionally bankrupt. The goal of life is to develop all of one's faculties to the fullest and be of service to others.

17.3 Composition : Note Taking

Almost every one of us involved in academics often finds himself in situations where he needs to take notes. You may want to do so while attending a seminar, listening to a talk or a speech, or simply during the daily ritual of attending classes. Note-making is an extremely useful practice that enables the reader/listener to preserve information for his future use. However attentive we may be and however much we may concentrate, it is often difficult to retain and retrieve all that we hear, read or see. Notes are usually jotted down for personal use but you must make an effort to

write clearly and legibly so as to be able to decipher your handiwork even after a long gap of time by when memory of the original text may have been reduced to being a hazy imprint in your mind.

17.3.1 Various methods for Note - Making

There could be several reasons for taking down notes. Firstly, to maintain a record of the speaker's or writer's ideas. Secondly, to assist one's memory while revising the same at a later date or thirdly, for better absorption of the said ideas by putting them in black and white. Just as there could be varied reasons for taking notes similarly there are several methods of note-making. These can broadly be categorized as under:

1. Notes taken while listening.
2. Notes taken while reading.
3. Notes from memory
4. Shorthand notes.
5. Tape recording
6. Photocopying
7. Underlining highlighting, marking etc.

Which of these methods you adopt would depend on what you wish to make notes of, the situation you are in at the given time, and of course what method you feel most comfortable with. Let us briefly look at the advantages and disadvantages of each.

1. **While listening** : Results in tangible and very positive notes and is certainly a very good way of assimilating fresh information. The chances, however, of missing out some important points while trying to simultaneously listen and write are rather high.
2. **While reading** : Note-making while reading can help increase concentration and contribute towards a better analysis. However, this may make reading passive, mechanical process thereby depriving you of the pleasure of reading and forcing you, every now and then, to break away from the writer's train of thought.
3. **From memory** : The advantage of writing notes from memory is that it allows you to focus fully on the speaker/writer. You can even enjoy the luxury of studying the speaker's body language or read between the lines as the case may be. The disadvantage here is that you may not be able to retain all that you hear or see and may ultimately end up losing out on a lot of finer details. In case of reading, of course, you have the advantage of referring back to the text at your will.
4. **Shorthand** : This is the surest way of recording almost everything that you wish to. However, you can do so only if your writing speed is good and for that you need to put in long hours of practice.

5. **Tape-recording** : Needless to say, while adopting this method everything is recorded for your future use leaving you free to concentrate fully on the speaker. However, retrieval of information can at times be tedious and time-consuming as it entails listening to be of any real use to you. Being in possession of a tape-recorder may also turn you into a passive, complacent listener.
6. **Photocopying** : Saves a lot of time and energy, enabling quick and easy retrieval and duplication. Unfortunately, owing to the ease with which it can be accomplished, photo copying often results in sizeable wastage of paper. It also empowers you only with physical possession of information-you may or may not have really studied and internalized the information. Photocopying may also add up to being an expensive way of retaining information.
7. **Underlining, highlighting, etc.** : If you wish to make a note of certain parts of a text this may be the quickest way of going about it-it is also perhaps the most popular. But you can do this only with your own copy of the material. It would certainly not be possible with borrowed books or papers as it results in permanent disfiguration of the same.

17.3.2 The ABC of good Notes

So what then is the secret of making good notes?

Whichever of the above methods you may use, the basics of good note-making remain constant.

Appropriate: Make a note of only what is relevant and appropriate to the purpose for which you are taking down the information.

Brevity: It is of extreme importance that you be brief while making notes. Excessive elaboration on a few points would invariably result in you missing out completely on some others.

Clarity: Even though you may be making notes for your own use, it is useful to avoid ambiguity. Vague or illegible writing may later result in poor recall or, worse still, a misinterpretation of facts and figures.

17.3.3 Sub dividing your Notes

There are several ways of listing and numbering your work. No rigid rules as to how you should divide and sub-divide your notes are to be followed here. Given below are the ones most-commonly used.

Capital letters: A, B, C, D, E, etc.

Small letters (usually used in brackets) : (a), (b), (c), (d), (e), etc.

Arabic numerals: 1, 2, 3, 4, etc.

Decimal system : 1.1, 2.1, 3.1, 4.1, etc.

Large Roman numerals: I, II, III, IV, V, etc.

Small Roman numerals: (usually in small brackets): (i), (ii), (iii), (iv), (v), etc.

With the exception of the decimal system, the rest can be used in combination, e.g., 'AI', '(a) ii', 'S5', or 'II (h)', etc.

Read the following passage carefully and prepare notes from it giving the passage a suitable title.

Acupuncture is a system of treatment of diseases which has been practiced in China for nearly 5000 years. It involves rapid insertion of fine steel needles, about 6 centimeters long, that the doctor twirls between his thumb and forefinger. There are hundreds of acupuncture points on the body. When a puncture is made on a particular spot on the body, energy flows from there along lines known as meridians to the diseased organs. This flow of energy helps restore balance of the system and thus correct the disorder. The points of treatment may be far from the seat of the disease. For example, to cure a toothache, the acupuncturist may insert a needle on the palm of the patient.

Although China is considered to be the country where acupuncture originated, some forms of treatment resembling it have been reported from other parts of the world by anthropologists. Among some ancient tribes, stones and arrows were used to prick the skin. In another form of treatment, the skin on particular spots of the body was burnt to bring about a cure for certain diseases. Whether these kinds of treatment can rightly be classed with acupuncture can be known only after further research.

For long, acupuncture was dismissed by the West as a form of superstition like witch craft and magic cure. In China itself, admiration for the western system of medicine was so great that the native systems of treatment were neglected or mistrusted. Moreover, the theoretical basis for acupuncture that was propounded in China was a mixture of spirituality, philosophy and physiology. This stood in the way of its acceptance by Chinese scientists.

During the 1960's acupuncture came to the notice of western scientists, who viewed it with scepticism as well as curiosity. Doctors from Europe went to China to make a first hand study of this strange form of treatment. They were convinced by what they saw; that acupuncture worked. Not only were diseases cured, but operations too were performed after administering anaesthesia by acupuncture. The patient of such an operation could see and know what was being done, but felt no pain.

After the operation he could get up and walk away. Doctors in other parts of the world took acupuncture seriously and some of them trained themselves and set up practice in their countries. In China itself the status of acupuncture rose when Chairman Mao officially ranked acupuncturists with other physicians.

Solution & procedure of note-making

Title : Acupuncture Gains Recognition

- A. Chinese acupuncture described
- B. Acupuncture in other societies
- C. Why acupuncture was not recognized.
- D. Recent acceptance of acupuncture

This gives you a skeleton or a framework for your notes. The next step is to read the passage carefully and add the details to this framework. Your notes will then have the following form.

Title : Acupuncture Gains Recognition

A. Acupuncture explained

- 1. 5000 years old in China.
- 2. Applying fine needle and twirling it.
- 3. Diseased organ connected to this point. Flow of energy to point of disease; balance restored.

B. Acupuncture in ancient societies.

- 1. Stones and arrows used.
- 2. Burning the skin.

C. Why it was not recognized.

- 1. Considered superstitious.
- 2. China's admiration for the West; hence neglected.
- 3. Theoretical basis not sound.

D. Acupuncture gains acceptance

- 1. Western doctors investigate
- 2. Evidence of its success.
- 3. Operations successful
- 4. Mao recognizes acupuncturists.

When you make notes on a longer passage with several paragraphs, the procedure is essentially the same. You may find that each main heading covers a whole paragraph or sometimes many paragraphs. Subheadings will have to be given under the main headings, and under the subheadings there may be several divisions. Look at the numbering in the following frame:

- A.
- 1.
- (a)

- (b)
- (i)
- (ii)
- 2.
- (a)
- (i)
- (ii)
- (b)
- B.

Another system of notation, known as the decimal notation, uses only the Arabic numerals, as shown below:

- 1.
- 1.1
- 1.2
- 1.2.1
- 1.2.2
- 1.3

17.3.4 Sample Exercise I

Using sub-headings make notes of the following text.

Soil - Its Formation and Erosion

Soil forms but a thin layer at the surface of the earth, a few centimetres to several metres in thickness. It is this thin layer of soil which produces the bulk of man's food supply. This layer upon which agriculture depends has required hundreds of years for its development, but if it is misused it can be destroyed within a few years.

Soil is the product of two forces: the decomposition of rock and the decay of plant and animal life. The processes of physical and chemical weathering are responsible for breaking down the rock into fragments. These rock fragments provide the original material from which soils are formed. This mineral (rock) material is first colonized by plants such as mosses and lichens. By the partial decay of these organisms, humus begins to accumulate. Ferns and grasses now begin to take root, and thereafter shrubs and trees can find a footing. The small roots of plants work downwards, the burrowing animals bring up inorganic matter, and thus the growing mass, becomes porous and sponge-like. The earth matter thus formed can retain water and permit the passage of air.

Both plants and animals influence soil development. Dead plants provide the humus content of the soil. The humus content provides nitrogen and other elements such as phosphorus, calcium, and potassium which are broken down from decaying plant tissue by bacteria.

The influence of animals on the soil is also substantial. Earthworms are of particular importance as they change the texture and chemical composition of the soil as it passes through digestive systems. Ants and burrowing animals also disturb and rearrange the soil.

This soil which is formed in a very long period by various agencies of nature is also very easily eroded by some other forces of nature. Wind and running water are the major agents which remove soil. In a natural undisturbed environment, dense cover of vegetation with the soil exposed to the full force of the elements, erosion is likely to become extremely rapid.

In tropical countries where rainfall tends to be torrential in nature erosion by running water is widespread. Erosion by wind is of particular importance in arid areas. Where the plant cover has been removed, and the dry soil is exposed to strong winds, the lighter particles of the soil may be picked up and carried away.

Man is largely responsible for the removal of the soil's protective cover of vegetation. One of the most common causes of soil erosion is the cultivation of steeply sloping land, without the use of adequate measures to check the rapid run-off of surface water. In many parts of the world, the pressure of population on limited land resources has led peasant farmers to clear the forest from steeply sloping hillsides to grow crops on them. Heavy rainfall on the exposed slopes often results in much of the valuable topsoil being washed down into the valley below.

Another major cause of soil erosion is 'over-stocking' in some of the grassland areas of the world. Pastoral people often try to keep more livestock than the available pasture can adequately support. In their efforts to obtain food, the animals nibble the grass right down to its roots, thus exposing the topsoil and making it readily available for removal by wind and water.

Soil - Its Formation and Erosion

(a) Soil

- (i) forms thin layer at surface of earth
- (ii) a few cms, to several mts. in thickness.
- (iii) produces bulk of main food supply.
- (iv) required hundreds of years for development
- (v) if misused can be destroyed in a few years.

(b) Soil - Product of two Forces

- (i) decomposition of rock.
- (ii) decay of plant or animal life.

(c) Process of Soil Formation

- (i) physical and chemical weathering or rock break it into fragments.
- (ii) these provide original matter for soil formation.
- (iii) mineral matter is colonized by plants.
- (iv) humus begins to accumulate
- (v) burrowing animals bring up organic matter.
- (vi) soil becomes porous and spongy and can retain water.

(d) Natural Sources of Soil Erosion

- (i) wind
- (ii) running water
- (iii) rainfall

(e) Man-Responsible for Soil Erosion

- (i) over population-lack of natural resources.
- (ii) cultivation of steeply sloping lands.
- (iii) overstocking in certain grassland areas.

17.3.5 Sample Exercise - II

Read the following text carefully and prepare notes from it. Use appropriate sub-headings for your notes.

Religious Intolerance

Religious intolerance has been a curse to society since very old times. The great tragedy is that it is still continuing while we boast of our scientific advancement. A very large number of innocent people still suffer because they belong to a particular religion or race. The rising scourge of religious fanaticism and sectarianism is turning men into creatures worse than wild beasts.

The malady arises from the priests working at the grass root level in all religions. Ignoring the high ideals enshrined in their religions or rather in all the religions they misguide their co-religionists by misrepresenting their scriptures and tradifaiths. In addition to this, selfish politicians also incite the people of their own community against other religious communities so as to broaden and strengthen their vote banks. They sometimes purposefully plan communal riots.

Common people should be aware of such elements. Right type of education can help a lot in this direction. All religions consist of essential and non-essential elements. The irony is that self-styled protectors of different religions ignore the essentials and

fight over the non-essentials and cause bloodshed. They do not stop to think that all religions are similar in their basic tenets. In fact all the great prophets and saints were great lovers of humanity. They saw great injustice, cruelty and malpractices in their own communities and raised their voices against it. But what happened? The selfish elements and vested interests did not want any reform; they turned against them and almost all the prophets, saints and reformers had to suffer one way or the other.

Prophet Mohammed raised his voice against idolatry and other malpractices amongst the Arab tribes and had to leave Mecca and flee to Medina. The innocent saintly Jesus was mercilessly crucified on the cross because the priestly class of his own Jewish community did not like his reformist zeal. His only fault was that he wanted his people to lead a truly virtuous life and not care for non-essentials in their religion. The well-trenched priests thought it to be a challenge to their authority and self-interest and therefore incited the Roman ruler of the region to condemn him to death. Jesus was presented by them as someone who incited rebellion against the Roman empire - the greatest crime in the eyes of the Romans.

In the beginning all religions were pure; but by and by non-essential rituals overpowered the basic tenets of religions and spoiled them. That is why Kabir, the great poet-saint of medieval India condemned in his verses the useless rituals in both Islam and Hinduism. Let religion disseminate the ideal of universal brotherhood and create in man a desire for social justice.

Notes

Religious Intolerance

- (a) Religious Intolerance - A Bane
 - (i) Bane since very old times
 - (ii) Still continues in modern times
 - (iii) Innocent people still suffer
 - (iv) Turns man against man
- (b) Men Behind Religious Intolerance
 - (i) Priests working at grass roots level
 - (ii) Selfish politicians
 - (iii) Selfish elements with vested interests
- (c) Removal of Religious Intolerance
 - (i) Awareness amongst common people
 - (ii) Right type of education

- (d) Great Preachers and their Suffering
 - (i) Prophet Mohammad on raising his voice on malpractices among Arab tribes had to leave Mecca & flee to Medina
 - (ii) Jesus-mercilessly crucified on cross as the priestly class didn't like his reformist zeal.
- (e) Aim of Religion
 - (i) Improving social life of man
 - (ii) Improving spiritual life of man
- (f) Kabir and Religion
 - (i) Condemned useless rituals in Islam & Hinduism
 - (ii) Preached universal brotherhood & spiritual growth of man.

17.4 Check You Progress

Q.1 Make notes of the following passage :

Although speech is the most advanced form of communication, there are many ways of communicating without using speech. Signals, signs, symbols, and gestures may be found in every known culture. The basic function of a signal is to impinge upon the environment in such a way that it attracts attention, as, for example, the dots and dashes of a telegraph circuit. Coded to refer to speech, the potential for communication is very great. Less adaptable to the codification of words, signs also contain meaning in and of themselves. A stop sign or a barber pole conveys meaning quickly and conveniently. Symbols are more difficult to describe than either signals or signs because of their intricate relationship with the receiver's cultural perceptions. In some cultures, applauding in a theater provides performers with an auditory symbol of approval. Gestures such as waving and handshaking also communicate certain cultural messages.

Although signals, signs, symbols, and gestures are very useful, they do have a major disadvantage. They usually do not allow ideas to be shared without the sender being directly adjacent to the receiver. As a result, means of communication intended to be used for long distances and extended periods are based upon speech. Radio, television, and the telephone are only a few.

Q.2. Make notes of the following passage :

Wild Flowers of India

Wild flowers are to be found in all kinds of unexpected places if you know how to look for them. While walking in the countryside or climbing a hill in the Himalayas you may come upon some wild flowers brightening a hollow in a rock, or half-hidden amidst the ferns which will make the outdoor

experience especially rich. Even crowded cities have wild flowers growing in neglected corners of parks, ditches, verges of roads, cracks in pathways and in the corners of your garden. Sometimes one or two pop up in carefully cultivated flower pots. We tend to think of them as weeds if they come up unexpectedly in gardens and fields. Stop and look at the wild flowers carefully and you will discover that they have a disarming beauty of their own. Many of them are also ancestors of the familiar garden flowers that we tend so enthusiastically.

With its varied climate, and wide range of physical features, India is the home of an amazing array of species. The Himalayas are a treasure trove of flowers many of which grow all over the northern temperate zone too.

Some of them are unique to the Himalayas while others are very alpine in character. The lower hills have a mixture of temperate and subtropical flora. The plains and the scrub deserts have distinctly different flowers, while hot and humid areas have flora that is specific to their condition. The flower spectrum, if one can call it that, is as wide as it is wonderful. However, there are some flowers that are common to most parts of the country.

The ability to identify wild flowers can transform a journey, walk or a drive into a voyage of discovery. Every shady nook, forest path or ditch becomes endowed with charm as you seek out its hidden cache of wild plants. Knowing the flowers in one's surroundings furthers a desire to know more about flowers whether near or far, and the need to save all the wild things that we have inherited on the earth. The fact that a rapidly growing population is threatening wild habitats is also connected with an awareness of nature and the need to preserve it.

There is a lack of awareness about conservation and the balance of nature. Natural plant life is not inexhaustible and we cannot be complacent about it, already many of our wildlife habitats are lost forever. Small things can help, for instance while walking we should walk along trodden path, for stepping on a plant may mean wiping out a whole species forever. Photographing wild flowers is a good way of enjoying their beauty forever. Plucking them needlessly is as thoughtless as it is destructive.

Q. 3. Make notes of the following passage:

The Rose

Throughout the history of western civilization, from the earliest times to the present day, the rose has been the flower closest to the heart of man. In Greek mythology Aphrodite, the goddess of love, was regarded as the creator of the rose, which was supposed to have arisen from a mixture of her tears and the blood of her wounded lover Adonis. In Roman legend it was said to have

sprung from the blood of Venus. We find it appearing repeatedly in ancient history as a symbol of love and beauty, and sometimes of licentiousness and excess.

Keeping in mind the extensive use of the rose in paintings and for purposes of decoration it is soon evident that it stands supreme to all other flowers. Today the rose can be found in most gardens in countries all over the world, sometimes struggling in the most unsuitable of climates. What is the fascination of this flower? How is it that the rose has always been the best loved of all flowers? It seems to have the ability to evoke by its beauty many of the emotions, principles, desires and joys fundamental to the spirit of man, and to do this as no other flower can.

In the flower of a rose there are many flowers. It is seldom quite the same on any two days. From the opening bud to the fall of a flower, at every turn of its petals as they unfold, it is constantly presenting us with a new picture. Its colouring, too, is a mystery - perhaps deep and rich at the center, maybe softer towards the outer edges, but the balance will always be changing, sometimes paling with time, or taking on a new hue, or occasionally intensifying. The flower varies according to where it is grown, from garden to garden, from one soil to another. It varies according to weather conditions; it will be quite different on a sunny day than on one which is cool and overhung. It will take on one appearance in summer and quite another in autumn. This perhaps is one of the reasons why we do not easily tire of it. Then of course, there is the fragrance, which has been described as the very soul of a rose, and here we find no less diversity.

With all this the rose is also the most practical of plants, often flowering intermittently from early summer to the coming of the first frosts. Once planted it will live for many years. Even those with no particular feeling for flowers can plant it in the knowledge that it is not going to give very much trouble. It is a flower for all people, from the great garden to the smallest suburban plot. What other flower can combine with so many qualities? It is small wonder then that the rose is known as the 'Queen of Flowers'.

17.5 Suggested Books

Meenaxi Raman and Sangeets Sharma: Technical Communicatin, Oxford University Press.

B.G. Tandon and Loveena Tandon: A to Z of English, Ane Publication.

R.P. Sinha: Current English Grammar and usage with Composition, Oxford University Press.

UNIT - 18

Letters

Structure

- 18.0 Objectives
- 18.1 Introduction
- 18.2 Passage for Reading : Nehru's Letter to Indira
- 18.3 Different Layouts of the Letter
- 18.4 Difference between Informal and Formal Letter
- 18.5 Essentials of Informal Letter
- 18.6 Types of Formal Letters
- 18.7 Essentials of Formal Letters
- 18.8 Let us sum up
 - Key words
 - Suggestive Readings

18.0 Objectives

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

- ♦ understand the importance of oldest means of written communications
- ♦ essentials of a letter writing
- ♦ to comprehend the formats of letter writing

18.1 Introduction

In unit 18, we introduce you to some basic concepts in communication in depth. Sometimes we write informal letters to our friends, relatives acquaintances etc. and sometimes we write formal letters - while applying for a job, placing order for something, mailing complaints, seeking information or writing to the editor.

18.2 Nehru's Letter to Indira

What shall I write to you, my dear? Where shall I begin? When I think of the past, vast numbers of pictures rush through my mind. Some of the pictures stay longer than others. They are my favourites and I begin to muse about them, and, unconsciously almost, I compare past happenings with what is taking place today. I try to find a lesson in them for my guidance. But what a strange jumble is one's mind, full of disconnected thoughts and ill-arranged images, like a gallery with no order in the arrangement of pictures. And yet perhaps the fault is not entirely ours. Most of us could certainly arrange the order of events in our minds better. But sometimes the events themselves are strange and difficult to fit into any scheme of things.

I think I wrote to you once that study of history should teach us how the world has slowly but surely progressed, how the first simple animals gave place to more

complicated and advanced animals, how last of all came the master animal - Man, and how by force of his intellect he triumphed over the others. Man's growth from barbarism to civilisation is supposed to be the theme of history. In some of my letters I have tried to show you how the idea of cooperation or working together has grown, and how our ideal should be to work together for the common good. But sometimes, looking at great stretches of history, it is difficult to believe that this ideal has made much progress or that we are very much civilised or advanced. There is enough of want of cooperation today, of one country or people selfishly attacking or oppressing another, of one man exploiting another. If after millions of years of progress we are still so backward and imperfect, how much longer will it take us to learn to behave as sensible and reasonable persons? Sometimes we read about past periods of history which seem to be better than ours, more cultured and civilised even, and this makes us doubt if our world is going forward or backward. Our own country has surely had brilliant periods in the past, far better in every way than our present.

It is true that there have been brilliant periods in the past in many countries - in India, Egypt, China, Greece, and elsewhere - and that many of these countries have relapsed and gone back. But even this should not make us lose heart. The world is a big place and the rise and fall of any country for a while may not make much different to the world at large.

Many people nowadays are apt to boast of our great civilisation and of the wonders of 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 the 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 organisation of these insects. We look down upon the insects as almost the lowest of living things, and yet these tiny things have learnt the art of cooperation and of sacrifice for the 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 cooperation and sacrifice for the good of society are the tests of civilisation, we may say that the White Ant and 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 cooperation 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 a stir. 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! Well may they smile and be glad, for the joy of serving in a great cause is theirs; and to those who are fortunate comes the joy of sacrifice also. Today we are trying to free India. That is a great thing. But even greater is the cause of humanity itself. And because we feel that our struggle is a part of the great human struggle to end suffering and misery, we can rejoice that we are doing our little bit to help the progress of the world.

Jawahar Lal Nehru
(Extract from Glimpses of World History)

Glossary

muse : ponder ; think seriously
relapse : fall back ; happen once more
astir : in motion

Comprehension Questions

Answer these questions briefly.

1. What according to Jawaharlal Nehru, is "the theme of history"?

2. What makes the writer think that our world is not moving forward?

3. What does Nehru consider more important than India's freedom?

4. What are the two qualities of insects which impressed Nehru the most?

5. The author feels that we have not progressed much after millions of years. Pick out the words from the text in support of this statement.

6. Underline the qualities listed in the box that make a living being superior.

rationality, intelligence, indifference, cleverness, inconsistency, witticism, tolerance, simplicity, cunning

18.3 Different Layouts of the letter

The layout of the letters is of the following types :

- (1) **The Indented Form** : This is the conventional form of layout. It is well balanced and each paragraph begins well away from the margin and even the addresses are indented. Earlier this layout was followed because letters were generally typed manually.

		-----	Sender's
		-----	Address

		-----	Date
Receiver's	-----		
Address	-----		

Salutation	Dear Sir,		

Subscription		-----	

- (2) **The Full Block Form** : This is **the most popular form** of layout used in letter writing. In this modern form of layout the sender's address, the salutation, the

reference line and the first line of all the paragraphs are aligned with the left margin. In this form generally Open Punctuation is followed which means no comma after the address, the salutation and complimentary close.

Sender's Address	----- ----- -----
Date	-----
Receiver's Address	----- ----- -----
Salutation	Subject : ----- Dear Sir -----
Body of the letter	----- ----- ----- -----
Subscription Name	Yours faithfully -----
Signature	-----

(3) **Semi Block Form** : In the semi-block form the body of the letter is written in the indented form, will the paragraphs properly indented.

Sender's Address	----- ----- ----- -----	Date
Receiver's Address	----- ----- ----- -----	
Salutation	Subject : ----- ----- ----- ----- -----	Body of the letter
Subscription Name	----- -----	

- (4) **The Hanging Indention Form :** This form lies mid-way between the indented and the block forms. In this form of layout the first line of every paragraph is aligned with the left-hand margin but the remaining lines are spaced away from the margin.

	-----	Sender's
	-----	Address

	-----	Date
Receiver's	-----	
Address	-----	

Salutation	Subject :-----	

Subscription	-----	

	-----	Name

18.4 Difference between Formal and Informal letters

- (a) **Informal Letters :** Informal letters are friendly or social letters to relatives, friends etc., wherein the tone is impressive, natural and personal. The body of the letter consists of information which convey emotional touch. It has personalized salutation and complimentary close like Dear Ram or Respected Uncle and Yours affectionately or Yours lovingly.
- (b) **Formal Letters :** Formal letters have a set language, style and direct correspondence on important issues or subject is made. They contain a certain degree of politeness so that the issues are materialised or dealt deftly and even the refusals do not become offensive. The salutation and complimentary close are very formal and signature is accompanied with the name of the signing person. For eg. Sir/Madam and Yours sincerely or Yours faithfully.

Read the letters given below in the light of above differences.

18.4.1 Informal Letters

Ques. : You are planning to visit your friend who lives in Kolkata. Write a letter telling him/ her about your programme.

Ramesh
16, Sai Baba Road
Pune
August 30th, 2007

Dear Akram

I thought I'd drop you line to confirm the arrangement for my trip to Kolkata - I must say, I am really looking forward to my a week long stay.

I would board the train on 27th and take flight from Delhi on 29th morning at 9 'o' clock. The flight gets in at about evening. Could you meet me at the airport ? I hope we would really have a gala time. I request you to make all the prior arrangements needed for my stay - if there is any problem please let me know immediately.

Convey my regards to all the elders and love to you.

Your friend

(Raman)

18.4.2 Formal Letter

Ques. : Write a letter to the Editor, Times of India, Jaipur giving your views on frequent breakdown of electricity in your locality.

4, Nanak Sadan
Jaipur

16th June 2007.

Sub :- Frequent breakdown of electricity.

Sir,

This is to bring to your kind notice of the concerned authorities that Vikas Colony is suffering from frequent and prolonged power cuts since the last fortnight. All complaints to JVB area office have proved to be pointless. Life has come to a virtual standstill, people are sweating it out in this terrible heat.

The concern officers should take all needed steps to amend the situation. Powercuts should be properly scheduled so that public can reorient their routine and continuous check should be there on the electricity thieves.

I expect the concerned authorities to take heed of the matter immediately before it becomes too late.

Yours faithfully

Summit Ghosh

18.5 Essentials of Informal Letters

The following points should be carefully noted while writing personal or informal letters:

- (a) Your address alongwith the date is written at the top left hand corner of the letter.
H.No. 15, Itanagar
Lucknow,
Nov. 10, 2007
- (b) The date may be written in any one of the following forms : July 3, 2007 ; 3rd July, 2007; July3rd, 2007. But it should never be written as 03.07.2007 or 3-7-2007.
- (c) The salutation uually is : My dear father, Mr dear brother, Dear Ramesh, etc.
- (d) The body of the letter should be divided into paragraphs, each paragraph containing a single idea.
- (e) The subscription should correspond to the salutation in tone. Likely Yours affectionately, Your loving son ; Yours lovingly, Sincerely yours etc.

Informal Letter

14, Manak Road
Bangalore
20th Aug 2007

Dear Brother,

It is wonderful in Bangalore. I miss you all but the Tennis camp is great. The daily schedule is hectic. We start at 6 a.m. with practice sessions. This continues till about 11 a.m. We relax till about 4 p.m. and then the evening session begins. We have some cultural shows too along with technique oriented lectures. I am very happy here as I got an opportunity to meet Leander Paes and Bhupati and I was lucky to take their autograph too.

Convey my regards to mother and father.

Yours affectionately

Nimit

18.6 Types of Formal Letters

Formal letters can broadly be classified into 3 types :

(a) Business or officials letters : The business letters constitutes a written record of transactions offers, enquiries, registering compliants, asking for and giving information, orders or agreements.

Ques. : You saw an advertisement for career counselling in vocational courses. You want to know about the various vccational courses available after std. XII. You decide to write a letter to the Registrar, Vardhaman Mahaveer Open University, Kota in order to find out more details about their counselling, their charges, timings etc.

Praveen Kumar
Navjeevan Park
Banswara
15th Oct. 2007

The Registrar
V. M. Open University,
Kota

Subject : Information about Career Counselling.

Sir

I came across your advertisement in which information about summer career counselling classes being held in your University Campus was given. Certain details did not become clear and since I am interested in joining these classes, I would like to have added information.

What is the course fee and whether the fees will have to be submitted in the beginning of the course or not. What different avenues will be touched upon and how they would benefit the student ?

Kindly reply soon.

Yours faithfully

Praveen Kumar

Check Your Progress

Write a letter to the Director of University Academic Library putting in a request to start a reading cum-library at your Regional Centre.

(b) Letter to the Editor : The letters to the editor are short, to the point, dealing with the problem and with personal efforts to rectify the cause.

Ques. : A letter to the editor of a newspaper complaining about bad roads and drains.

4, Teacher's Colony
Kota
June 27th, 2007

The Editor
Dainik Bhaskar
Kota

Sub. : Throw light on bad roads and drain.

Sir

Through the columns of your esteemed newspaper I should like to invite the attention of the authorities to the bad roads and drains of this locality.

Most of the roads look like corrugated iron sheets. These bumpy roads are quite unfit for cars and buses and even for bicycles.

There is something wrong with drains, too. There is water - logging even in summer, so the whole area is full of flies and mosquitoes, causing serious health hazards.

I hope the authorities will do the needful before it is too late.

Yours faithfully

Ramesh Sinha

Check your progress

Write a letter to the Editor of 'The Hindu' regarding the grim situation of your area during rainy season.

(c) **Application for job :** Writing an application for a job is one of the most important formal letters. It reflects the personality of the job-seeker, academic qualifications, interest, experience etc.

Ques. : Draft an application for the post of an accountant in Infotech (Pvt.) Ltd. Co., Alwar in response to their advertisement that appeared in a local daily dated 25th Oct., 2007

Nipun Kumar
41, Neem Ka Thana
28th Oct., 2007

The Director
Infotech (Pvt.) Ltd. Co.
Alwar

Subject :- Application for the post of accountant
Application for the post of accountant.

Sir,

With reference to your advertisement in Rajasthan Patrika dated 25th Oct., 2007 for the post of accountant, I wish to submit my candidature for the same.

I have first completed my P.G. Diploma course in accountancy. I believe in being financially independent, hence the need for this job. I intend to build up a career in accountancy. I would be happy to hear from you.

Kindly find my biodata enclosed.

Yours faithfully

Nipun Kumar

BIO-DATA

NAME : **NIPUN KUMAR**
Father's Name : Pawan Kumar
Date of Birth : 3rd June, 1987
Permanent Address : 41, Neem Ka Thana
Rajasthan

Educational Qualification :

Name of Examination	Name of Board/ University	Name of School/ College	Percentage Marks
X	Raj. Board, Ajmer	V.P. Singh Model School	65%
XII	Raj. Board, Ajmer	V.P. Singh Model School	63%
Diploma in Accountancy	B.D.S. University	Naveen College	B +

Experience : 3 months in S.S. Fabricators, Neem Ka Thana
Interest : Reading and travelling
Reference : 1. Sh. Ram Kumar
Sr. Divisional Clerk
S.S. Fabricators,
Neem Ka Thana
2. Sh. Krishan Singh
U.D.C.
Naveen College,
Jaipur

Check your progress

Draft an application for the post of a salesman in a leading soap company. Mention that you are good looking, smart, confident and have a good command over English.

18.7 Essentials of Formal Letters

A formal letter has the following seven essential parts :

- (a) **Sender's address** : The detailed postal address of sender is written on the top to enable the receiver to contact.
- (b) **Date** : The date consists of the figure showing the day, the month and the year in the expanded form.
- (c) **Receiver's Address** : The full name or designation of the person or firm, name of the newspaper, or company or college and postal place.

- (d) **Subject** : It is essential as it makes the work of the receiver easier as the receiver is able to know what the letter is all about.
- (e) **Salutation** : Dear sir/ Madam most commonly used form in formal letters.
- (f) **Body of the letter** : The body of the letter should be divided into 3 parts. The first part deals with the introductory caption line. The second part deals with issues, problems, enquires, placing orders, replies. etc. The last part deals with suggestions, views, alternative queries, list of orders, etc.

The letter should be systematically written with a polite and tactful tone.
- (g) **Subscription** : It helps to add a polite touch to the letter and shows the relationship between the correspondents. The name and designation written later on make the person accountable for what has been written.

Formal Letter

Irlene Eyre
X Lane
New Delhi
24th Aug., 2007

The Editor
Hindustan Times
K.G. Marg
New Delhi

Subject : Promoting the cause of the Girl Child.

Sir

With great dismay I want to draw your attention towards the increasing number of cases of female foeticide and infanticide. For unturies the girl child has been a vicitm of misplaced notions and an object of ridicule and discrimination.

Today we find the girls competing with boys in every sphere-studies, jobs, administration or politics. Sania Mirza, Joshna Chinappa and Aruna Kesavan have proved that if the girls are given proper opportunities they can out do boys in every field. We are proud of our young girl achievers who have contributed significantly in spreading awareness about the value of girl child in every Indian family.

The need of the hour is to change the social milieu and force the Qrthodox people to treat boys and girls equally. We can correct the gender imbalance by caring for our daughters as much as we do for our sons.

Yours faithfully

Irlene Eyre

A Concerned Citizen

Check Your Progress

A friend looked after you when you were very sick. Write a letter thanking him/her for the act of kindness.

18.8 Let us sum up

In this unit, we discussed different layouts of letter writing, informal letters and many types of formal letters. You should now be able to handle personal correspondence to friends and relatives alongwith different types of formal letters required for various purposes.

Key Words

- draft : outline
formal : in accordance with rules, customs and conventions
intent (verb) : start (a line) further from the margin
informal : without formality
salutation : the introduction phrase eg. Dear Sir

Suggestions Readings

1. English grammar and composition by Rajendra Pal and Prem Lata Suri, Sultan Chand & Son.
2. Swati Samanta Rai : Business Communication and communication English, New Delhi, Sultanchand.