

HARYANA STATE BOARD OF TECHNICAL EDUCATION



LEARNING TEXT BOOKLET (ENGLISH) DIPLOMA 1ST YEAR (January, 2019)

Developed By

**Haryana State Board of
Technical Education, Bays
7-12, Sector 4, Panchkula**

In collaboration with

**National Institute of Technical
Teachers Training & Research,
Sector-26, Chandigarh**

PREFACE

Technical Education in polytechnics plays a very vital role in human resource development of the country by creating skilled manpower, enhancing industrial productivity and improving the quality of life. The aim of the polytechnic education in particular is to create a pool of skill based manpower to support shop floor and field operations as a bridge between technician and engineers. Moreover, a small and medium scale industry prefers to employ diploma holders because of their special skills in reading and interpreting drawings, estimating, costing and billing, supervision, measurement, testing, repair, maintenance etc.

Despite the plethora of opportunities available for the diploma pass-out students, the unprecedented expansion of the technical education sector in recent years has brought in its wake questions about the quality of education imparted. Moreover, during the last few years the students seeking admissions in the polytechnics are coming mainly from the rural background and face the major challenge of learning and understanding the technical contents of various subjects in English Language.

The major challenge before the Haryana State Board of Technical Education is to ensure the quality of a technical education to the stakeholders along its expansion. In order to meet the challenges and requirement of future technical education manpower, consistent efforts are made by Haryana State Board of Technical Education to design need based diploma programmes in collaboration with National Institute of Technical Teachers Training and Research, Chandigarh as per the new employment opportunities.

The Board undertook the development of the learning material tailored to match the curriculum content. This learning Text Booklet shall provide a standard material to the teachers and students to aid their learning and achieving their study goals.

Secretary
HSBTE, Panchkula

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SYLLABUS

1.1 ENGLISH LANGUAGE

L T P

2 - 2

DETAILED CONTENTS

- 1. Basics of Communication (06 Hrs)**
- 1.1. Definition and process of communication
 - 1.2. Types of communication – Verbal (Listening, Speaking, Reading and Writing) and Non-verbal communication
- 2. Functional Grammar (22 Hrs)**
- 2.1. Noun and Pronoun
 - 2.2. Punctuation
 - 2.3. Preposition
 - 2.4. Conjunction
 - 2.5. Verb –Main verb and Auxiliary verb)
 - 2.6. Tenses
- 3. Reading Skills (12 Hrs)**
- 3.1. Unseen passage for comprehension (Based upon the passage, following aspects may be covered
 - Questions from the passage
 - One-word substitution
 - Prefixes and Suffixes
 - Antonyms and Synonyms etc.
- 4. Writing Skills (30 Hrs)**
- 4.1. Correspondence – Business and Official
 - 4.2. Notice, including Press Releases
 - 4.3. Memos
 - 4.4. Circular

- 4.5. Basics of Report Writing
- 4.6. Resume Writing
- 4.7. Writing E-mail
- 4.8. Paragraph Writing
- 4.9. Picture Composition

List of Practicals

1. Listening Exercises
2. Self and Peer Introduction
3. Debate
4. Situational Conversations: Offering - Responding to offers; Requesting – Responding to requests; Congratulating; Expressing sympathy and condolence; Apologizing and Forgiving; Complaining; Warning; Asking and giving information; Getting and giving permission; Asking for and giving opinions; Talking about likes and dislikes
5. Just a Minute Sessions – Extempore
6. Group Discussion
7. Newspaper Reading
8. Mock Interviews: Telephonic and Personal

DISTRIBUTION OF SYLLABUS FOR ASSESSMENTS AND DISTRIBUTION OF MARKS

Section	Assessment	Units to be covered		Distribution of Marks
A	1 st Internal (20 marks)	Unit 1.1	Definition and process of communication	5
		Unit 2.1	Noun and Pronoun	5
		Unit 4.1	Correspondence – Business and Official	10
B	2 nd Internal (20 marks)	Unit 2.2	Punctuation	5
		Unit 4.2	Notice, including Press Releases	5
		Unit 4.3	Memos	10
C	Final (60 marks)	Unit 1.2	Types of communication – Verbal (Listening, Speaking, Reading and Writing) and Non-verbal communication	5
		Unit 2.3	Preposition	5
		Unit 2.4	Conjunction	5
		Unit 2.5	Tenses (Verb –Main verb and Auxiliary verb)	5
		Unit 3	Unseen passage for comprehension (Based upon the passage, following aspects may be covered) <ul style="list-style-type: none"> • Questions from the passage • One-word substitution • Prefixes and Suffixes • Antonyms and Synonyms etc. 	10
		Unit 4.4	Circular	5
		Unit 4.5	Basics of Report Writing	5
		Unit 4.6	Resume Writing	5
		Unit 4.7	Writing E-mail	5
		Unit 4.8	Paragraph Writing	5
Unit 4.9	Picture Composition	5		

Chapter - 1

BASICS OF COMMUNICATION

Learning objective

- To become aware of and understand the fundamental elements of communication and their broad application.

1.1 Meaning and Definition of Communication

Communication is the process through which people exchange their ideas, information, feelings or thoughts with one another. This exchange or communication can be through speech, body language, gesture, eye contact or symbols. The word communication is derived from the Latin word 'COMMUNIS' which means common.

Since man is a social being and lives in a society, communication forms an important part of our lives. It plays an important role in the development of mankind, society and in the economic growth of any country and the world as a whole.

According to Ferry and Franklin "Communication is the art of developing and attaining understanding between people.

The Process of Communication

Since communication is the process between two or more persons, there is a sender and a receiver.

The sender sends the message and the receiver receives it and understands it. It is the complete process of transmission and exchange of facts, ideas, feelings and thoughts.

The process is made up of several components. These components are inter-related and form the model of communication. The various components of the process of communication are:

- 1) Message or Idea
- 2) Sender
- 3) Encoding
- 4) Communication Channel (Medium)
- 5) Receiver
- 6) Decoding
- 7) Feedback

1) Message

Message is a piece of information spoken or written to be passed from one person to another. It is a subject matter of communication. It may involve any fact, idea, opinion, figure or information. It comes in the mind of sender, speaker or communicator.

2) Sender

Sender is the person who sends or conveys the message. There is always a communicator or sender in the process of communication. He may be an individual, a group or an organization. The sender must have a clear picture in his mind about what he wants to communicate. For example, a lecturer delivering a lecture in the class room is a sender of a message.

3) Encoding

When an idea comes in the mind of the sender, he puts it in a manner in which the receiver may understand it. Giving a thought a form of language which can be understood by the receiver is called encoding.

4) Communication Channel

Channel is the means or medium of communication by which a message is transmitted to the receiver. After encoding the message, the sender chooses the method to give information to the receiver. It can be written, spoken, through sign or body language.

5) Receiver

Receiver is the person who receives the message. Without the receiver the process of communication is incomplete. He may be a listener or reader or viewer of the message. He not only receives the message but understands it and gives feedback.

6) Decoding

Decoding is the process of translating an encoded message into understandable language. The receiver converts the symbols, words or signs received from the sender in his own easy language to get the complete meaning of the message.

7) Feedback

Feedback is the receiver's response to the sender's message. It is the last but important element in the process of communication. It is the reversal of the communication process where receiver becomes the sender and the sender becomes the receiver. It helps the sender to know that the message has been received and understood by the receiver in a manner it was sent to be understood.

1.2 Types of Communication

Language is the most powerful tool of communication. It is used to convey messages easily. There are two types of communication:

- 1) Verbal Communication
- 2) Non-Verbal Communication

1) **Verbal Communication:** The communication done by using language or (words) is called verbal communication. It is further divided into two parts:

- a) Oral Communication
- b) Written Communication

The term or word oral means anything related to the mouth. Oral communication is a form of communication in which the message is transmitted in spoken form. In oral communication the sender and the receiver exchange their ideas through speech, either in face to face conversation or through some mechanical or electrical device.

The forms or the modes of the oral communication are - face to face communication, meeting, conference, seminar, radio, T. V., lectures, interviews, telephone etc.

Advantages of Oral Communication

- i) It is faster than the written conversation.
- ii) Oral communication helps in getting quick response from the receiver.
- iii) It is more effective because in this process, the sender and the receiver share their ideas on one to one basis.
- iv) It is more effective because one can make gestures and use body language to convey the ideas and feelings.
- v) It is useful when the information has to be kept a secret between the sender and the receiver.
- vi) It is useful when the receiver is illiterate.
- vii) It is useful when some messages are to be given to a large number of people.
- viii) It is more flexible because ideas and counter ideas can be exchanged and debated upon.

Disadvantages of Oral Communication

- i) It may not be possible in areas where there are no means of communication available.
- ii) It cannot serve as an authentic piece of record unless the conversation is recorded.
- iii) It may fail in certain situations and create misunderstanding because of the immediate response from the receiver where the sender and the receiver are in disagreement with each other; such disagreements can lead to arguments.

Written Communication

The communication in which the information is exchanged in the written or printed form is known as written communication. It is the most formal of all types of communication. Written communication is transmitted by written words in the form of letters, reports, handbooks, memos, circulars, cards,

magazines, etc. and these days through e-mails. It is helpful to keep a record of communication with the advancement of technology. These days scope of written communication has become global with the availability of electronic means like e-mail and fax.

Advantages of Written Communication

- i) Written communication is useful when the messages are of permanent nature.
- ii) It is useful when the message is long and lengthy.
- iii) It is helpful even when the receiver is in any part of the world
- iv) It is useful when the message contains figures and pictures or data.
- v) It is helpful when the message is difficult to transmit orally.
- vi) It is useful for the receiver because he gets sufficient time to understand the message and respond appropriately.
- vii) Written communication is useful for keeping a record in the future.

Disadvantages of Written Communication

- i) It may create confusion in the mind of the receiver and to clear that confusion there may be a lot of to and fro exchange of information which may be time consuming.
- ii) Once the message has been dispatched, there is little scope for amendments.
- iii) If the written communication is poorly drafted, it may create misunderstanding and confusion in the mind of the receiver.

Communication consists of basically four important skills:

1. Listening skill:

Listening is an interpretative skill. In our daily life we listen to many words and texts through T V, computer, internet, music-system, mobile phone and human interactions. We spend our maximum time listening to others. Listening is usually done to obtain information, share experiences, solve problems etc. In organizations listening assumes more importance because policies are framed based on the information gathered by listening to subordinates. Good listening is an art that can be cultivated. A good listener knows the art of getting much more than what the speaker is trying to convey. Good listening always demands concentration of mind.

2. Speaking skill:

The ability to speak clearly and effectively is very significant. Man is a social animal and he maintains his social relations mainly through spoken language. He feels more comfortable while expressing his views through speech only. It is a very important communication skill. But it is very essential for a speaker

to make his message clear, meaningful and easily understandable to the receiver. Effective speech has become an important asset in this busy modern world. Much of our time is spent speaking formally and informally. We speak to express our needs, ideas and thoughts to others. A good speaker matches his ideas with meaningful, relevant and impressive words.

3. Reading skill:

Reading skill is the foundation of good communication skill. Reading skill refers to the ability to understand written text. When a person comprehends or understands written text and combines his understanding with prior knowledge, he may be called a good reader. A good reader reads the matter with a purpose. There are a number of reasons why we read and this will often influence what we read and how we read. We must also bear in mind the purpose of the text from the writer's point of view. Text does not exist in a vacuum. Somebody who wrote the text had a reason for doing so. Comprehensive reading leads to enhancement of vocabulary of the readers.

4. Writing skill:

Writing skill is one of the significant parts of communication skills. It is purely formal in nature. No organization works without written communication. Efficiency at work is judged on the basis of written reports. All the projects are carried out by following written instructions. Good writing ability plays a vital role in every profession. In all the fields, professionals are required to write reports, memos, texts, manuals, instructions, circulars and so on. Good writing skills are valuable assets at the work place. The good writers are more intelligent, confident, capable and responsible. Good writing skills not only ease the communication process in workplace but also leave positive effect on others.

2) Nonverbal Communication

The word nonverbal means communication without the use of words and language. Non-verbal communication involves neither written nor spoken language but includes all the forms of communication which occur without the use of words. It is a process of communicating message through facial expressions and body language. Non-verbal communication is made through facial expressions, eye contact, physical gestures, postures and head and body language.

Types of Nonverbal Communication

- i) Kinesics (body language): is the study of body movements to judge inner state of emotions expressed through different parts of the body. Our body movements express our feelings in a subconscious way. Our facial expressions and eyes, postures and physical appearance convey a lot of messages.

- ii) **Paralanguage (Voice Type):** It is the study of quality and volume of voice. It refers to how a person speaks. It stresses on how a person speaks rather than what he speaks.
- iii) **Proxemics (space distance):** it is the study of how we use a space around to communicate the message. It is the personal space language as kinesics is the body language. Four types of distance of space is to determine the human relationship while communicating with each other.
 - a) **Intimate:** Physical contact to one and half feet. Physical contact to a distance of one and a half feet.
 - b) **Personal:** From one and half feet to four feet. From one and a half feet distance to distance of four feet.
 - c) **Social:** From four feet to twelve feet. From a distance of four feet to a distance of twelve feet.
 - d) **Public:** From twelve feet to infinity (range of eye sight & hearing).
- iv) **Haptics (Touch Language):** It is a study of how physical contact or touch is used to communicate the idea and feelings. Stroking, patting, shaking hands etc. play an important role in human behaviour.
- v) **Chrosemics (Time Language):** The subject deals with the way people use time dimension or time language. This time language is called chrosemics. It involves the time dimensions when we are communicating with someone. For, example, delay in reply to a personal or business letter in the office shows the irresponsibility of the person and completion of the task within a given time frame shows the sincerity or hard work of the person.
- vi) **Physical contexts:** Physical contexts like room design, furniture, decoration, color etc. convey a lot of meaning to our senses.

Advantages of nonverbal communication

- (i) It is the natural and effective means of communication between two or more persons.
- (ii) When verbal communication breaks down nonverbal communication serves the purpose.
- (iii) It provides efficiency to the sender as well as receiver. We can transmit a non-verbal message because the receiver can understand the message unconsciously.

Disadvantages of Nonverbal Communication

- (i) Body language cannot convey the full message but only a part of it.
- (ii) Some of the gestures vary (different) from one region to another.
- (iii) Nonverbal communication is more difficult to understand.
- (iv) In nonverbal communication, sometimes the gestures can be misunderstood.

Formal Communication

Formal communication is the process of exchanging information between two or more persons by following official rules, procedures, systems, formalities and chain of command in the form of written communication such as notes, letters, memos, notices, reports and statements. It usually relates to officially accepted activities. It travels through the senior most employees to the juniors. In this communication, every member of the organization has a position or status. It is not necessary that it is always in a written form. It can be verbal or through gestures.

Advantages of Formal Communication

- (i) Formal communication is more efficient as it follows the rules.
- (ii) It is considered to be authentic because all records are maintained.
- (iii) It creates proper control and discipline in the organization.
- (iv) It is permanent in nature as it can be used as reference for the future.
- (v) It is systematic and easy to communicate with each other.
- (vi) With this we can communicate with employees quickly.
- (vii) It is very well coordinated, so all activities are done properly and easily through this communication.
- (viii) As it follows rules and regulations, there is very low possibility of mistakes in exchanging information within the organization.
- (ix) It is cost effective as these days all communication is done through e-mails or faxes.
- (x) It is transmitted instantly.

Disadvantages of Formal Communication

- (i) It is time consuming.
- (ii) There is lack of direct and personal relation between the top executives and the employees.
- (iii) It is inflexible because there is a chain of command and the procedures have to be followed.
- (iv) In such a system of communication, everybody has his own duty, so everything becomes mechanical.
- (v) It may create misunderstanding because the sender is higher authority and the receiver is lower staff.

Informal communication

Informal communication is the communication that takes place outside formal structures of the work place. It does not have any formalities. This is based upon informal relations. Formal communication networks will always be supported by informal channels. Informal communication is flexible and it changes with the changing situations. Note that informal communication can occur in the same settings as the formal communication, such as a manager may tell the employee something about his personal life that is not meant to be

recorded formally. Gossip is a form of informal communication. Some people refer to informal communication as the 'grapevine,'.

Advantages of Informal Communication

- (i) It brings a sense of unity among employees of an organization when they meet to share and discuss certain issues.
- (ii) It provides feedback to the management.
- (iii) The speed of this is remarkable for transmitting information as it goes from one person to another instantly.

Disadvantages of Informal Communication

- (i) It cannot always be taken seriously because it spreads or transmits information by word of mouth or orally.
- (ii) It does not carry the complete information as it is based on guess or one's personal opinion.
- (iii) It may distort the information as it is completely unofficial and its origin lies in hearsay.
- (iv) In such a communication, there are chances of misinterpretation, as every member can change information according to their own will and understanding.
- (v) It does not assign the responsibility on anyone; in case of any misunderstanding.
- (vi) There are the chances of leakage of information and it can damage the reputation or upset the plans of the organization.

Questions on Chapter-1

- Q.1 State whether following statements are true or false. Furnish true answers, if false.
- a) A message has to be in a written form.
 - b) Written communication is a verbal form of communication.
 - c) Oral communication is more expensive than a 'WhatsApp' message
 - d) Formal communication is temporary in nature.

Answer key: (a) It can be in written or spoken form. (b) It can be in verbal form. (c) It is less expensive. (d) It is a permanent nature.

- Q.2 Fill in the blank.

- a) The subject or form that deals with the way people use time dimension in communication is known as
- b) Type of communication where official rules, procedures and chain of command are practiced is called communication.

Answer key: (a) Chronemics (b) Formal

- Q.3 Choose the correct answers.

- a.1) Written communication is cost effective.
- a.2) Written communication is useful when a record is required to be kept.
- a.3) Written communication can be used along with gestural communication

- b.1) In nonverbal communication speaking skills are very important.
- b.2) Nonverbal communication cannot convey the whole message.
- b.3) Eye movements are not part of nonverbal communication.

Answer key: (a) 2 (b) 2

- Q.4 What do you understand by communication channel? Answer in two/three sentences.
- Q.5 Why is feedback an important component of communication process? Answer in two/three sentences.
- Q.6 What are the important basic skills of communication? Elaborate.
- Q.7 Discuss the merits and demerits of nonverbal communication as compared to verbal communication.

Chapter - 2

FUNCTIONAL GRAMMAR

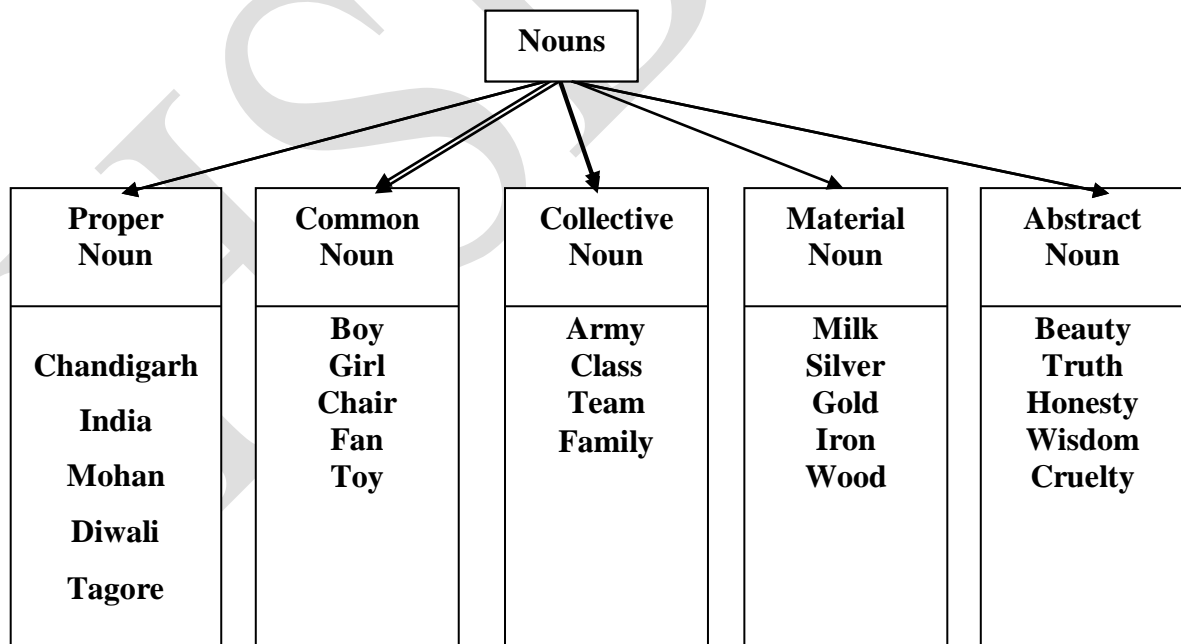
Learning Objectives:

- The primary objective of this Unit is to introduce the learners to the basic elements of English grammar. Each section of the Unit deals with a different grammatical component, its types and usage in varied situations through appropriate examples. To check the understanding of each concept, and provide practice to the learner, exercises have been provided at the end of every section.

2.1 Noun and Pronoun

Noun is a part of speech that denotes a person, a place, a thing, an idea, a quality or an emotion. The English word 'noun' is derived from the Latin word "nomen" which means "name". Every language has words that are noun. Examples:-

Person : Krishan, Kumar, teacher, boy, patriot, soldier.
 Place : Hostel, park, kitchen, India, Delhi.
 Thing : Copy, book, hat, silver,
 Idea : Art, democracy, diplomacy, monarchy
 Quality: Truth, falsehood, justice, greed.
 Emotion: Love, hatred, fear, joy



Kinds of Nouns:

There are five kinds of Nouns:

- Proper Noun
- Common Noun

3. Collective Noun
4. Material Noun
5. Abstract Noun

1. A
Proper Noun is the name of a particular person, place or thing; as: Tagore, Chandigarh, India, the Ramayana, Diwali, Christmas.

A Proper Noun always begins with a capital letter. Adjectives formed from Proper nouns also begin with Capital letters; as: English, Indian

2. A Common Noun is the name given to any person, place or thing of the same class or kind; as: Boy, men, hen, hat, chair, lake, toy, tiger, girl, book.
3. A Collective Noun denotes several persons or things regarded as one group; as: Army, team, class, team, committee, family, crowd, jury
4. Material Noun is the name of the material or substance of which things are made; as: Milk, silver, gold, wheat, silver, rice
5. An Abstract Noun is the name of a quality, state, action, an art or science:
 - *Quality*-Truth, beauty, honesty, wisdom
 - *State*-Youth, manhood, childhood
 - *Action*-Hatred, jealousy, theft
 - *Art*-Painting, photography, music
 - *Science*-Mathematics, Physics, Botany.

NOTE- Proper, Common, Collective and Material Nouns are **Concrete Nouns** because they denote things having material forms. They can be seen, heard, touched, tasted or smelt. The Abstract Nouns, however, denote things which cannot be seen, heard, tasted, touched or smelt.

Proper, Collective, Material and Abstract Nouns can also be used as Common nouns; as:

- a) *Socrates* was a Greek philosopher. (Proper)
- b) Dr. Radhakrishnan was the *Socrates* of India. (Common)
 - Parveen is the captain of our hockey *team*. (Collective)
 - The Principal ordered all the hockey *teams* to reach the Gandhi ground. (Common)
- c) This cinema is built of *stone*. (Material)
- d) He threw *stones* at the police. (Common)
 - *Beauty* needs no ornaments. (Abstract)
 - Meena is a *beauty*. (Common)

Note:

- An Abstract Noun is used as a Proper Noun when it is personified.
- *O Death ! where art thou?*

- n Abstract Noun when used as a Proper Noun always begins with a capital letter.
- Abstract Nouns may also be used as Collective Nouns to represent a group.
- The *youth* of the country is going astray.

Exercise-1

Choose and classify Nouns in the following sentences:

1. The Taj is built of marble.
2. Kalidas is the Shakespeare of India.
3. The ring is made of gold.
4. Truth conquers in the long run.
5. The committee is of one mind.
6. He has lost his bunch of keys.
7. The lion is a beast of prey.
8. I saw a snake in the wood.
9. The crowd was out of control.
10. Health is wealth.

Exercise-2

1. I read *The Tribune* daily.
2. Life! O sweet Life!
3. Who does not admire beauty?
4. Laughter is the best medicine.
5. Indira Gandhi was a great woman.
6. This woman has three sons.
7. The restaurant is open.
8. The dog barked at the cat.
9. Elephants never forget anything.
10. Money doesn't grow on trees.
11. Follow the rules.
12. Love is a wonderful emotion.
13. My mother looks a lot like my grandmother.
14. Throw the ball.
15. Please close the door.

Numbers

There are two numbers in English

1. The Singular
2. The Plural

A Noun that denotes one person, place or thing is said to be in Singular number e.g. book, man, knife etc. It is generally denoted by the use of definite state.

Noun that denotes more than one person, place or thing is said to be in the Plural number e.g. books, men, knives.

Gender

The form of noun which shows whether what is spoken of is of male sex, female sex or no sex is called Gender. There are four genders in English:

1. Masculine Gender
2. Feminine Gender
3. Common Gender
4. Neuter Gender

1. Masculine Gender shows that the Noun belongs to the male sex e.g. Son, father, king, lion.
2. Feminine Gender shows that the noun belongs to the female sex e.g. Daughter, mother, queen, aunt etc.
3. Common Gender shows that the noun is common to both the sexes e.g. Parent, servant, orphan, child etc.
4. Neuter Gender shows that the noun is the name of a lifeless object e.g. Room, chair, tree, table, pen, shop.

Exercise-1

Rewrite the following sentences after changing the Nouns in brackets into plural numbers:

1. The (buffalo) were stung by (bee).
2. (Child) love (holiday).
3. The (hero) were loved by both (man) and (woman).
4. New (furniture) has arrived.
5. The king had four (wife).
6. (He) bought (a knife) yesterday.
7. The (policeman) caught the (thief).
8. (He) pushed the (child) out.
9. (People) loved their (hero).
10. The (book) were arranged on the (table).

Exercise-2

Choose the correct form of the Verbs given in brackets.

1. Mathematics (are, is) a difficult subject.
2. Alms (are, is) given to the needy.
3. Many people (do, does) not know this.
4. I bought two (dozen, dozens) eggs.
5. His trousers (was, were) short in length.
6. Do you like Wordsworth's (poetries, poetry).
7. He bought new (furniture, furnitures).
8. India's second (inning, innings) is not yet over.
9. This news (is, are) true.
10. The (scenery, sceneries) of Kashmir is beautiful.

Pronoun

Pronoun means 'for a noun'. It is a word used instead of a noun. It is of the same person, gender and number as the noun for which it is used. The noun to which a pronoun refers is called its antecedent.

1. Anu is an intelligent girl. *She* has won a scholarship.
2. Parents are a blessing. *We* should respect *them*.
3. There lived a rich man in a town. *He* had four sons. *They* were very obedient.

In these sentences, 'she', 'we', 'them', 'he' and 'they' are pronouns.

Kinds of Pronouns

Pronouns are of the following types:

1. Personal Pronouns - I, we, me, us, my, our, you, he, she, it, they, them etc.

2. Reflexive Pronouns - Myself, ourselves, herself, himself, themselves.
3. Relative Pronouns - Who, which, whom, what, that.
4. Interrogative Pronouns - Who, whose, whom, which, what
5. Indefinite Pronouns - Some, any, anyone, none, everyone, all, few, many, other, another
6. Distributive Pronouns - Each, either, neither, every.
7. Demonstrative Pronouns - This, that, these, those.

1. Personal Pronoun

A personal pronoun is pronoun that stands for a person or persons. As there are three persons, Personal Pronouns are also of three types.

- First Person Pronoun stands for the person or persons *speaking* e.g. I, my, me, we, our, us, mine, ours.
- Second Person Pronoun stands for the person or persons *spoken to* e.g. You, your, yours, yourself, yourselves, thou, thy, thine.
- Third Person Pronoun stands for the person or persons *spoken of* e.g. He, she, it, they, his, her, him, hers, theirs.

Read and compare the following sentences:

1. This camera is yours.
2. A friend of mine went there.
3. That house is ours.

In these sentences, yours, mine and ours are Possessive pronouns.

- This is your camera.
- My friend was there.
- That is our house

In these sentences, your, my and our are called Possessive Adjectives because they are placed before Nouns and qualify them like Adjectives.

Note:

- A Personal Pronoun must be of the same number, gender, and person as the noun
 1. Munna made a noise. *He* was punished.
 2. The boys came late. The professor fined *them*.

- When a Collective Noun is taken as a whole, the Personal Pronoun should be in singular number; as,
 1. The class has gone to *its* room.
 2. The committee is holding *its* meeting.
 3. The jury has given *its* verdict

The Use of 'it'

It is the third person in singular number and is used for of neuter gender, animals and birds, e.g.

1. The dog is a faithful animal. *It* keeps watch at night.
2. I saw a lovely child. *It* was weeping.
 - It and its are used to refer to lifeless things.
 - It may refer to the whole of a preceding statement.
She has failed again. I expected *it*.(her failing)
 - It can be an impersonal pronoun, supplying a subject for various verbs e.g.
It is 8 O'clock now. It is my turn now.
 - It is common as an introductory subject, standing for a clause, an infinitive or a general.
 - It is not clear why he wants to go.
 - It is better to leave her to herself.
 - It is also used as an impersonal pronoun to show natural phenomena, weather condition, time, distance, and sometimes, the complement of a verb; as,
 - It is very hot today.
 - It is Sunday today.
 - It is noon now.
 - It is our duty to serve the country.
 - It was I who served him.

Note:

- When two Singular nouns joined by 'and 'are preceded by 'each' and 'every', both, the Pronoun and the verb should be singular e.g. Every teacher and every student was in *his* place.
- When two or more singular nouns are joined by or, either....or, neither.....nor, the Pronoun is Singular e.g.
 - Neither Sham nor Harman brought *his* book.
 - Neither Vinod nor Prem did *his* work.
 - Either Sham or Gopal has lost *his* pen.
- ut when a Plural noun and a Singular Noun are joined by either....or, neither....nor, the Pronoun is Plural e.g.
 - either Sohan or his friends failed in *their* work.

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either the Principal nor the other members of the staff did their work.

- The case of Pronouns after 'than' and 'but' should be as under.

- He is older than *I*. (am)
- I know you more than *he*. (knows you)
- You know him more than *I*. (know him)

2. Reflexive Pronouns/Emphatic Pronouns

A Pronoun that reflects the action of the Subject on the subject itself is called Reflexive Pronoun.

Forms of Reflexive Pronouns:

Reflexive Pronouns are formed by adding - '*self*' to Pronouns of the Singular number (e.g. my, your, him, her, it) and - *selves* to Personal Pronouns of the Plural number (our, your, them).

- I enjoyed myself.
- He has hurt himself.
- She burnt herself.

Note:

A Reflexive Pronoun is never used as subject in place of a Personal Pronoun.

Incorrect : He and myself went there.

Correct : He and I went there.

Read the following sentences:

I myself heard her shouting (I and no-one else).

We ourselves are to blame (We and no-one else)

He himself has one it (He and no-one else)

In all these cases, the Reflexive Pronouns are used for the sake of emphasis. Hence, they are called Emphatic Pronouns.

3. Relative Pronouns

A Relative Pronoun refers to a noun or pronoun, which joins two sentences. The Noun to which it refers or relates is called its Antecedent;

Read the following pairs of sentences

- I met a boy. He gave me a book.
I met a boy, who gave me a book.
- This is the car. I bought it yesterday.

This is the car which I bought yesterday.

Here, the Pronouns who and which not only stand for the nouns 'boy' and 'car' but also join two sentences like a Conjunction. Such pronouns are called Related Pronoun because they relate or refer to the Noun preceding them.

- a. I saw the house **which** he has bought.
- b. He is the man **whom** we punished.

A Relative pronoun should be placed as near its antecedent as possible.

- a. Incorrect:-The boy was fined who stole my pen.
- b. Correct:- The boy who stole my pen was fined.

A Relative Pronoun must agree with its antecedent in Number, Gender and Person; as,

It is she who stole my book.

Who, whom, whose are used for persons only; as,

- a. The girl who speaks the truth is always loved.
- b. I know the man whose son was lost.

Which is used for lifeless things, animals and infants; as,

- a. This is the camera which my father bought for me.
- b. The baby which was ill, has died.
- c. Bring me the letter which the peon brought.

Sometime the antecedent of a Relative Pronoun is omitted; as,

- a. Those, whom the gods love, die young.
- b. Sincere were the prayers, that we said.

Who can be used in the Nominative, and **which** can be used in both Nominative and Objective cases.; as,

Use of 'That'

- 1) **That** is used in speaking of persons, animals and lifeless things. It is never used in the possessive case and is never preceded by a preposition; as,
 - This is the camera that my father bought for me.
 - The hat that I bought this morning has been lost.
- 2) After Adjectives in the Superlative degree, as,
 - This is the richest man that I have ever seen.
- 3) After the words- all, some, nothing, none, nothing, only, any, the few, the little etc.

- a. All that glitters is not gold.
 - b. There was none that didn't love him.
- 4) After the interrogative Pronouns-Who, which and what; as,
- a. What is that troubles you?
 - b. Which is the book that you like the best?

The use of Relative Pronoun (what, as, but)

- I) 'What' is used for things only, never for persons. Its antecedent is seldom expressed.
- a) What was said is right.
 - b) I shall hear what he has to say.
- II) 'As' is used as a Relative Pronoun after 'as such' or 'as the same'; as,
- a. He is such a boy as I hate.
 - b. This is the same house as we occupied last year.
- III) 'But' is used as a Relative Pronoun in the sense of 'who not ' 'which not' etc., as,
- a. There was none but wept. (who didn't weep)
 - b. There was none but sold. (which was not sold)

4. Interrogative Pronouns (Who, whose, whom, which, what)

An Interrogative Pronoun is a pronoun that is used in asking a question e.g.

Who, whose, whom, which and what are Interrogative Pronoun.

- 'Who', 'whose' and 'whom' are used for persons only; as,
 - Who is knocking at the door?
 - Whom do you want to see?
 - Whose is this pen?
- 'Which' refers to things but it can also be used for persons when it implies selection; as,
 - Which is your pen?
 - Which of the boys stole your camera?
 - Which out of these has been selected?
- 'What ' is used for things or occupation, ideas or words etc.; as,
 - What do you want?
 - What is your father?
 - What is this?

5. Indefinite Pronouns

Indefinite Pronouns don't refer to any particular persons or things. They refer to persons or things in a general way; as, All, none, some, few, others, one, many, enough, any etc.

- All have done their homework.
 - Both of them were present there.
 - Some of them have gone there.
 - He has enough to spare.
 - Everybody loved her.
 - One must love one's country.
- The Indefinite Pronoun 'one' is always followed by one's and never by his or her; as,
One must do one's duty.(not *his*)
 - One is also used in place of a noun, before or after it to avoid repetition; as,
This apple is rotten, give me that one.
 - None is used in Plural or Singular as the sense requires when referring to persons or Common Nouns; as,
 - None of those books was mine.
 - None but the brave deserve the award.
 - The Pronouns 'anybody, 'everybody, 'everyone ', 'each 'etc. are used for the nouns of masculine or the feminine genders according to the context; as,
Each of those five girls has paid her fee.
 - But when the gender is not expressed, the Pronoun of the masculine gender is used.
 - Everyone must respect his parents.(not theirs)
 - Anyone can pass if he works hard.(not they)

6. Distributive Pronouns

Distributive Pronouns refer to persons or things, one at a time. They are always followed by verbs in Singular Number. They point to the persons or things taken individually or in separate groups; as *each, every, either, neither*.

- a) *Each* of the girls has a pen in her hand.
- b) *Every* student was present.
- c) *Either* of these roads leads to our college.
- d) *Neither* of them was wrong.

- Each means two or more persons or things taken one by one.
- Either means one of the two or both.
- Neither is negative of either, and means not the one and not the other of the two.

7. Demonstrative Pronoun

A Demonstrative Pronoun is one which points out to object to which it refers; as,

This, that, these, those, such, someone, none, same, so

- This is a pen.
- That is a box
- Those are books.
- These are my scissors; those are yours.
- Both study and play are necessary for a student; this makes him smart and that wise.

8. Reciprocal Pronouns

Each other 'and 'one another 'are called **Reciprocal Pronouns** as they denote mutual action.

- 'Each other' is used when speaking of two persons or things.
- 'One another' is used when more than two persons or things are spoken of;as,
 - The two brothers love each other.
 - All the five brothers quarrelled with one another.

Exercise – 1

Fill in the blanks with appropriate pronouns:

-stole pen
- Has he received the camera..... ... sent him?
- There was no one..... laughed
- One should be loyal to..... country
- Sham is taller than.....
- do you think will become the president?
- The boy..... came here this morning is cousin.
- To..... were you speaking?
- Listen to..... I say.
- do you want?
-whom Gods love, die young.
- The two friends loved
- Everyone likes to have.....way.
- Between you andhe is a robber
- That book is

Exercise – 2

- 1) He runs faster than.....
- 2) If I were.....I shouldn't do it.
- 3) This is the same pen.....you lent me.
- 4) The mancame here was my uncle.
- 5) The two sisters loved.....
- 6) The boys came late, were punished.
- 7) I visited the house you've bought.
- 8) Each one of them did work
- 9) You are not so clever as.....
- 10) He is known to my father and.....

Exercise - 3

- 1)rang the bell?
- 2)shall we sit andshall we eat?
- 3)do you think is responsible for this?
- 4) This is the house..... I sold yesterday.
- 5) I will be there you call me.
- 6) The four brothers loved.....
- 7) Each student did..... homework neatly.
- 8)does not love his country?
- 9) I shall wear.....you choose for me.
- 10) I do not know he was born.

2.2 Punctuation

Appropriate/right use of Marks, Points or Stops in writing is called Punctuation. The word *Punctuation* is derived from the Latin word '*Punctum*' which means, a point. In the sentence:

- 1) Mohan says that Mohit is a genius.
- 2) "Mohan", says Mohit, "is a genius."
- 3) Mohan says, "Mohit is a genius."

In the last two sentences the meaning has completely changed due to punctuation. In Sentence 2, Mohan is a genius while in Sentence 3, Mohit is a genius.

The main marks of Punctuation are:

1. Full Stop (.)
2. Comma (,)
3. Semi-colon (;)
4. Colon (:)
5. Marks of Exclamation (!)
6. Apostrophe (')
7. Hyphen (-)
8. Dash (-)
9. Parentheses ()
10. Inverted commas or Quotation marks (" ")
11. Mark of Interrogation (?)

12. Capital Letters

The use of Full Stop or Period (.)

- It marks the longest pause. The main purpose of the period or the full stop is to show that a sentence has come to an end. It is used at the end of an assertive or imperative sentence.
 - a) He has broken the window.
 - b) Fetch me a glass of water.
 - c) Work is worship.
 - d) Sit down.
- Full Stop is also used with abbreviations: M.A., Dr., M.L.A., M.P.

The Use of Comma (,)

The comma is used for the shortest pause. It is the most important pause of a sentence.

- a) The comma is used between three or more words of the same part of speech, while the last two are connected by 'and'.
 - Kavita, Reena and Parul are fast friends.
 - He likes mangoes, apples, pears and bananas
- b) The comma is sometimes used to separate two clauses.
 - If you go to Delhi, please meet my sister.
 - When she comes here, I shall ask her about it.
- c) The comma is sometimes used to separate clauses joined by a co-ordinating conjunction.
 - He is not poor, but is dishonest.
 - Men may come and men may go, but I go on forever.
- d) The comma is sometimes used to mark off a word in a vocative case.
 - Mohan, obey your parents.
 - Here is your watch, brother.
 -
- e) Commas are used to separate words and phrases in apposition (addition of one word or a group of words to another as an explanation)
 - Mother Teresa, a great social worker, was a kind woman.
 - Lala Lajpat Rai, the Lion of Punjab, was a great patriot.
- f) The comma is used when words of the same class or rank go together in pairs.
 - Inside the class or outside it, at home or in the field, with friends or relatives, he is always making mischief.
- g) A comma is used to separate the reported speech from the reporting verb in direct form of narration.
 - He said to his mother, " I shall not have my dinner today."

- "Honesty" said the teacher, is the best policy."
- h) A comma is used to mark off words such as "yes", "no", "well", "thanks", "however", "nevertheless", "after all", "for instance"; as,
- Yes, I shall do my best to help you.
 - No, he is not to blame for it.
 - Well, it is for you to judge.
 - Thanks, you have done a lot for me.
 - However, I shall see what I can do for you.
 - After all, he is a friend.
 - For instance, a good listener is a good talker.
 - Nevertheless, he must be saved.
- (i) Before and after an adjectival phrase formed with a participle.
- Ria, having completed her studies, decided to marry Raman.
 - We, knowing all about her pride, praised our aunt and got permission to go on picnic.
- (j) To separate words, phrases, and clauses inserted into the body of a sentence.
- She, too, was partly blamed for the delay.
 - His mother, however, didn't recover from her illness.
 - Kareena is, after all, a good girl.
- (k) To avoid repetition of a verb.
- I gave her a flower and him, a watch.
 - Ruby is a teacher and Nanda, a writer.
- (l) To separate co-ordinate clauses in a compound sentence.
- The crowd shouted, cheered, waved and laughed at the comedian.
 - The player gasped, panted and collapsed on the ground.

Note: No comma is required before *and/or* when words are arranged in pairs connected by 'and', 'or' etc.

1. You can send the letter by ordinary post or by registered post or by air mail.
2. She got angry with you and me, her brother and father.

Use of Semi-colon (;)

Semi-colon is used to indicate a greater pause than indicated by a comma. It is used:

- (a) To separate co-ordinate clauses joined by conjunctions such as *-otherwise, therefore, now, nevertheless, so far, while, whereas* etc.
- As Ceaser loved me, I weep for him; as he was fortunate, I rejoice at it; as he was valiant, I honour him; but as he was ambitious, I slew him.
 - I have fever; therefore I can't attend your lecture.
- (b) Semi-colon is used to separate independent clauses not connected by conjunctions.

- The rain fell in torrents; the moon was hidden by the clouds; the road was deep in mud; the weary traveller plodded painfully along.
- c) To separate an independent clause from following clause beginning with: *Accordingly, namely, therefore, finally, consequently, virtually, ultimately* etc.
- There are three principles of his life; namely, truth, honesty and non-violence.
- (d) To separate the clauses of a compound sentence if they contain a comma.
- My uncle is a poor, uneducated, honest, simple man; but I love him.
 - The brilliant, beautiful girl came on the stage; all gave an unending applause.

The Use of Colon (:)

The colon marks a longer pause than semi-colon. It is used when the pause intended is less than as indicated by the full stop. The colon is used:-

- (1) To introduce a quotation; as,
Shakespeare says: "Brevity is the soul of wit."
- (2) Between statements grammatically independent but closely connected in sense.
 - To err is human: to forgive is divine.
 - Speech is silver: silence is gold.
- (3) To introduce a speech or statement that does not directly depend upon the verb:
 - We hold this truth as self-evident: that all men have the right to live.
- (4) To introduce an explanation:
 - The reason for my delay is this: I didn't get up early today.
- (5) To introduce a list or statement that does not directly depend upon the verb:
 - The four great leaders are: Gandhi, Nehru, Patel and Bose.

The Use of the Mark of Exclamation (!)

The mark of exclamation is used after interjections and after phrases and sentences expressing sudden emotion or wish; as,

- a) How lovely the baby is!
- b) Alas! She has failed again.
- c) May you live long!
- d) Would that I were a millionaire!
- e) God! Have mercy upon me.
- f) Arm! Arm! The enemy is at the gate.

The Use of Apostrophe (')

The apostrophe is used to indicate

- (a) That some letter or letters in a word have been omitted; as,
The Hon'ble Minister, Don't(Do not) can't (can not).
- (b) The Possessive: Monit's toy, Aksha's bat
- (c) Plurals of numbers and letters: 2a's, 4b's; 7's,3's
 - There are two s's in the word 'ambassador.'
 - His 7's and 9's look alike.

The Use of the Hyphen(-)

The hyphen is used to join the parts of a compound word:
son-in-law, tooth-brush, tug-of-war, thirty-eight, seventy-two

The Dash is used:

- a) To indicate an abrupt stop or change of thought; as,
Had they not boarded the train—but what is the use of thinking of that option now?
- b) To resume a scattered subject; as,
Friends, companions, relatives—all deserted him.

The Use of Parentheses () or Double dashes

Parentheses is used to separate from the main part of a sentence a phrase or clause which doesn't grammatically belong to it; as,

- i) He gained from Heaven (it was all he wished) a friend.
- ii) A remarkable instance of this kind of courage—call it if you please resolute will—is given in the history of Babar.

The Use of Inverted commas (" ")

- (a) Inverted commas indicate direct speech
 - He said to me, " Are you a doctor?"
 - He said, " I don't know anything. "
- (b) Inverted commas are used to enclose a quotation or the words actually spoken by a person.
 - "Beauty is truth, truth beauty," says Keats.
 - The father asked his son, " Why are you so late?"
- (c) If there is a quotation within a quotation, it is marked by single inverted comma, as,
The child said, " We often hear the teacher say, ' Duty is worship. ' ”
 - 'The Tribune' is a well-known paper.
 - I have read ' The Ramayan ' and 'The Geeta',

The Use of the sign of Interrogation (?)

- (a) The question mark is used after a direct, and not an indirect question:
- What are you doing here?
 - Have you been photographed?

Note:

- No interrogation mark is used after indirect question and polite request.
 1. Tell me why you didn't go.
 2. I wanted to know why she had gone.
- It is not used in the indirect speech.
 - I asked her why she was late.

The Use of the Capital letters

- 1) At the beginning of a sentence.
 - Prevention is better than cure.
 - Something is better than nothing.
- 2) At the beginning of each line of poem.
 - Woods are lovely, dark and deep,
 - But I have promises to keep.
- 3) For names of people, places, mountains and rivers.
 - Rajiv Gandhi, Mother Teresa, Delhi, The Godavari, The Himalayas.
- 4) For nations and adjectives indicating nationality.
 - India, Indian, America, American etc.
- 5) or names of days, months, festivals and historical eras.
 - Monday, Sunday, December, Diwali, The Republic Day, The Indian Freedom Struggle.
- (6) For names of books, plays, works of art.
 - The Ramayana, The Mahabhart, The Tempest, The Taj Mahal.
- (7) For titles of people, names of cities when we refer to them as unique examples
 - The King of England, The President of India, The Eternal City .
- (8) For all adjectives derived from proper nouns.
 - Hindu, Christian, Himalayan, Herculean, Canadian, Biblical.
- (9) - For all nouns and pronouns standing for God
 - The Lord, The Trinity, His Will.
- (10) The Pronoun 'I' and the interjections 'Oh' and 'O' are always written with a capital letter.

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Exercise - 1

Supply the necessary Punctuation Marks and Capital Letters in the following

1. asha said hari where are you going
2. but why are you doing this miranda asked
3. have you ever been to mumbai its a beautiful city
4. delhi, mumbai and bangluru are big cities.
5. good day I said to the woman it's a beautiful day isnt it
6. Meenu said lets go for a walk
7. ushas brother is tall fair and thin
8. what an easy paper said gopal was it set by a kind examiner
9. they have love for me John said he I hope not cried john

Exercise – 2

1. who is stronger than you the lion demanded you replied the tiger
2. I would rather die he exclaimed than join the enemies
3. the lady asked do you have any change
4. but why are you doing this asked Miranda
5. don't punish me sir said he to his masters wife it was I who had broken crockery
6. an american working in London university won the Nobel prize a few years ago
7. alas they cried one of us is certainly drowned
8. Spenser the great Indian poet lived in the time of queen Elizabeth
9. the poet Ghalib said in anger all men are liars
10. what is that Sylvia asked
11. don't retreat until I order you to do so said the officer to the soldiers
12. may I borrow your pen sir will return it after the class
13. let us go for a stroll to the park said he to us
14. the invigilator said to the students don't start writing till I tell you to do so
15. quick quick said he lets run away or he will catch us
16. the traveller said can you tell me the way to the nearest inn

Exercise – 3 :

1. what is wrong with you asked the teacher
2. he came he saw he conquered
3. she knowssanskritenglish and latin
4. shakespeare said frailty thy name is woman
5. ashoka was a great emperor of india
6. india is surrounded by pakistan china nepalbangladesh and srilanka
7. we had in our school some ten years ago a genius boy
8. gandhi the father of the nation was respected by all
9. the coach said to the captain bravo you have created a record
10. alas we are undone

2.3 Prepositions

Examples:

1. There is a fort *on* the hill.
2. I would be back *in* five minutes.
3. The President lives *at* Rashtrapati Bhawan.

Prepositions are used before nouns or pronouns. They show the relation between noun and the rest of the sentence.

Kinds of Prepositions

As per their structure they can be divided as under:

1. Single Prepositions: They comprise only one word e.g. in, for, to, with, by, from, of etc.
2. Compound Prepositions: They are added with prefix or suffix, e.g. before, behind, inside, outside, ahead, within, without etc.
3. Phrase Prepositions: They comprise a group of words e.g. instead of, because of, due to, according to, in order to, in front of etc.

Uses of some common preposition:

1. In

- a) It is used before names of large cities, states and countries.
 - My brother lives in Delhi.
 - My uncle lives in England.
 - Many festivals are celebrated in Punjab.
- b) It is used for things at rest.
 - There is water in the jug.
 - The students are sitting in the class.
- c) It is used before names of months, years and seasons to express period of time.
 - I go for a walk in the morning.
 - I passed my diploma in 2010.
 - It is very cold in January.
 - In winter we wear woollen clothes.
- d) It is used to show the total length of time taken for the completion of an action.
 - The bus will reach Delhi in 2 hours.

2. At

- a) It is used before the name of small towns.
 - She lives at Kaithal.
- b) It is used for certain moment or point of time; as, at midnight, at night, at noon, at dawn.
 - i. - I take my coffee at night.
 - I visited the market at noon yesterday.
- c) It is used to tell the rate of something per unit.
 - Milk is sold at Rs. 40/ litre.
- d) It is used for indicating time; as arrival or departure.

- I go to college at 9 O'clock.
- The train leaves at 6 O'clock.

3. Into

- a) It is used for the things denoting inward motion.
 - The students rushed into the class.
- b) It is used to express the change in being or shape.
 - The plant has grown into a large tree.
 - Water turns into ice at 0°C.

4. To

- a) It is used to indicate forward motion.
 - My sister is going to Chandigarh tomorrow.
- b) It is used in comparative degree of Adjectives.
 - He is senior to me.
 - I prefer coffee to milk.

5. On

- a) It is used for denoting contact with the surface on which something is lying. It expresses the rest position.
 - The books are lying on the table.
- b) It is used before name of days and before date.
 - My uncle is coming on Sunday.
 - Our college will start on 25 February.

6. Upon

- It is used for a thing in motion.
- The cat jumped upon the table.
- The boy jumped upon the stage.

7. Over and under:

Over expresses a position 'higher than' or 'above'. Under indicates the opposite meaning of 'over'.

- Water flowed over the banks.
- There was an umbrella over her head.
- The workers rested under the tress.
- The cat sat under the table.

8. With

- a) It is used to denote accompaniment.
 - I am going to Ambala with my parents.
- b) It is used to denote the instrument of action.
 - I cut the vegetables with a knife.
 - I write with a pen.

9. By

- a) It is used in passive voice of sentence.
 - The letter was written by me.
- b) It is used before the name of any vehicle indicating journey.

- I go to college by scooter.
- We returned from Delhi by train.
- c) By indicates a time not later than.
- I shall return by 5 o'clock in evening.

10. For

- a) It is used to show purpose/ destination.
 - These books are for him.
 - I have come here for attending a meeting.
- b) It is used for a period of time.
 - We have been studying for two hours.

11. Since

It is used for a point of time.(usually the time of beginning)

- We have been studying since morning.
- I have been waiting since 6 O'clock.

11. Across

It conveys the meaning or location of "on the opposite side".

- My friend lives across the street.

13. Beside

It refers to a position which means at the side of or 'by'

- She sat beside me.

Exercise - 1

Supply the correct preposition in the following sentences. Put the mark (x) where no preposition is needed.

1. When we were..... Delhi, we stayed..... Ranjit Hotel.
2. Would you prefer to work..... a factory or..... a farm?
3. The Maheshwaris stay the sea side for a month each year.
4. We met her..... a party.
5. Shimla is situated..... 2075 meters above sea level.
6. Haridwar is situated..... the bank of the river Ganga.
7. My village is situated..... the foot of the Shivalik Hill, not far from Kalka.
8. In this long-distance train, meals are served to the passengers..... their seats.
9. She lives..... the second floor of this building.
10. Kanyakumari is the south of India while Sri Lanka is situated the south of India.

Exercise – 2

1. Her train will leave 8 p.m,
2. He has been working this office 1988.
3. The bell has been ringing two minute.
4. The work must be finished Sunday.
5. the rule of the later Mughals there was no real government in the country.

6. She will be seventeen..... next September.
7. one day you will regret what you have done.
8. I shall call..... your office sometime..... the evening.
9. It rained continuously-----two hours.
10. I poured tea ----- the cup.

Exercise –3 :Choose the correct preposition from the ones given in brackets:

1. He was born..... Ludhiana Punjab. (in, near, at)
2. He was beaten..... a stick. (by, with)
3. The two friends quarrelled themselves. (between, among)
4. Let us go and swim..... the pond. (into, in, by)
5. Distribute these sweets the children. (between, in, among)
6. I have not seen them a long time. (since, for, from)
7. We lived in this city 2001 to 2010. (since, for, from)
8. She has been playing morning. (since, for, from)
9. He came and sat me. (between, beside)
10. She will begin her school the first of next month. (since, from)

2.4 Conjunctions

Conjunction is a word which joins two words, clauses or sentences. Since they are the linking words, they are also called Linkers.

For example:

- I can read and write English.
- I could not come to school as I was ill yesterday.
- He tried but failed.
- She missed the train because she was late.
- She knows when her father will come.

There are mainly two types of conjunctions

- Coordinating Conjunctions
- Subordinating Conjunctions

1. Co-ordinating conjunctions

Co-ordinating conjunctions are those which join words, phrases or clauses having an equal rank; as, but, yet, so, thereof, as well as, still, or, either-or, neither-nor, both-and, not only – but also

Co-ordinating conjunctions are of four types:

- Cumulative conjunctions:

These conjunctions add one clause to the other.

 - He came in and sat with me.
 - Trust in god and do your best.
 - You are no less guilty than your friend.
 - Rohit as well as Sunil went to the market.
- Alternative conjunctions:

They denote a choice or alternate between two statements.

- Neither Rama nor her friend lives here.
- Sit silently or go out.
- Either he or his brother will come.

- Adversative conjunctions:

They denote contrast between two statements.

- He is poor but contented.
- You harmed me yet I will help you.
- She ran fast nevertheless she missed the bus.
- Indian team is not so strong, still we hope for the best.

- Illative conjunction:

These conjunctions show that one statement or fact is inferred from the other.

- I was ill, therefore I was absent yesterday.
- She did not work hard, so she was failed.
- He will stand first, for he works very hard.
- As you sow, so shall you reap.

2. Subordinating Conjunctions

These conjunctions join a subordinate clause with the Main clause.

Classes of subordinating conjunctions

- Conjunctions of Time e.g. *when, while, before, after, until, till, since, as soon as, whenever* etc.
 - Wait here till I come back.
 - I will help you when you ask me.
- Conjunctions of Place e.g. *where, wherever, whence*
 - The cat moves wherever it likes.
 - Keep the keys where you can find them easily.
- Conjunctions of Additions e.g. *and, as well as, also, both, not onlybut also*
 - My parents and my relatives attended the function.
 - He is both a poet and a singer.
 - He is not only rich but also clever.
 - He as well as his brother worked very hard.
- Conjunctions of Condition e.g. *If, unless, provided that, where as* etc.
 - If you work hard you will pass in the exam.
 - Unless you work hard you cannot achieve your aim.
 - We shall go whether you like it or not.
- Conjunctions of Purpose or result e.g. *So that, otherwise, lest, etc.*
 - Robin ran fast so that he could catch the bus.
 - You should work hard otherwise you may get poor marks in the exam.
 - Walk fast lest you should miss the bus.
- Conjunctions of Contrast e.g. *But, still, yet, though, although, however, etc.*

- I felt angry but kept quiet.
 - My uncle is sixty still he is healthy.
 - He worked hard yet he failed.
 - Although he was tired, he did not take the rest.
 - Though the room is small, yet it looks very pretty.
- g) Conjunctions of Comparison e.g. *As....as, than,* etc.
- He is as tall as a tree.
 - He is taller than his brother is.
 - Chandigarh is more beautiful than Delhi.
 - Many people are not as nice as they seem.
- h) Conjunctions of Manner e.g. *as, as if* etc.
- He behaves as if he is the lord of this house.
 - He did not behave as I expected him to do.
 - Do as your father tells you.
 - Manmohan is an honest leader as far as I know.

Exercise –1 : Underline the Conjunctions in the given sentences:

- 1) I have not met him since he became the manager.
- 2) When I reached the post office, all the tickets had been sold.
- 3) She will be delighted when she hears this.
- 4) You need not worry when I am here.
- 5) As you sow so shall you reap.
- 6) I will lend you my scooter whenever you want it.
- 7) She is such a kind lady that we all like her.
- 8) The gates will remain closed until the train passes.
- 9) I have seen the house where he was born.
- 10) Study hard lest you should fail.

Exercise – 2: Fill in the blanks with suitable conjunctions:

1. _____ it stopped raining, the game was resumed.
2. _____ one has money; there is no dearth of friends.
3. The lift will not stop _____ you press that button.
4. _____ we have taken our exams, we'll have holidays.
5. _____ the teacher was teaching, many students were gossiping.
6. _____ we left the house, it began to rain.
7. Do not overwork _____ you should fall ill.
8. The brave die _____ the country may live.
9. He is not _____ wise _____ you think.
10. He is very small in stature _____ his sister is very tall.

Exercise – 3

1. _____ fast you may walk, you cannot catch the bus.
2. _____ he was ill, he attended the function.
3. Wisdom is better _____ rubies.
4. _____ you tell me the truth, I will save you.
5. No sooner had he gone to bed _____ a message was brought in.
6. She is intelligent _____ not proud.
7. Either this boy _____ that girl has stolen my book.
8. _____ you work hard, you will not pass.
9. You must study hard _____ you will fail.

10. Strike _____ the iron is hot.

2.5 Verb (Main Verb and Auxiliary Verb)

Verbs are action words, expressing things that happen. Many verbs give the idea of action, of doing something. For example words like *write, teach, sing, dance* and *work* convey some action. But some verbs don't give the idea of action. They give the idea of existence or a state of being. For example verbs like *be, appear, exist, seem, feel and belong* convey a state. There can be no sentence without a verb. Even the shortest sentence contains a verb. We can make a one word sentence with a verb. A verb has an explicit or implied subject. For example:

- Professor Bhatia teaches us English. (Professor Bhatia is the explicit subject here.)
- *Stop!* ('You' is implicit subject here)

Example:

1. She danced well ('danced' is verb).
2. Ram reads a book. ('reads' is verb)
3. I saw a snake. ('saw' is verb)

Kinds of Verbs:

There are two kinds of Verbs:

A) Main Verbs (Transitive and Intransitive verb)

These verbs express the main action in a sentence or clause, or state of being of a person or a thing. Main verbs are also called *Lexical Verbs*. They are of two types:

- a) Transitive Verb
- b) Intransitive Verb

Transitive Verbs are those verbs which transfer the impact of the action performed by the subject on another noun (person or thing) called Object. In simple words, a transitive verb requires an Object to complete its meaning; e.g.

- a) I admire his looks. (His 'looks' is object)
- b) Sachin hit a century. (A 'century' is object)
- c) They love football. ('Football' is object)
- d) He likes her. ('Her' is object)

In the above mentioned sentences, 'admire', 'hit', 'love' and 'like' are Transitive verbs and take Objects to complete their meaning.

Intransitive Verb is that verb which does not take an object is to complete the sense as it expresses a complete sense by itself; e.g.

- a) The boy was sleeping.
- b) He sang beautifully.
- c) Children play.
- d) Birds were flying.

In these sentences 'sleeping', 'sang', 'walked' and 'flying' are intransitive verbs, as they do not need any object to complete their sense.

Note:

- A verb must agree with its subject in number and person; as,
 - He is kind to me.
 - We are thankful to him.
 - Two singular subjects joined by 'and' take a plural verb.
 - He and his friend are working together.
 - If two singular subjects joined by 'and' are preceded by 'each' and 'every', they take a singular verb; as
 - Each girl was given a prize.
 - Every minute of the day is useful.
4. If two singular nouns refer to the same person or thing and the article is used only once, the verb used is singular; as,

- The poet and dramatist is dead.
- Two or more singular subjects connected by 'either.....or' or 'neither....nor' or 'not' take a singular verb; as,
 - Neither Ram nor Sham is to blame
- When the two subjects joined by 'either-or' or 'neither-nor' are of different numbers, the plural subject should be placed near the verb and the verbs should be plural; as,
 - Either Mohan or his friends have stolen my purse.
 - Neither you nor your parents were present in the fair.
- When a plural noun denotes a quantity or a specific amount considered as a whole, the verb is singular.
 - Fifty rupees is not a big sum.
- If the two nouns or Pronouns joined by 'eitheror' or 'neithernor' represent different persons, the verb agrees with the subject nearer to it; as,
 - Either you or Ram is a fool.
 - Neither you nor I am at fault.
- If two subjects express one idea, the verb following them is singular; as,
 - Slow and steady wins the race.
 - Bread and butter is a wholesome breakfast.
- A collective noun takes a plural or singular verb according to its meaning ;as,
 - The crowd was running in all directions.
 - The assembly passes all laws.

B) Auxiliary Verbs

These verbs (sometimes known as *Helping Verbs*) are combined with the main verb. They, however, cannot form a complete sentence on their own and require main verb to denote the action. They generally help to express ideas such as ability, probability, possibility, obligate on duty etc.

Auxiliary Verbs are as two types

(1) Primary or Main Auxiliary Verbs: These are three in number and help the main verb to show tense, possession, or negative situations or questions.

They are: be, have, do.

Correct use of primary auxiliary verbs:-

(1) Use of 'Be'

- The different forms of 'be' are -is, am, are, was, were, being, been- -
- 'Be' is used in the following ways:
 - As helping verbs
 - She is writing a letter.
 - We were dancing.
 - As a proper or main verb in the sense of existence:
 - She is a good girl.
 - He is a doctor.

- We are his friends.

- As an intransitive verb of incomplete predication:
 - A dog is a faithful animal.
 - Mohan is very kind.
- Be is used to make continuous tense and the passive voice
- The old man **is walking** slowly
- The building **was destroyed** by the earthquake

(2) Use of 'Have'

The forms of have are: are: have, has, had, having.

(a) As a main verb, it denotes possession or connections:

- (1) I have many books.
- (2) He hasn't a house.

(b) As a helping verb

- I have finished the work.
- He has done his duty.

(c) To show a habit or habitual use of a thing:

- I have dinner at ten.
- Do you have tea at five?

(d) When used with the infinitive (to) it denotes necessity or obligation from without:

- I have to be at school by ten.
- He had to work hard for the day.

(e) In the sense of getting something done by someone else:

- I have my shoes polished everyday.
- I will have my haircut tomorrow.

(3) Use of Do

The forms of Do are : do, does, did, done, doing

(a) It means to 'perform'

1. He did his work well.
2. She is doing her housework now

(b) It helps to form an interrogative sentence:

1. Do you go to school everyday?
2. Does she sing every morning?

(c) 'Do' is also used in the sense of 'be enough'

1. I don't want more money; five rupees will do.
2. Don't send me more men; three will do.

(d) It helps to form a negative sentence:

1. She sings well.(Positive)
2. She doesn't sing well.(Negative)

D) Modals or Modal Auxiliary Verbs:

They are also helping verbs which support the main verbs. However, unlike the main verbs, modals do not change their form or tense. Modals or modal auxiliary verbs are never used alone but with the main verbs. Main modals include shall, with, would, should, can, could, may, might, must, ought to, dare, need, used to

i) Use of Shall

Shall is used:-

- In the sense of simple future tense when used with the first person.
 - It shall rain today
- In the sense of request/suggestion
 - Shall we go now?
- In the sense of request
 - Shall I take this pencil?
- With the second and third person , shall denotes:
 - (i) A threat;
 - You shall be punished for your misdeeds.
 - (ii) A command;
 - You shall not tell a lie.
 - (iii) A promise
 - You shall be given a prize if you stand first in the class.

ii) Use of Will

- It denotes simple future tense when used with the second and third persons,
 - He will come today.
 - You will get good marks.
- In the sense of request/invitation
 - Will you open the window, please?
 - Will you have a cup of tea?
- With the first person will denotes a promise
 - I will help you.
 - We will always stand by you.
- It also shows determination
 - We will win the match.
 - We will always stand by you.
 - We will fight till the end.
- It expresses willingness/intention/wish

- lie. (I don't intend to tell a lie.)
 - I will come (willingness).
- I will not tell a

iii) Use of Should

Should is the past of 'Shall'

- It denotes duty or obligation or necessity.
 - You should obey your elders. (duty)
 - You should help the needy. (obligation)
 - You should exercise daily. (necessity)
- It is used in conditional sentences where it means 'in case'
 - Should you go to Delhi, see my father.
- It is used after the conjunction 'lest' to express purpose/suggestion/condition.
 - He ran fast lest he should miss the train.
 - You should not resign. (suggestion)
 - I should be glad to leave. (condition)

iv) Use of Would

- To express determination/willingness/intention
 - He would study regularly.
 - I would help you.
- To express habit
 - She would always make excuses
 - She would sit free for hours.
- To express a preference
 - I would rather die than beg
 - She would rather leave than be insulted.
- To make conditional sentences
 - If he had worked hard, he would have passed the examination.
- To express wish
 - Would you open the door, please?
 - Would that I were rich!

v) Use of May

- To express possibility;
 - It may rain.
 - He may be at home.
- To denote permission;
 - May I come in?

- May we go home?
- To express a wish:
 - May you live long!
 - May we all prosper!
- To express the purpose:
 - We eat that we may live.

vi) Use of Might

- It expresses the past tense of 'may' in the indirect speech
 - He told me that he might join a job.
 - The teacher said that I might go home.
- Might is used to indicate a weak future possibility. M
 - If he gets money, he might go to England.
- To express remote possibility T
 - It might rain today. I
 - They might go tomorrow. T

vii) Use of Must

'Must' is used:

- To express immediate or future obligation/compulsion/necessity/duty; S
 - Soldiers must obey their commander. W
 - We must serve our parents. T
- To express determination; T
 - I must leave for Delhi today.
 - I must succeed this time.
- To express certainty of belief/possibility; T
 - He must be a scholar.
 - The doctor must be busy at this time.
- To denote inevitability; T
 - Man must die.
 - Things must perish.

viii) Use of 'Can'

- T
 - o express ability or capacity;
 - I can swim very well.
 - She can eat four eggs.

- T
 - o express permission or possibility;
 - You can go now.
 - He can meet me any time.

- T
 - o express possibility;
 - H
I
e can be in the garden.
 - ndia can win the match.

- T
 - o convey a characteristic feature;
 - H
T
e can be irritable some time.
 - o dog can be dangerous.

ix) Use of 'Could'

- I
 - o t is used as a past tense of 'Can' in the indirect speech
 - He told me that I could pass.
 - He said that he could win the game.

- T
 - o refer the ability/capacity in the past
 - S
H
he could lift the box
 - e could solve the sums.

- T
 - o express a characteristic feature/habit (in the past)
 - He could be very rude.
 - The dog could be dangerous.

- T
 - o make a polite request
 - C
ould you help me, please?

- could you lend me some money? C

• to seek permission T

- could I take your car? C

- could we play in your garden? C

x) Use of 'Ought to'

• Ought is used to denote duty or moral obligation. O

- We ought to respect our parents. W

- You ought to have run fast. Y

• To express advice: T

- You ought to seek help. Y

- He ought to meet her doctor. S

xi) Use of 'Dare'

• It is used in the sense of 'having courage'. 'Dare' and 'dares' is used with the third person and singular number in the present indefinite tense, in interrogative and imperative sentences.

- How dare you go there?

- He dares not oppose me.

• Is a regular verb in all tenses, to express courage: A

- He dares to stand alone.

- He did not dare to oppose me.

• 'Dare' also means to challenge or defy. Then its past is dared.

- Mohan dared me to fight.

- He dares me to go there.

xii) Use of 'Need'

It is used in the sense of 'require' or 'want' in such cases its form with the third person, singular number in the present tense is 'needs'.

- Moti needs another shirt.

- He needs your help.
 - Your coat needs washing.
- Sometimes 'need' denotes necessity' or 'obligation' in negative and interrogative sentences.
 - Need I stay here?
 - Needn't you report on duty now?
 - With the third person, singular number, present tense, Need is used without 's' in negative and interrogative sentences.
 - He need not work hard.
 - Need he go to Mumbai?

Exercises for Practice

Choose Main Verbs and Auxiliary Verbs:

Exercise - 1

1. The country is torn by factions.
2. Once Sydney Smith was asked his name by a servant and found to his dismay that he had forgotten his own name.
3. You couldn't have chosen a better day for a drive.
4. The old beggar was bitten by a mad dog.
5. He laid the book on the table.
6. Walking through the jungle, he saw a snake.
7. He beat a hasty retreat on the arrival of a policeman.
8. You must reap what you have sown.
9. His voice shook as he spoke.
10. His path was not strewn with flowers but he persevered.

Exercise - 2

1. The explorers were frozen to death.
2. His voice sank to a whisper.
3. Tell me, are you coming to the party?
4. They have finished the job.
5. What do you do every Sunday?
6. I want to watch TV. There is a good film on.
7. She does not want to stay at home. She wants to go out with her friends.
8. He called me twice this morning.
9. What does she do in her free time?
10. Where did they go yesterday?

Exercise - 3

1. She always wanted to meet him.
2. What were they doing when you came?
3. I will clean these rooms.
4. The child has broken the toy.
5. She has failed in the examination.

Exercise - 4

Fill in the blanks with appropriate helping/auxiliary verb.

1. They be happy to see you.
2. I never make this mistake again.
3. You try to improve your score.
4. I try to do better next time.
5. India win the World Cup.
6. You consult a doctor
7. we go for a picnic tomorrow?
8. They reject the proposal.
9. I dismiss you if you misbehave.
10. We not move an inch.

2.6 Tenses

The tense of a verb shows the time of an action. There are three tenses.

1. Present Tense
2. Past Tense
3. Future Tense

A verb that refers to present time is called present tense.

- I sing.
- He sings.
- You sing.

A verb that refers to past tense is called past tense.

- I sang.
- He sang.
- You sang.

A verb that refers to future time is called future tense.

- I shall sing.
- He will sing.
- You will sing.

Each of these 3 tenses have forms which have been shown in the following table:

TENSES TABLE

Tense	Indefinite	Continuous	Perfect	Perfect
-------	------------	------------	---------	---------

				continuous
Present Tense	I write a letter. You write a letter. He writes a letter.	I am writing a letter. You are writing a letter. He is writing a letter.	I have written a letter. You have written a letter. He has written a letter.	I have been writing a letter. You have been writing a letter. He has been writing a letter.
Past Tense	I wrote a letter. You wrote a letter. He wrote a letter.	I was writing a letter. You were writing a letter. He was writing a letter.	I had written a letter. You had written a letter. He had written a letter.	I had been writing a letter. You had been writing a letter. He had been writing a letter.
Future Tense	I shall write a letter. You will write a letter. He will write a letter.	I shall be writing a letter. You will be writing a letter. He will be writing a letter.	I shall have written a letter. You will have written a letter. He will have written a letter.	I shall have been writing a letter. You will have written a letter. He will have written a letter.
Present Tense Negative Sentences	I don't write a letter. You don't write a letter. He doesn't write a letter.	I am not writing a letter. You are not writing a letter. He isn't writing a letter.	I haven't written a letter. You haven't written a letter. He hasn't written a letter.	I haven't been writing a letter. You haven't been writing a letter. He hasn't been writing a letter.
Past Tense Negative Sentences	I didn't write a letter. You didn't write a letter. He didn't write a letter.	I was not writing a letter. You were not writing a letter. He was not writing a letter.	I hadn't written a letter. You hadn't written a letter. He hadn't written a letter.	I had not been writing a letter. You had not been writing a letter. He had not been writing a letter.
Future Tense Negative Sentences	I shall not write a letter. You will not write a letter. He will not write a letter.	I shall not be writing a letter. You will not be writing a letter. He will not be writing a letter.	I shall not have written a letter. You will not have written a letter. He will not have written a letter.	I shall not have been writing a letter. You will not have been writing a letter.

A detailed account of the usage of each tense and its type is as follows:

A. Simple Present

1. Simple Present Tense is used for current status/ present scenario, as
 - a) He reads in 1st year Electrical Engineering.
 - b) She lives at Hansi.

2. With words such as daily, everyday, every week, every Sunday etc., as
 - a) We celebrate Holi every year.
 - b) She keeps fast every Monday.
3. With always, never, rarely, seldom etc., as
 - a) She always speaks the truth.
 - b) He never smokes.
4. With hobby and habits, as
 - a) She loves gardening.
 - b) He likes swimming.
5. With universal truths and general truths, as
 - a) Truth wins at last.
 - b) Two and two make four.
 - c) Honesty is the best policy.
6. With geographical facts and scientific truths, as
 - a) The Sun rises in the east.
 - b) Water flows from high to low area.
 - c) Water freezes at 0°C.
 - d) Magnet attracts iron.
7. In imperative sentences, as
 - a) Open the window.
 - b) Do not smoke in public places.
8. For rituals and customs, as
 - a) The Muslims bury their dead.
 - b) We light candles on Diwali.

B. Present Continuous

It is used to express an action taking place at the time of speaking.

- She is writing a letter.
- She is not writing a letter.
- Is she writing a letter?
- Are they not writing a letter?

C. Present Perfect

It is used to show an action that started in the past and has just finished.

- a) She has written a letter.
- b) She has not written a letter.
- c) Have they written a letter?
- d) Have they not written a letter?

D. Present Perfect Continuous

This tense shows the action which started in the past and is still continuing.

- a) She has been writing a letter.
- b) She has not been writing a letter.

- c) Have they been writing a letter?
- d) Have they not been writing a letter?

E. Past Indefinite Tense (Simple Past tense). It refers to an action that was completed in the past time.

- 1. For historical past, as
 - a. India got freedom on 15 August 1947.
 - b. I passed my matriculation in 2016.
- 2. For recent past, as
 - a. He met me yesterday in the market.
 - b. They bought their cricket kit last week.
- 3. For hobby, a habitual action of past, as
 - a. He went for morning walk during his hostel days.
 - b. She kept a fast every Friday when she was in Delhi.
 - c. He loved swimming during his boyhood.

F. Past Continuous Tense

It is used to denote an action going on at some time in the past. e.g.

- a. I was driving a car.
- b. She was writing a letter.
- c. She was not writing a letter.
- d. Were they writing a letter?
- e. Were they not writing a letter?

G. Past Perfect Tense

It is used to describe an action completed before a certain moment in the past, usually a long time ago. If two actions happened in the past, past perfect is used to show the action that took place earlier. e.g.

- a. The patient had died before the doctor came.
- b. She had written a letter.
- c. She had not written a letter.
- d. Had they written a letter?
- e. Had they not written a letter?

H. Past Perfect Continuous Tense

It is used to denote an action that began before a certain point in the past and continued up to some time in past. e.g.

- a. I had been studying in this school before I joined college.
- b. She had been writing a letter.
- c. She had not been writing a letter.
- d. Had she been writing a letter?
- e. Had she not been writing a letter?

I. Future Tense

Time and tide wait for no man. So, a period of time following the moment of speaking or writing is called as future tense.

- a. They will play football on Sunday.
- b. I shall complete this work in next week.
- c. Mohit will sing a song in the Annual Function.
- d. She will write a letter.

J. Simple Future

This tense tells us about an action which has not occurred yet and will occur in future.

In Future Tense, helping verb 'shall' is used with 'I' and 'we'. Helping verb 'will' is used with all others. When you are to make a commitment or warn someone or emphasize something, use of 'will/shall' is reversed; 'will' is used with 'I' and 'we' or 'shall' is used with others.

Generally speaking there is hardly any difference between 'shall & will' and normally 'will' is used with all.

Now, let us use this rule in various forms of sentences;

- a. We shall write a letter.
- b. It shall rain today.
- c. I will help her.
- d. Will she not write a letter?

K. Future Continuous Tense

It is used to express an ongoing or continued action in future.

- He will be distributing sweets in temple tomorrow.

In this example, the action will start in future (tomorrow).

We use the future continuous to talk about something that will be in progress at or around a time in the future.

Now, let us use this rule in various forms of sentences;

- a. She will be writing a letter.
- b. She will not be writing a letter.
- c. Will she be writing a letter?
- d. Will she not be writing a letter?

L. Future Perfect Tense

It is used to express an action which will happen/occur in future and will be completed by a certain time in future.

We use the future perfect to say that something will be finished by a particular time in the future.

- They will have shifted the house by Sunday morning.
- She will have written a letter.
- She will not have written a letter.
- Will she have written a letter?
- Will she not have written a letter?

M. Future Perfect Continuous Tense

It is used to talk about actions that will commence at a fixed time in future and will continue for some time in future.

The future perfect continuous or progressive tense emphasizes the duration of an activity that will be in progress before another time or event in the future.

- a. She will have been writing a letter.
- b. She will not have been writing a letter.
- c. Will she have been writing a letter?
- d. Will she not have been writing a letter?

Exercise– 1

Use correct form of the verb.

1. He generally -----late. (come)
2. I don't like to -----tea. (take)
3. He did not ----- the class yesterday. (attend)
4. Where are you-----these days ? (live)
5. Beauty -----no ornaments (need)
6. He -----there to get the money. (go)
7. ----You ---- for ---- a walk daily? (go)
8. Some students -----present in the class yesterday. (be)
9. The house ---- quite big. (be)
10. He ----not -----his work.(complete)

Exercise – 2

Use Simple Present or Simple Past Tense in the following sentences:

1. He -----an intelligent boy.
2. They----not present in the class.
3. Make hay while the sun -----(shine)
4. -----you -----(pass) your B. A. last year?
5. What --- you often-----?(do)
6. This ground ----not good for playing.
7. He --- a good swimmer at the age of five.

Exercise - 3

Use Present Perfect or Past Perfect Tense in the following sentences:

1. He ----(finish) his work.
2. The new stock ----just----(arrive)
3. The chief guest ----already ----(arrive) when I reached there.
4. Who has ----(break) this window pane?
5. They -----(win) the first prize.
6. They ----not-----(prepare) the lunch yet.
7. I---- already -----(apply) for this post.

Exercise – 4

Supply a suitable verb:

1. Iron as well as coal found in this area.
2. My car running fast.
3. They given their answers.
4. Everyone of the crew dead.
5. Five rupeesno price of it.
6.we sit down here?
7. You.....got good marks.
8. Youobey your elders.
9.you spare some time for me?

Exercise – 5

Use correct form of the verb.

1. Ithe letter before he arrived. (write)
2. Hewithout any reason. (weep)
3. For a moment, heblank. (go)
4. They did notanything about them. (notice)
5.money grow on trees? (do)
6. Hemy company a few days ago. (leave)
7. The trainjust now. (arrive)
8. He that film last week. (see)
9. The bell.... just now. (ring)
10. Hesince morning. (read)

Exercise – 6

Use correct form of the verb in the following sentences:

1. God(make) the world.
2. Bread(be) made of flour.
3. He(work) till late last night.
4. Time(heal) wounds.
5. I(write) a letter to him on Friday.
6. He(get) up early in the morning.
7. Inot.....(tell) a lie.
8. They(go) to Delhi yesterday.
9. The dogs were(fight) fiercely.

Exercise – 7

Use correct form of the verb in the following sentences:

1. I(write) the letter before he arrived.
2. He(weep) without any reason.
3. For a moment, he(go) blank.
4. They did not(notice) anything special about him.
5.(do) money grow on trees?
6. I(live) here for the last ten years.

7. When I first(meet) him, he(study) religion.
8. We(celebrate) my birthday.
9. My father(cook) a special dish for us.
10. Lata Mangeshkar(sing) very well.

Exercise – 8

Fill the blanks in the following sentences with appropriate tenses:

1. I(move) to Delhi next year.
2. The police(identify) the hooligans very soon.
3. Virat(play) the IPL series by next year.
4. She.....(post) the letter by Wednesday.
5. All my doubts(clear) with your help.
6. I(learn) my lesson of geography.
7. He always(take) his tea without sugar.
8. I(not post) a single letter yesterday.
9. Next month, my brother(come) to this part of India.

Chapter - 3

READING SKILLS

Learning Objectives:

- Develop the reading skills of the students and to encourage them to read extensively.
- To “comprehend” means “to understand and grasp”, a comprehension passage is meant to test one’s ability to understand and retain the contents of a given passage.

A comprehension exercise consists of a passage from which questions are set to test the student’s ability to understand the content of the given text and to infer information and meaning from it.

Generally a passage is given, followed by a few questions based on it; the questions may be based on:

- Theme of the passage.
- Choosing the correct or wrong statement on the basis of the given passage.
- The main point discussed in the passage.
- Synonyms or antonyms of some selected words in the passage or substitution of given words.

Various formats of comprehension (Passage):

1. **Analytical:** The analytical way of writing usually presents the pros and cons of the issue at hand. It discusses both sides of the issue and the author may, after analysis, present the final viewpoint in the end. The questions are usually about the main idea and the author’s viewpoint.
2. **Discursive:** A discursive style of writing is where the author discusses various aspects of certain issues in brief and superficially. Hence, the questions that follow are simple, basic questions on theme and the facts presented therein.
3. **Argumentative:** The argumentative style of writing is where the author supports his/her viewpoint on an issue by presenting facts and data to prove it. Unlike the argumentative style, he/she does not present both sides of the issue. The questions that follow are mostly about the author’s tone and whether he/she would agree or disagree with certain points on the issue as discussed in the passage.
4. **Descriptive/Narrative:** When the passage describes a certain event or phenomenon, chances are it uses the descriptive style of writing. In simple words, the descriptive style of writing uses the story telling format. It is lucid and easy to understand and usually followed by easy questions on the main theme or the facts stated in the passage.

How to answer the questions:

If the student has developed an approach of his/her own to answer the comprehension questions and the approach is effective, should stick to it.

For those of you who feel uneasy with the comprehension passages, here are a few tips that are helpful for choosing the right answers:

1. Take a look at the questions given. If you take a look at the questions before reading the passage, you know what aspects of the passage to concentrate on.
2. Now read the passage carefully. While reading find out the main point and the arguments that have been given in its favour.
3. Examine the attitude of the narrator. This is one of the important questions to test comprehension.
4. Sometimes the question pertains to the synonyms or antonyms of a word as used in the passage. The important point here is as it is used in the passage. You should not go for the meaning blindly.

Use the following techniques:

- **Main idea of the passage:** Whenever a passage is written, it is to propagate an idea. This idea forms the nucleus around which words and sentences are constructed. Get to the root of this idea.
 - **Attitude of the writer:** This is very important because the same sentence may carry a different meaning if looked at in isolation. However, when used in a context, it conveys the meaning as per the attitude of the writer, which is the overall feeling that you get after reading the passage.
 - **What the writer says and what he does not:** It is very important to understand what the writer says and what he does not. This will be possible if you do not hold unnecessary assumptions.
 - **Title of the passage:** The title is generally based on the central idea of the passage.
 - Keeping the above points in mind, you may comprehend the passage even in one reading. But in case of doubts after the first reading and time allows, you should not hesitate in going for a second reading.
- In addition to these, there may be some questions for vocabulary enhancement such as Word Formation, where the student has to form new words by adding Prefixes and Suffixes to the root word.

Prefixes: Prefixes are added before a word to make a new word.

1. re: replace, remix, recharge, replay, remake, remark
2. ir: irregular, irresponsible, irreplaceable, irreparable, irrational
3. un: unknown, undo, until, unless, unlike, unable

4. in: input, intake, inform, income, indiscipline, independent
5. en: encourage, ensure, enroll, entry, enable, encounter
6. post: post-mortem, post-paid, postgraduate, post-war
7. pre: prepaid, present, preposition, preoccupation
8. inter: international, interchange, intercity, interstate, internet
9. sub: suburban, subway, sub-inspector, subordinate, subcontinent
10. super: superman, superstar, supernatural, superhero, supermarket
11. fore: foretell, forefather, forecast, forehead, forenoon
12. im: impossible, immortal, improve, import, immoveable, immoral
13. il: illegal, illiterate, illegitimate
14. mis: mistake, mismatch, misunderstand, misbehave, miscalculate
15. dis: displace, dislike, display, disorder, discharge, discover
16. non: non-medical, nonsense, nonstop, non-vegetarian
17. anti: antivirus, antiwar, antisocial, antibiotic, anticlockwise
18. de: depart, deport, defrost, dehydration, demoralize, decentralize, destabilize
19. under: understand, underestimate, underworld, underweight, underground
20. over: overtake, overtime, overreact, overconfidence
21. out: output, outcome, outdated, outlook, outplay, outbox, outstanding
22. counter: counteract, counterattack, counterpart
23. ab: absent, abnormal, about, abroad, abuse, aboriginal
24. to: tonight, today, together
25. multi: multiply, multipurpose, multimedia, multinational
26. co: coaxial, coplanar, coward, co-worker, cooperation
27. semi: semi-final, semicircle, semiconductor
28. auto: automobile, autobiography, autograph
29. mono: monoxide, monosyllabic, monogram
30. poly: polyethylene, polytechnique

Suffixes: Suffixes are added after a word to make a new word

1. er: player, marker, painter, bigger, smaller
2. est: highest, biggest, longest, nearest
3. ance: attendance, reliance, vigilance, ignorance
4. ness: happiness, kindness, hardness, weakness
5. less: useless, kindles, fearless, careless, hopeless, helpless
6. ful: useful, helpful, powerful, wonderful, hopeful, beautiful
7. al: national, central, natural, electrical mechanical
8. tion: corruption, attraction, competition, station
9. ly: kindly, happily, hardly, monthly, daily, nicely
10. able: comfortable, movable, removable, eatable
11. ity: intensity, nationality, community, electricity
12. ate: donate, collegiate, nominate
13. ive: relative, elective, selective, active, detective, passive
14. ment: management, engagement, agreement, arrangement, treatment
15. ify: glorify, simplify, classify,
16. en: shorten, lessen, listen, eaten, hidden, heighten
17. age: percentage, coverage, package, damage, shortage

18. or: actor, conductor, director, inspector
19. ery: bravery, robbery, slavery
20. ward: backward, forward, toward, upward, downward
21. ous: famous, continuous, courageous
22. ee: employee, trustee, trainee
23. hood: childhood, boyhood, manhood, neighbourhood
24. ise / ize: organize, civilize, generalize
25. ed: requested, played, learned, prayed, learned, added
26. ing: playing, hearing, speaking, listening
27. ist: artist, tourist, terrorist, druggist
28. ship: friendship, partnership, scholarship
29. dom: freedom, wisdom, kingdom, martyrdom
30. y: discovery, delivery
31. ish: childish, foolish, selfish, bookish

Exercise - 1

Read the following passage carefully and answer the questions that follow.

Abraham Lincoln was born in 1809 in northern Kentucky. At the time of his birth, Kentucky was part of the western frontier of the U.S. his father was a farmer and at one point he was relatively wealthy. However, when young Abraham was only seven years old, his father lost his land. The family moved to Indiana, where his mother died when he was nine. When he was a young man, Abraham's family moved to Illinois.

Abraham had little formal education growing up. He loved to read, so he educated himself. In Illinois he studied law by reading law books. He became a lawyer in 1837 in Springfield, Illinois.

Lincoln's political career began early and he served in the state legislature and in the U.S. House of Representatives. He was a gifted speaker. He won national attention for his speeches against slavery during several debates. This led to his nomination for the presidency, which he won in 1860.

President Lincoln's election angered the southern states and seven of them announced they would leave the U.S. and form their own government. In 1861, South Carolina troops fired artillery at Fort Sumter, a U.S. military fort. This began the civil war. The war would be the central feature of Lincoln's presidency.

Lincoln's goal through the war was to reunite the North, known as the Union, with the South, known as the confederacy. As commander-in-chief, he selected the Union generals to lead the army. He issued the emancipation proclamation in 1863, which signaled freedom for the slaves.

Lincoln was re-elected in 1864. After four long years, the Union won the Civil war in April 1865. Lincoln's goal to reunite the country had come true, but he would not live to see it. Just six days after the end of the war, on April 15, 1865, President Lincoln was killed by John Wilkes Booth. He was the first American President to be assassinated. He is remembered today for his wisdom, compassion and patriotism.

- A. Now answer the following questions:
- a) When was Abraham Lincoln born?
 - b) When did his family move to Indiana?
 - c) When did he become a lawyer?
 - d) For which quality did Lincoln win national attention?
 - e) What angered the southern states?
 - f) Where did the South Carolina troops fire?
 - g) What was the central feature of Lincoln's presidency?
 - h) What was Lincoln's goal?
 - i) What signalled freedom for the slaves?
 - j) When and by whom was President Lincoln killed?
- B. State whether the following statements are true or false:
- a) When young Abraham was nine years old, his father lost his land.
 - b) He studied law at Illinois.
 - c) South Carolina troops fired artillery at Fort Sumter, in 1862.
 - d) President Lincoln was assassinated on April 15, 1865.
 - e) Lincoln's goal to reunite the country has not come true.
- C. Write the antonyms of the following words:
- War
 - Lost
 - Freedom
 - Birth
 - Young

Exercise-2

Read the following passage carefully and answer the questions that follow.

From the beginning of my education, Miss Sullivan made it a practice to speak to me as she would speak to any hearing child; the only difference was that she spelled the sentences into my hand instead of speaking them. If I did not know the words and idioms necessary to express my thoughts, she supplied them, even suggesting conversation when I was unable to keep my end of the dialogue.

The process was continued for several years, for the deaf child does not learn in a month or even in two or three years, the numberless idioms and expression used in the simplest daily intercourse. The little hearing child learn these from constant repetition and imitation. The conversation he hears from his home stimulates his mind and suggests topics and calls forth the spontaneous expression of his own thoughts. This natural exchange of ideas is denied to the deaf child. My teacher realizing this, determined to supply the kinds of stimulus I lacked. This she did by repeating to me as far as possible, variations of what she heard, and by showing me how I could take part in the conversation. But it was a long time before I ventured to take the initiative and still longer before I could find something appropriate to say at the right time. The deaf and the blind find it very difficult to acquire the amenities of conversation. How much more this difficulty must be augmented in the case of those who are both deaf and blind! They cannot distinguish the tone of the voice or, without assistance, go up

and down the gamut of tones that give significance to words, nor can they watch the expression on the speaker's face, and a look is often the very soul of what one says.

A. Now answer the questions:

- a) Who made it a practice to speak to the writer?
- b) What was the only difference?
- c) What did Miss Sullivan do when the writer was unable to keep up her end of dialogue?
- d) For how long was this process continued?
- e) How does a child with little hearing ability learn?
- f) What is denied to the deaf child?
- g) What did the teacher determine to supply?
- h) What is difficult for the deaf and the blind?
- i) What can the deaf and blind child not distinguish?
- j) Who cannot watch the expression of the speaker's face?

B. State whether the following statements are true or false:

- a) She spelled the words into her arm.
- b) The conversation that a child hears in his home stimulates his mind.
- c) A look is often the very soul of what one says.
- d) It was not a long time before I ventured to take the initiative.
- e) The deaf and blind can distinguish the tone of the voice.

C. Write the antonyms of the following words:

- Natural
- Possible
- Significant
- Appropriate
- Up

Exercise-3

Child labour is a serious problem in developing countries. We often see young boys and girls working in tea stalls, roadside restaurants, meat shops, grocery shops, small industries and private households. Anyone working at a workplace below the age of fourteen is considered to be a child labourer. The wages given to these children are much less compared to the wages of adult labourers. These children are also made to work for longer hours. Employing little boys and girls enables the employer not only to save money, but also to avoid labour unrest and other work related demands. Laws in most countries forbid the practice of employing child labourers. But, as the number of poor people in our country is very large, the exploitation of the children through the practice of child labour continues. They are made to work at a tender age when it is time for them to go to school and enjoy their childhood. The abolition of child labour will only be possible if the economic condition of the poor families improves and the employment of adults from these families is ensured.

a. Answer the following questions

1. What is the serious problem in developing countries?
2. Who is considered as a child labourer?
3. Why are little boys and girls employed?
4. How can child labour be abolished?
5. Give a suitable title for the above paragraph.

b. Write whether the following statements are true or false

1. Child labour is not a serious problem in developing countries.
2. The wages given to these children are much less compared to the wages of adult labourers.
3. The children are also made to work for longer hours.
4. Laws in most countries support the practice of employing child labourers.
5. The number of poor people in our country is very small.

c. Select words from the passage that mean the same

1. A child below the age of fourteen
2. Treating someone unfairly
3. A person that employs people
4. Relating to economics
5. To put to an end

d. Give antonyms of the following

1. Serious
2. Poor
3. Possible
4. Continuous
5. Small

e. Make your own sentences from the following words

1. Able
2. Work
3. Laws
4. Improve
5. Unrest

f. Make new words by adding prefixes

1. Able
2. Rest
3. Possible
4. Sure
5. Developed

g. Make new words by adding suffixes

1. Employ
2. Economic
3. Exploit
4. Labour
5. Work

Exercise-4

Growing up is not a simple process. Generally people take it as growing in age. It, in fact, means psychological maturity. Growing up actually gets reflected in our behaviour, our attitude to life and our reactions to different odd situations. We are really grown up when we become mentally and emotionally mature enough to encounter the hardships and challenges of life smilingly. Growing up, indeed, is a continuous process which gets strength from our experience, our self-confidence and strong will and thus we learn to face our life boldly and confidently.

a) Answer the following questions:

1. What is not a simple process?
2. What does growing up mean?
3. Growing up is reflected where?
4. How is growing up a continuous process?

b) Give the synonyms of the following words:

1. Actually
2. Process
3. Bold
4. Experience
5. Life

c) Give the antonyms of the following words:

1. Grow
2. Become
3. Strength
4. Learn
5. Confidence

d) Make new words by adding prefixes:

1. Reflect
2. Action
3. Maturity

4. Behaviour
5. Careful

e) Make new words by adding suffixes:

1. Real
2. Continue
3. Experience
4. Reflect
5. Mean

f) Write whether the following statements are true or false:

1. Growing up is a simple process.
2. Generally people take it as growing in age.
3. Growing up never gets reflected in our behaviour.
4. We are really grown up when we become mentally and emotionally mature.
5. Growing up is not a continuous process.

Chapter -4

WRITING SKILLS

Learning Objectives: The chapter will enable the student to apply writing skills through various tools.

- The students will be able to write letters, e-mails, reports, memoranda, notices, circulars, resumes, among other compositions.

4.1 Correspondence – Business and Official

Letter is most commonly used medium for written communication. All of us have to write many letters in the course of our life for a variety of purposes -applying for a job, inviting people, making enquiries, placing orders, making complaints, congratulating, etc.

Broadly speaking the letters, we write can be placed in two categories: personal letters and business letters. Personal letters are written to friends, relatives and acquaintances and are informal in nature. Business letters, which also include official letters, are addressed to business firms, government or semi government offices, editors of newspaper etc. and are formal in nature. All letters, whether personal or business, follow certain conventions and it is important for us to know and follow them. These letters are the most common forms of communication within and out of an organization.

Forms

1. **THE INTENDED FORM-** This perhaps is the oldest form of a business letter. In it each line of an item (like the address) starts a little to the right of line above it.
2. **THE FULLY-BLOCKED FORMS-** In this form all the lines begin from the left-hand margin. The address, the salutation, the body of the letter, the closing and the signatures are all blocked. Even the paragraphs are not indented. The division between paragraphs is marked by a line of space. Most of the letters in this section are written in this form.
3. **THE SEMI-BLOCKED FORMS-** It is a combination of the indented and fully-blocked forms. The body of the letter is indented while the heading, address, salutation, etc. are blocked.

The Various Parts of a Letter

(The fully-blocked)

1. **THE HEADING-** It consists of the writer's address and the date. The address is written at the left hand corner of the page and the date is put just below it.

2. **RECIPIENT'S ADDRESS-** The receiver's address is written just as the sender's address is, below the date. A line space is left between the two.
3. **THE SALUTATION-** It is the form of address or the greeting for the recipient. It is written a little below the date and on the left hand side of the page.
4. **THE BODY OF THE LETTER-** This is the main part of the letter and should be written in simple and direct language. It should be divided into paragraphs unless it is very short. The first paragraph of the letter states the purpose of the letter or answer the question 'why' you are writing the letter. We write a letter for only one purpose, at a time, even to the same person.
The second paragraph of the letter states the action required, as a result of the letter, from the recipient. It answers the question 'what' you want.
If the letter is being written for the first time to a recipient, it is advisable to give a brief introduction of yourself in the first paragraph, at the beginning itself.
5. **THE SUBSCRIPTION-** This is the leave-taking phrase. It is written below the last line of the body of the letter near the left hand margin of the page.
6. **THE SIGNATURE-** This is written below the subscription or the leave-taking phrase.

Forms of Salutation and Subscription

Relations	Salutation	Subscription
Blood Relations	My dear Father, Mother, Brother etc OR Dear Brother, Sister	Yours affectionately OR Yours loving son, brother, etc.
Friends	My dear Vikas OR Dear Anil	Yours sincerely OR Ever yours
Acquaintances	Dear Mr.Gupta, My dear sir	Yours truly OR Yours sincerely
A Trader	Dear Sir Dear Ms ABC PDR	Yours faithfully OR Yours sincerely
Editors of news	Sir or Dear Sir	Yours truly
To Teachers or Principal	Respected Sir/Madam	Yours faithfully

Whenever we use Mr/Ms, we have to use the surname of the recipient. We do not use professional titles like Dr/Adv.

Different kinds of business letters:

1. Sales letters
2. Business inquiry letter
3. Quotation letter
4. Order letter
5. Complaint letter
6. Recovery letter

7. Bank and Insurance Correspondence
8. Correspondence with media and government offices

FORMAT OF A COMPLETE BLOCK STYLE

Ref. No.

Sender's Address

Date

Inside Address
(name, title, company,

Full address

Postal code)

Subject

Salutation

.....

Body of the letter

.....

(One-line space between paragraphs)

.....

Complimentary close

Name of sender

Sender's designation

End

CC

SAMPLE OF BUSINESS AND OFFICIAL LETTERS

- 1. Write a letter inviting quotations.**

Modern Store
Ambala
Pin code

June 23,2018.

M/S S. Enterprises
Lajpat Nagar(Main market)
New Delhi
Pin Code:

Subject : Inviting Quotations for Steel Furniture

Dear Sir

We have come to know that yours is a reputed firm dealing in steel-furniture. We wish to buy the following items of steel furniture for our store. Please quote the lowest rates of each of these items giving full particulars and technical details. The quantity of items is mentioned against them. Please quote rates which may remain valid for at least six months.

Sr. NO.	Description	Quantity
1	Steel chairs with arms	100
2	Steel tables	50
3	Steel almirahs	30

We want to buy these items in August. So these items should be delivered to us by the second week of August. Please let us know, whether/if you will be able to arrange the supply by this time. Please mention the terms and conditions of the deal and any after-sales facilities offered by you.

Yours sincerely

Signature of Namit Gupta
(Namit Gupta)
Manager

2. Write a letter placing order for books

Kapoor Brothers
Stationers and Book Sellers
Hisar
Pin Code:

January 9, 2018

M/S Sharma Publishers
324 Model Town
Delhi
Pin Code:

Subject: Order for Books

Dear Sir

We understand that you are on the approved list of book dealers for educational institutions. Please arrange to send the following books at the above address at the earliest.

1. 10th standard Maths 200 copies
2. 12th standard Maths 100 copies
3. 10th standard Science 200 copies
4. 12th standard Physics 100 copies
5. 12th standard Chemistry 100 copies

Please ensure that the books reach in a week's time and also deduct the due discount. The damaged or torn-out material will be sent back at your cost. Kindly send the R/R and the invoice through the State Bank of India.

Yours sincerely

Rohit Kapoor

3. Reply to the order

M/S Gupta Publishers
379 Lajpat Nagar
Delhi
Pin Code:

13 February 2018

M/S Kapoor Brothers
Stationers and Book Sellers
Rohtak
Pin Code:

Subject: Acknowledgement of the Order of Books

Dear Sir

Thanks for your order no. 423 dated 2nd February for books. We confirm the supply at the maximum possible discount and are arranging to dispatch books by the coming week. You are our valued customer. Please be assured that the books will reach you in perfect condition with big discount within 10 days from now. The bill is dispatched list-wise according to the number of books.

Always assure you our best services.

Yours truly

(Signature and below it the name of the person)
Gupta Publications

4. Write a letter to the Municipal Commissioner to improve sanitation condition in your locality.

Alok Singla
New Tagore Nagar
Rohtak
Pin Code:

July 12, 2018

The Municipal Commissioner
Municipal Corporation
Rohtak
Pin Code:

Subject: About Insanitary Condition of New Tagore Nagar

Sir

I bring to your kind notice the insanitary condition of our locality. Our locality is very dirty and the streets are full of pits. Dirty water stands in them and it emits a foul smell. It is difficult to move there. The streets always stink of foul smell. People throw rubbish on the streets. The sweeper is generally very careless and comes once or twice a month.

We have brought the matter to the notice of the Sanitary Inspector also. But he has not paid any heed to it. So, I request you to look into the matter personally.

Hoping for a favourable consideration,

Thank you

Yours sincerely

Alok Singla

5. Write a letter to the Editor of a newspaper complaining against rash driving.

34, A Block
Vasant Kunj
New Delhi
Pin Code:

March 16,2017

The Editor
The Indian Express
New Delhi
Pin Code:

Subject: Rash Driving –a Life Taking Pill

Sir

I would feel highly obliged if you kindly allow me to draw attention of the authorities and the people through your esteemed paper, to the hazards of rash driving.

During the last few years or so, the number of motorized vehicles in our city has increased manifold. The motorcars, buses, scooters, motorcycles ply on the roads at a great speed. Even in narrow streets, people indulge in rash driving. Perhaps it has become a fashion these days. Cars, scooters etc pass by one whizzing speedily even at a turning. They don't care if somebody is hit. The truck drivers and the youngsters are the greatest culprits in this respect.

Rash driving is a regular nuisance and is a cause of many fatal accidents daily. Many youngsters drive their vehicles without proper training. Even children without license are allowed to drive without any check by police. Many truck drivers ply their vehicles under the influence of wine. They hit others, as well as risk their own life.

If we want to improve things, rash drivers must be heavily fined, so that life and safety of people may be sustained. I hope you will give a little space to my views in your newspaper, so that the authorities may wake up from deep sleep.

Thank you

Yours truly

Hemant
Exercise

1. Write a letter of complaint to the sports dealer about wrong supply of sports material.

2. Write a letter to the Manager, State Electricity Board complaining about power failure.
3. Write a letter to the Commissioner, Municipal Corporation, drawing his attention to lack of civic amenities in your area.
4. Write a letter to the Editor about increasing incidents of crime in your city.

4.2 Notice

A notice informs the reader of something that is to happen or has happened. A notice can be issued about a meeting in an office, organisation, or change of address, commencement of a course etc. Most organisations have notice boards at prominent places throughout the offices. Most notices are meant to be pinned up or pasted on these boards. Notices issued by government departments and other big organisations also appear in various newspapers. Loss of a thing or when a thing is found, opening and closing of public issues are also notified through press. Caution notice is given in violation of trade marks. The notices should be simple, brief and clear.

Various kinds of Notices:

- 1) Admission notice
- 2) Notice regarding change of name, address, venue timing etc.
- 3) Legal notice
- 4) Notice issued by educational institutions, organisations etc.
- 5) Public notice
- 6) Tender notice
- 7) Caution notice

Example-1

Draft a notice of a document folder lost in a train.

LOST! LOST! LOST

A brown handbag of pure leather has been lost on 20th June, 2018 at 10 o'clock in train running between Mumbai Central and VT Station. The bag contains important official documents, share certificates, and Rs.5000 cash. Finder will be suitably rewarded.

Contact: Mr. Gupta

Phone: 9874561230

Fig. 4.1

Example-2

GOVT. COLLEGE, KARNAL
NOTICE

20th June, 2018
Found: A sports kit bag
A sports kit bag was found in the stadium on 19th June, 2018 during the final match. Anyone who has misplaced a red sports bag may collect it from the undersigned within two days, that is, by 22nd June, 2018. Place: Reception Counter

Contact: Pardeep
Mobile: 9876543210

N.P. College of Engineering, Karnal
Auction Notice

Date:
Three shops in student centre complex will be auctioned on monthly licence fee basis for utility service/ eatables and student centre on 20.06.2018 at 10 AM. For details, contact the office of the President, Student Welfare.

K.S. Sandhu
Director

Director

Example-4

M.M. College of Engineering, Jalandhar
Auction Notice

Date: 10/08/2018
One canteen in administrative block and two milk booths in residential area will be auctioned near the basement gate of the Administrative Block on 12.08.2018 at 11 A.M. For details, contact Deputy Registrar (Estate) Punjab Technical University, Jalandhar

Fig. 4.4

Example-5

RECRUITMENT NOTICE

Jamia Hamdard, Hamdard Nagar, Delhi

Advertisement No. 15/2018

Applications on prescribed forms are invited for filling up the following academic/non-academic posts in various departments of the university on UGC's pay bands. Eligible candidates may apply on or before July15, 2018.

S. no.	Name of the Post	No. of Posts
1	Advisor(Research)
2.	Professor (Pathology)
3.	Associate Professor(Microbiology)
4.	Associate Professor(Toxicology)
5.	Assistant Professor(Toxicology)

Details of qualification and experience, application forms etc. can be downloaded from the website of university
Website-www.jamiahamdard.edu/careers.as

H. S. Sandhu
Director

**GOVERNMENT POLYTECHNIC COLLEGE, KARNAL
NOTICE
(ARTICLES FOR THE COLLEGE MAGAZINE)**

Students of various branches are invited to contribute articles, stories, poems, cartoons, etc. for the College Magazine 2018-19. These should be original and written in neat hand or printed.

These should also carry the name and class of contributing students and be handed over to the undersigned.

The last date is 20.06.2018.

**Anil Kumar
Student Editor**

students against bunking classes.

2. On behalf of the Manager write a notice to be put on the notice board of the company informing the employees of the cancellation of the upcoming holidays in the wake of the targets that need to be fulfilled within a month.
3. Write a notice on behalf of the Principal informing the students about the conduct of the 'Annual Athletic Meet.'
4. Write a tender notice for supply of certain goods and for some job work.
5. Write a notice about the general meeting of members of a company.

4.3 Memorandum

Memos are brief written communications which are circulated within the organisation. The word 'Memorandum', the plural of which is memoranda, has Latin origin and

means 'a note to assist memory.' Memos are extremely important for the smooth functioning of an organisation because they provide a written record and history of a company's decisions. Memos are exchanged as a matter of routine by employees in their official work. They can be written for a number of purposes .Most often they are used for conveying information. A manager may send a memo to a subordinate to give instructions about a job, to communicate policy changes, to convey decisions, to make announcements etc. Memos are also sent to seek explanation for breach of code of conduct. They can carry a warning too. Memos can be congratulatory for an outstanding work. Memos handle the flow of communication up, across or down in an organisation.

Example-1
Power Cycles Limited,
Sonepat
Inter-office Memorandum

Date: 22nd June, 2018

To: All Employees
From: Manager (HR)

Subject: Office Hours

Let me remind you that the office timings of the company are from 10:00 AM to 6:00 PM. Exceptions resulting in late arrival and early departure must be reported to the Time Office. Employees not reporting such aberrations and constantly found irregular in keeping with the office hours, will be asked for a written explanation.

Sd/-
Parul Bansal
Manager (HR)

Example-2: An office memorandum warning an employee against habit of excessively long lunch hours.

**Vishal Engineering Works, Noida
Inter-office Memo**

Date: June 20, 2018

To: Sudhakar Srivastva
Clerk, Accounts Division

From: Rohit Dubey
Manager Personnel

Subject: Violation of Lunch Hour Regulation

In the last two months, I have informally warned you against your excessively long lunch hours. Your supervisor has informed me that last week your pattern of lunch break exceeded two hours.

This memo will serve as a written notice to you that according to company policy lunch hours are not to exceed one hour

I trust that this final reminder will help you recognise and solve this serious problem.

Rohit Dubey

Example-3: A memo to an employee granting permission to pursue further studies

**New Light Publishers (P) Ltd., Rohtak
Inter-office Memo**

Date: June 20, 2018

To: Rajender Singh Brar,
Manager Sales

From: S.M. Bhasin, M.D.

Subject: Regarding Permission to Join Law Classes.

The company doesn't have any objection to your joining the degree course in law through evening classes. However, please note that you will not be entitled to any special leave to prepare for the examinations. Nor should this course interfere with your working.

S.M. Bhasin

Example-4: Memo asking for an explanation for a job not done properly

**Asian Paints (Pvt.) Ltd. Jaipur
Inter-office Memorandum**

Date: June 20, 2018

To: Som Nath
Manager, Quality Control

From: D.S. Narula, G.M.

Subject: Supply of Paints Beyond Expiry Date.

Some of our customers have complained that the paint boxes, containing white colour supplied last week, are beyond the expiry date. Let me know today itself why these boxes were not inspected properly and approved before dispatch.

D.S. Narula

Example-5: Memo to an employee informing him of a cut in his salary.

**The Bank of Punjab Limited
Jalandhar**

Date: June 20, 2018

Ref. No. : 754/20

To: Mr Preet Mohan, Clerk

From: R.N. Sawhney, Manager

Subject: Deduction from Salary

You remained away from your duties on the date and period mentioned below. Please note that you have not earned salary and allowances for the said period.

Date: June 19, 2018

Period: 10.00AM to 5.00 PM

No disciplinary action has been taken.

Copies to:

1. Staff section (North Zone)
2. Salary section (R.N. Sawhney)

Exercise for Practice

Write a memo to an employee:

1. warning him against his/her rude behaviour towards customers,
2. appreciating a job,
3. warning an,
4. informing an, and

5. reprimanding him/her for misbehaviour with his/her superior.

4.4 Circular

When the same information is to be conveyed to a large group of people in an organisation, office circulars are used. It is a brief piece of professional communication that goes to everyone concerned in an organisation. Circulated both within and outside an organisation, circulars can be of various types. The subject of the circular is always mentioned at the top. The circular, as the name suggests, are circulated among the staff through a peon. All the staff members note and sign the circulars. Sometimes they can be put on the board. Usually circulars are about general matters. They can be about office conduct, matters related to employees such as, the rules that apply to them and their welfare facilities, to promote a new product or to make matters of interest known to several people.

Example1: Draft a circular to prepare for audit inspections.

Government Polytechnic, College, Karnal

Circular No.: GPK/12

Date: June 20, 2018

Subject: June 28, 2018 Visit by Auditors

An audit committee will visit our organization on June 28, 2018. All record pertaining to purchase must be up to date for the visit. The auditors may require additional information while auditing the record so no employee can avail leave on June 28, 2018.

R.S.Pathak

Principal

2. Circular depicting change of timings

B & R Department, Bathinda

Circular No.7023

Date: June 20, 2018

Subject: Change in Office Timings

As per the guidelines, to save electric power, given by the Punjab Government vide its notification no. 2024 dated June 19, 2018, the office timings of the department will be 8 A.M. to 2 P.M. from June 20, 2018 till further orders.

Employees are expected to strictly adhere to these office hours.

Gauri Shankar

Administration Officer

HSBTE

Circular announcing voluntary resignation

Date: June 20, 2018

Atul Engineering Works

Bathinda

Circular no.CA/5/95

This is to inform you that Mr. Ashok Bansal, Marketing Manager has left our company w.e.f. today. It was great having him with us and we wish him very best in his future endeavours.

Till a replacement is appointed, I shall be personally looking after his work and all queries may please be addressed to me.

Sincerely yours

Surinder Yadav

General Manager.

~~A circular informing the staff that a certain employee has been relieved of his office duties.~~

Gramin Bank

Pundri

Circular No.-125/ 2018

Date: June 20, 2018

Ref: Mr.J.S. Kesar, Internal Auditor

The bank has relieved Mr. J.S. Kesar of his services as the internal auditor from June 20, 2018. All branch managers are therefore, to note that no books of accounts will be made available to Mr. Kesar or his office staff for any audit work.

B.K. Mittal

Deputy General Manager

Draft circulars on following subjects informing the employees about:

1. Ban on polybags

2. "No smoking "policy at workplace
3. Policy of talking to the press
4. Vacation schedule

4.5 Basics of Report Writing

Report writing is one of the most diverse and complex of all writing tasks. Writing a report, whether for academic use or business purpose, is a powerful tool of providing factual information, recorded data, investigations, researches, analysis, etc. to a person or organization who wants to use that information. A report is defined as an orderly and systematic presentation of factual information that supports in problem-solving and decision making process.

A good report serves as an investigating and decision making tool as it clearly presents the analysis and statistical information of the factors relevant to a particular matter. This kind of research paper is also used for planning and critical evaluation as it contains useful analytical information about key resources and other important aspects to an issue. Below listed are five essentials of a perfect report.

1. Factual Accuracy

A report writer should be extra careful in quoting facts and statistical data. Since the information given in the report is research-based whose findings and analysis are used for making crucial decisions, a writer must gather information from scholarly and legitimate sources and must proofread the information at least two times in order to avoid presenting incorrect data.

2. Precision and Objectivity

A student before drafting a report on any academic topic should keep in mind that such a research paper should be objective in nature, i.e. free from the writer's personal opinions. A professional report writer is also definite about the actual purpose of the report and does not drift away from it throughout the paper. A writer can turn a report into a valuable research paper when it is written with precision because it brings credibility and trust in the findings or information provided in the report.

3. Relevance

Another characteristic of a good quality report is relevance. A report writer must always include those empirical evidences, statistics and facts which are relevant to the actual subject or objective of the report. Citing info from irrelevant sources can make the paper weak and its findings unreliable. The key here is to only look for the relevant pieces of information from scholarly sources i.e. journals, published reports, books etc. and to give their proper reference. For an impressive research report, accurate date and relevant facts are inevitable.

4. Clarity

For an academic report, a student must prepare a rough outline of the things that will be included in the document. Using pointers will help in addressing all the main points in the report. Also the language of the report should be

simple and clear. Try to avoid long sentences and complicated terms but at the same time, the language should be formal and academic.

5. Perfect Format

Your report should follow a standard format which includes abstract, introduction, research or analysis, results/findings, conclusion and references.

Importance of a Good Report

1. Improves communication skills of the writer
2. Improves writing skills
3. Adds to the good reputation of the writer
4. Enhances the writer's analytical skill
5. Increases possibilities of the writer's promotion to the higher position in the organization
6. Increases the writer's efficiency in work
7. Contribution to the Reader or to whom the report is submitted
8. Helps in decision making
9. Helps in identification of the problem
10. Helps in taking required course of action
11. Helps in research and development
12. Contribution to the organization or the business
13. Helps in creating plans, objectives, and strategies
14. Helps to implement and evaluate strategies
15. Increases company's reputation
16. Helps in management and marketing
17. Ascertain the situation and the position of the company
18. Aids in finding the problems and inconsistencies inside the organization
19. Assists in increasing production, research and development
20. Helps in employee motivation
21. Aids in catching the desired group of customers
22. Helps in international trade

Inspection report on video player

Number: Date:	Make: Model: Type: Serial no.:
Checked by:	
<p>Note: Please mark a tick (✓) against the relevant item.</p> <p>a) Visual inspection: Case: Normal/Stretched/Broken Heads: Normal/worn out/sticky/ dusty</p> <p>b) Mechanical Movement: Stopped/obstructed run/intermittent/noisy/smooth</p> <p>c) Amplifier: Playback: dead/poor/distorted/humming/normal</p> <p>d) Display: Normal/ distorted/ poor</p> <p>e) Frequency response:High-frequency missing/low-frequency missing/ speaker-jarring/normal</p> <p>f) Suggested repair and replacements:</p> <p>g) General remarks:</p>	
Signature	

Fig. 4.11

4.6 'Resume' Writing

Your resume is your most important tool when applying for a job. It doesn't matter how qualified you are, or how much experience you have - if your resume is poorly presented or badly written, you're going to have trouble getting the job you want - or even an interview.

Taking the time to work on your resume is really important. The information on this page offers some tips and advice on how to make your resume the best it can be.

The purpose of a resume

Your resume is a marketing tool. It needs to demonstrate:

- that you are employable,
- how you meet the job and the organisation's requirements,
- that you have the right qualifications and education,
- that you have the right experience and skills, and
- that you have the right level of professionalism for the job.

How long should my resume be?

The resume is only one page long, as it is customized according to the job profile. If one is making a general document stating all the aspects of one's profile then a CV is a better choice.

How should I order my resume?

Generally it's always good to present the information on your resume in this order:

1. Contact details
2. Objective
3. List of key skills
4. Educational qualifications
5. Employment history/volunteering/work placements
6. Personal information
7. Declaration/undertaking

Not everything in this list must appear on your resume every time, and the order can change from application to application. The most important thing is to get the most useful information across first. For example, if your education history is not specifically related to the job, put it toward the end of your resume, behind the information that *is* related to the job.

Do I need to change my resume for each application?

You need to edit your resume to every job application so that it responds to the specific requirements of the job you're applying for.

You might not need to change much, but you do need to make sure your opening statement, your key skills and your personal attributes all respond to the needs of the role, based on the job ad (if there was one) and the research you've done into the job.

You should also tailor your resume to show how your work experience specifically meets the needs of the job you're applying for.

How to prepare your resume

Ways that you can prepare your resume include:

- Using your opening statement to link your experience and education to the organisation and the requirements of the job
- Listing your most relevant key skills first
- Including examples of achievements that meet the advertised requirements of the job
- Including specifically relevant key words and phrases throughout your resume.

What your 'resume' should include

There are a number of things that every resume should have on it.

Contact details

Make sure you include your name, email address and a contact phone number on your resume'. You don't have to include your home address, although there might be some situations when doing so would be a good idea.

Include your contact details in the header of your resume.

Objective

The objective in a resume is only one to two sentences long. It can even consist of half a sentence/statement. It can be written in the first person (I/me/my) as opposed to the rest of the 'resume', which is written in the third person only. The 'declaration/undertaking' is also written in the first person.

Key skills & strengths

Your 'resume' should include a list of between 5 to 7 skills that link your experience to the job you're applying for.

If the job you're applying for was advertised, either the ad or the position description may provide a list of skills and experiences that are essential for doing the job. It may also provide a list of "desirable" skills and experience. Your list of key skills and strengths needs to respond to all of the items on the "essential" list and as many items as possible on the "desirable" list.

When putting together this list, think of things you've done or learned to do as part of:

- Jobs you've had
- Your studies
- Any work placements you've done
- Any volunteering you've done

Educational history

Your educational history only needs to show your highest level of education. You don't need to include your results, unless showing them proves how well you're suited to the job.

If you can, you should also include a few bullet points listing your academic achievements (e.g., school or class captaincies, awards you've won, or groups you've been part of).

Employment history

When providing your employment history, start with your most recent job and go backwards from there. Give the position title and the dates you worked there.

If you haven't had a job before, you can use other things to demonstrate your experience, including:

- Work experience you have done through school
- Work placements or internships that you've done through university or TAFE
- Volunteer work you've done

For each job provide a list of the things that you achieved while in that job, and the significant contributions you made to the organisation. Make sure that these achievements and contributions match the key skills and strengths listed earlier on your resume.

Personal Information

This section includes 'interests' (not hobbies/part-time activities), languages known, and the date of birth (if required).

Testimonials

A testimonial is another good way to prove that your skill and experience is what the employer is looking for.

Getting a testimonial can be as easy as asking a colleague, teacher or previous employer to write a couple of sentences about you.

You can include any testimonials you get as part of your educational history or your employment/volunteering/work placement history. The cover letter/e-mail can list all the documents submitted as part of one's profile.

Usually it is enough to include one or two testimonials in your profile. Any more than two is probably too many.

Keywords

A lot of recruitment agencies use software that scans applications for key words and phrases. Applications that don't use the right keywords tend to be automatically rejected.

Key words and phrases that this software looks for can include the names of:

- Skills
- Jobs

- Activities
- Qualifications
- Software
- Tools

To make sure your resume has the right key words and phrases, check out the job ad and make a list of the words and phrases it uses. If you don't have a written job ad to refer to, you can use a job search engine to find other ads for similar jobs and see what kind of keywords those ads use.

Once you have a list to work from, start adding those words and phrases to your resume. Good places to add keywords include:

- Your opening statement
- Your list of key skills
- Your educational history
- Your employment history

What not to put on your resume

Here are a few things not to include on your resume. Note that there may be circumstances when including some of the following information shows that you're a good fit for the job. If that's the case, including that information would be a good idea.

Private information

You don't have to provide any personal or private information on your resume. There's no benefit to be gained from providing information that could be used to generalise about you as a potential employee.

Your resume doesn't have to include:

- Your date of birth
- Your gender
- Any ailments or disabilities
- Your health status

A possible exception to this might be when providing this information would give your application an advantage (e.g., if the employer is looking for someone young, or a female applicant). In these situations, consider including such information if you think it would strengthen your application.

Factual errors

Submitting a 'resume' or cover letter with spelling mistakes will guarantee you don't get an interview. You should spell check your resume before you send it, but you should also get someone else to read it as well and check for mistakes you might have missed.

Double-check everything that you include in your 'resume'. If you mention the company's name, make sure you get it right. If you mention the name of places you've worked before, make sure you get that right. Mistakes on resumes are worse than typos.

Images and graphics

Don't include images or photos on your 'resume'. Not only are images disliked by recruiters and HR professionals, they can also create problems with recruitment software.

Fancy formatting

Stick to easy-to-read fonts and formats. This makes it easier for recruiters to review your 'resume'. It also means any recruitment software that reviews your resume can easily read the information. Good fonts to use include:

- Verdana
- Arial
- Times New Roman
- Calibri

Don't use large headings to break up the sections of your 'resume'. Use a 10- or 11-point font for your main content and a 12- or 14-point maximum for heading.

Information in tables

Some 'resume' templates present information in tables to help with layout, but some recruitment software is unable to read tables. Your 'resume' should only be formatted using line breaks and simple formatting (like setting multiple columns across the page).

PDF versions of your 'resume'

Some recruitment software can't read pdfs. Unless a job ad specifically says to provide your resume as a .pdf, you should always only submit your 'resume' in word format (.doc or .docx).

Reviewing your resume

Having someone else review your 'resume' is extremely important. Make sure you use someone who will actually tell you if they think something isn't right. People you could ask include:

- Co-workers
- Former employers
- Teachers
- Career guidance counsellors
- Your parents or guardians

4.7 Sending E-Mail

Email: Email stands for electronic mail. It is the most preferred means of communication because it is cheaper and faster. E-Mail can be categorized into two types:

1. Formal email: The email which is sent to an office for some official purpose.
2. Informal email: The email which is sent to relative or friend for some personal purpose.

E-mail is an instance of written communication that is much faster compared to conventional letter writing. Nowadays, the sending of E-mail, be it personal or official is very common among all. Sending an email is quite easy - be the recipient abroad or next door to us.

1. Format of an e-mail.

- a) E-mail address of the recipient of the mail.
- b) Main subject / reason of writing the email.
- c) Salutation

2. Body of the email:

- a) Introduction
- b) Matter in detail
- c) Conclusion
- d) Courteous leave taking and closing
- e) Name, designation and contact details of sender.

The format of an e-mail must be strictly followed in a formal e-mail. Just like a formal letter, we use formal language in a formal e-mail also. Use of abbreviations, short forms, slang language should be avoided in a formal e-mail. On the other hand, in an informal e-mail, we can miss out on salutation, leave taking and designation and contact details of the sender because we are writing the mail to an acquaintance.

Guidelines to write an E-mail:

- 1) One should have the email address from where the email is to be sent.
- 2) The email address of the receiver must be written correctly, if there is any mistake of even a single character then the email will not be received at the receiver's end.
- 3) The sender then writes the subject of the email, it should be compact and to the point.
- 4) If the copy of the email is to be sent to another person, his/her email address should be entered in CC option available.
- 5) Write salutation to the receiver.
- 6) Write the content of the email in logical, compact and correct manner. Avoid any type of mistakes.
- 7) Write complementary close at the end.
- 8) If some other file is to be attached with the email, write it as attachment after the content of the email.
- 9) Do read the composed email before sending to check for mistakes or shortcomings.
- 10) The writer should have an email address of his/ her own, so that he/ she is capable enough to have first-hand knowledge of the process.

Sample email

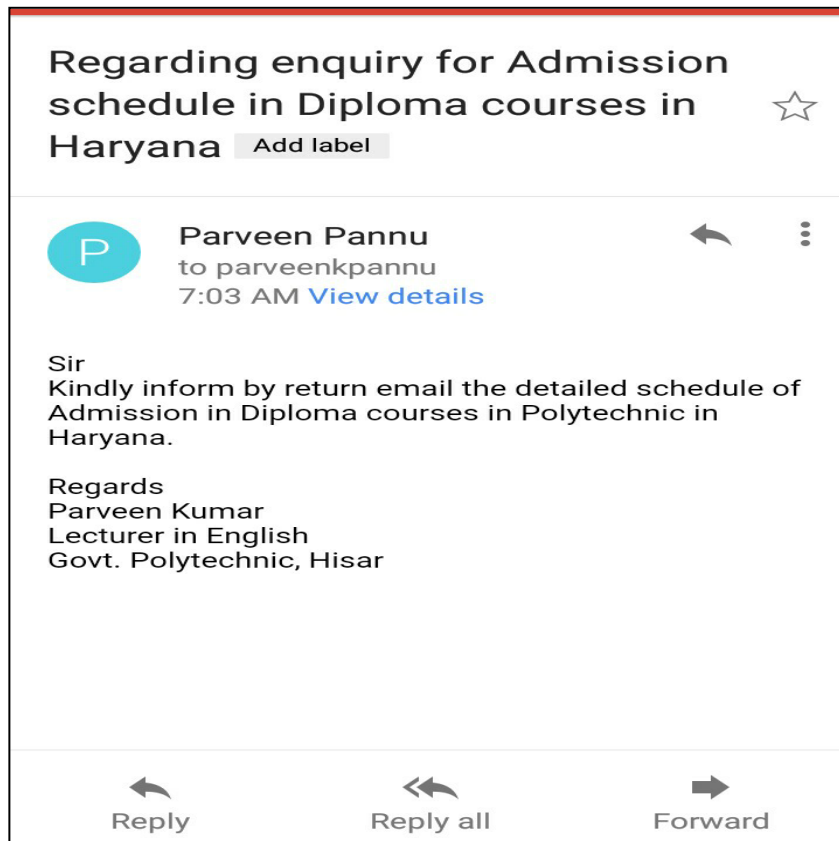


Fig. 4.1

4.8 Paragraph Writing

Paragraph is a group of sentences based on a particular topic.

Features of paragraph writing:

1. Write down the main points and ideas related to the given topic.
2. Arrange the ideas in a logical manner.
3. Introduction is not always required in a paragraph.
4. Start the paragraph directly with the subject.
5. Keep to the given word limit.
6. Avoid repetition of ideas in a paragraph.
7. Remember to write only one paragraph in such a composition

Paragraph Composition

A paragraph is a piece of creative composition and displays the writing ability of the writer. The basic composition of a paragraph can be elucidated as below:

Introduction

The introduction consists of 4-5 sentences. It states 'what' is being talked about and 'why.' The reasons for writing can be interest, information, or entertainment to be gained from the paragraph. One may choose to include a quote in the introduction, but it is not necessary.

Main Body

This is the main part of the paragraph. The writer describes in this portion the salient aspects of the topic, advantages or disadvantages (if any), and her/his views on the topic. Illustrations in form of data examples from history or contemporary world, and references can be included there. It consists of approximately 15-20 sentences in all.

Conclusion

The composition is wound up, in this part of the paragraph no new point is added; also no repetition should be done. The writer ends the composition by rephrasing the introduction. The conclusion is always shorter than the introduction, comprising of 2-3 sentences.

Child Labour

Child labour is a serious problem in developing countries. We often see young boys and girls working in tea stalls, roadside restaurants, meat shops, grocery shops, small industries and private households. Anyone below the age of fourteen is considered to be a child labourer. The wages given to these children are much less compared to the wages of adult labourers. These children are also made to work for longer hours. Employing little boys and girls, enables the employer not only to save money, but also to avoid labour unrest and other work related demands. Laws in most countries forbid the practice of employing child labourers. But, as the number of poor people in our country is very large, the exploitation of the children through the practice of child labour continues. Children are made to work at a tender age when it is time for them to go to school and enjoy their childhood. The abolition of child labour will only be possible if the economic conditions of the poor families improve and the employment of adults from these families is ensured.

Important subjects for paragraph writing at the diploma level:

1. Environmental Pollution
2. Importance of Technical Education
3. Value of Games
4. Value of Discipline in Life
5. Advantages and Disadvantages of Mobile Phones
6. Relevance of Computers
7. Information Technology
8. Science—a Boon or Curse
9. Annual Function
10. A Football Match

4.9 Picture Composition

Picture composition is the art of writing by observing the various scenes in the given pictures. This activity inculcates imaginative and creative abilities among the students. It improves their writing skills.

A picture composition is similar to a paragraph composition. The only difference is that the writer should describe all the prominent features of the picture, and a few secondary features, as the word – limit permits.

Giving a 'title' to a picture composition is of importance. The title consists of 4-5 words or lesser. Each word in the title begins with a capital letter but not conjunctions, prepositions and articles coming in between the title. For example:

- The Blue Sky.
- The Men in Blue.

Features of picture composition:

1. Write down the main points and ideas related to the given topic.
2. Arrange the ideas in a logical manner.
3. Start the paragraph directly.
4. Keep to the given word limit.
5. Avoid repetition of ideas in paragraph.

Sample pictures for picture composition:

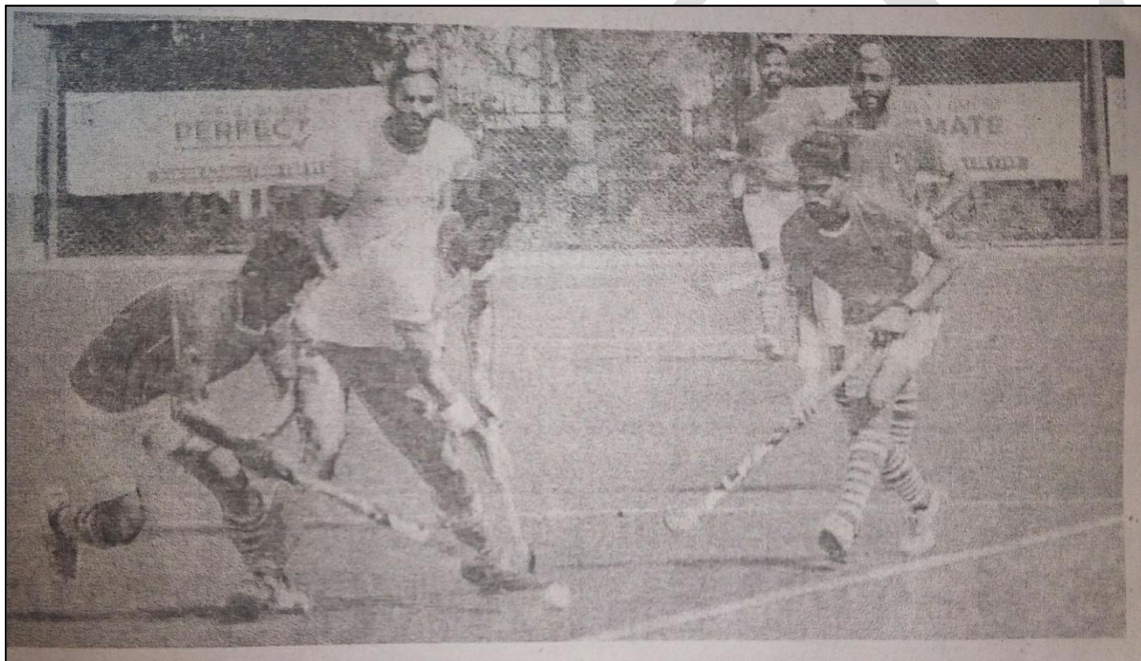


Fig. 4.13



Fig. 4.14

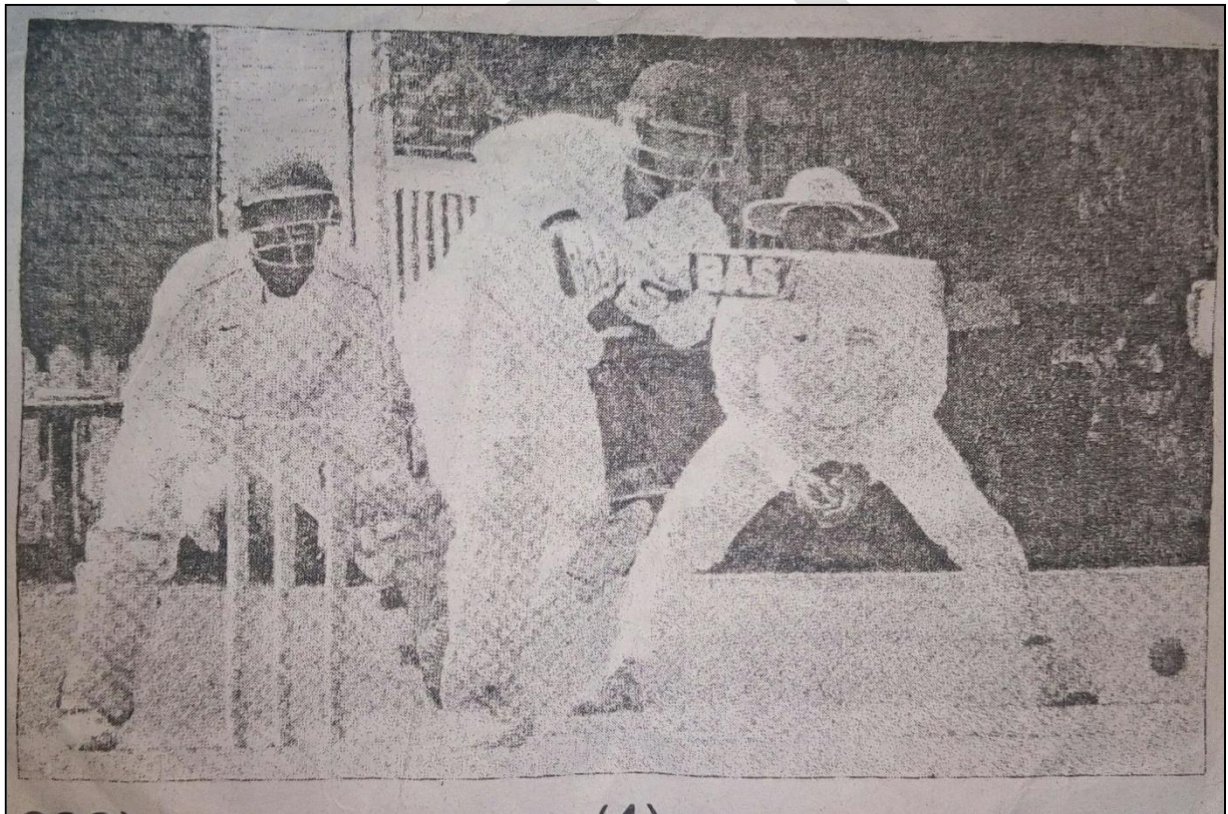


Fig. 4.15

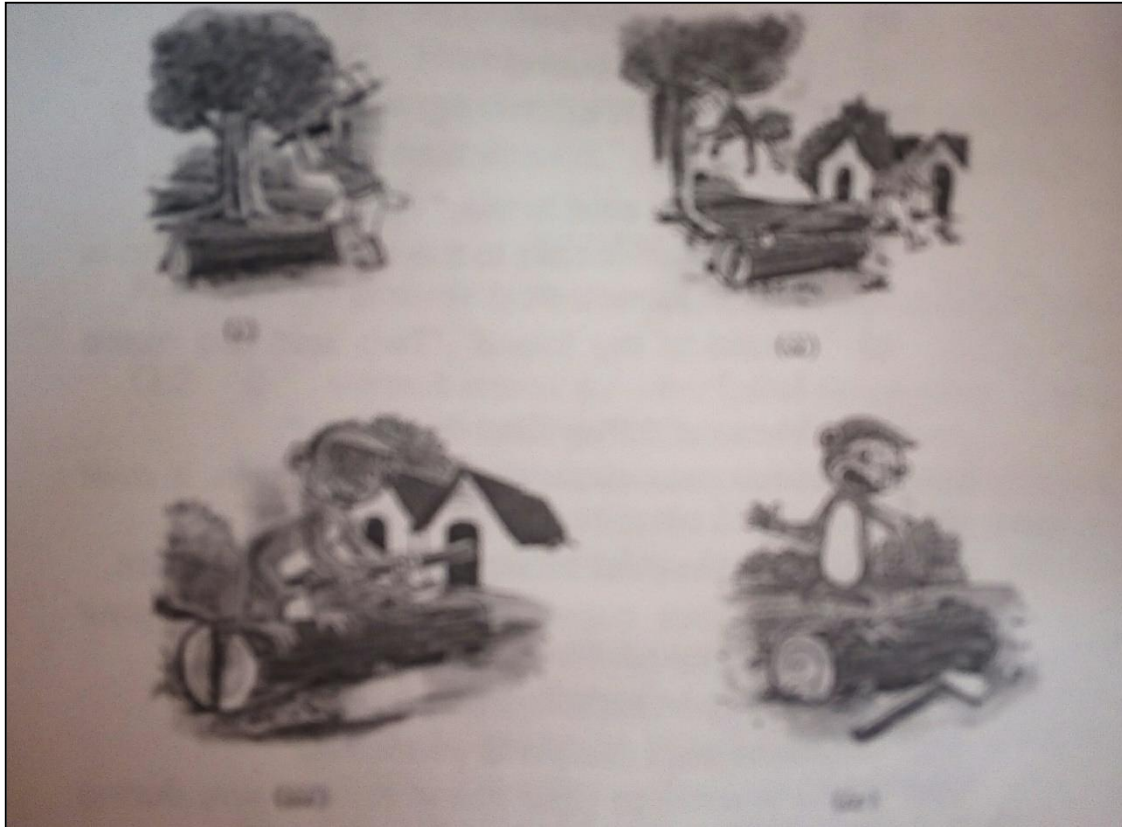


Fig. 4.16

Multiple Choice Questions/True-False Questions

Q. State whether True/False:

- a) We have to use the surname of the recipient when we use Mr./Ms.
- b) A notice informs the reader of something that is to happen or has happened.
- c) Memos are exchanged as a matter of routine by employees.
- d) Circulars are only published in newspapers.
- e) A report comprises mostly of the writer's personal views.

Answer Key: a), b) and c) – True d) and e) – False

Q. Select the correct choice:

- i) A resume is:
 - a) a marketing tool
 - b) an academic document
 - c) is referred to only during an interview
 - d) a long document
- ii) One should begin a paragraph
 - a) without an introduction but with a quote
 - b) with an introduction and a quote
 - c) with an introduction and a quote may or may not be included
 - d) without both and introduction and quote
- iii) The correct format to write date in a letter is:

- a) 10.10.2018
 - b) 10 October, 2018
 - c) October 10th, 2018
 - d) 10th October 2018 or October 10, 2018
- iv) A notice should declare:
- a) a few instructions only
 - b) contact information, venue, date, and other details
 - c) a deadline, if any
 - d) all of the above

Answer Key: (i)a, (ii) c,(iii) d) and (iv) d

HRSBTE

Chapter – 5

PRACTICALS

Learning Objectives:

- The objective of practical is to understand language and its practical usage in everyday life. It will help the learner in recognizing the two inevitable parts of oral communication; listening and speaking. These practicals will support in self-introduction, debate, extempore, formal and informal responses, greetings, making complaints and, giving and receiving information. Each section is followed by practice exercises.

1. Listening Exercises

Understanding of a language comprises of reading as well as listening phases. For Informal communication, which exists in oral form for most of the time, the comprehending implies listening of the language, by the receiver. Listening is therefore, an inevitable part of oral communication. The teacher should motivate his/her pupils to develop their capacity for the understanding of this kind. It may include a variety of methods, such as playing of audio messages for the students in the language laboratories, according to their taste, be it sports, films, entertainment, politics, science and technology etc.

When the students listen to the audio message, the teacher should not interrupt in the middle, rather, should note down the points, which have to be explained later. Thereafter, the teacher should ask a few questions if the students have grasped the message as a whole, or it was just a superficial or pretended listening. The teacher should then explain the main points and keywords. He/she should also instruct the students not to focus on the grammar or the vocabulary of the message, but to cater for the meaning of the message.

The various exercises in the practical section are attempts to enable the students improve their listening ability.

2.

Self and Peer Introduction

There are lots of situations in our daily life when we need to introduce ourselves to others. When people join together for a meeting or conference on a single platform in formal situations in organization, the conversation always begins with self-introduction

In informal situations also, we introduce ourselves to strangers. The way we introduce ourselves reflects our personality and ability.

Giving an introduction effectively is very significant for students, particularly when they appear for interviews and presentations etc. Their confidence level and competence are observed through their way of introduction. Introduction is a mirror of complete personality.

Example of self -introduction

“Hello everybody, I am Rohit. I am pursuing my three year diploma course in Computer-engineering from Govt. Polytechnic Chandigarh. I have passed my 10th class from St.Kabir S.S.School Rohtak with 80%marks. I belong to a middle class family. My father is a businessman and my mother is a homemaker. My hobbies are playing football and reading books. I like to travel new places and to collect knowledge about them. Positive attitude and confidence are my strengths. My dream is to become a successful Engineer in life and serve my nation with my ability.”

Introducing others

Introducing others is an important aspect of life. We should provide complete information about the person whom we are going to introduce. So we must have firsthand knowledge about the person that we introduce in formal situations.

Example of Peer Introduction

“Good morning Ladies and Gentlemen, it is my honor to introduce Mr.Vikas Ahooja, Director Apex Global Group of Institutions. Ludhiana. It is our pleasure that he is among us today in this conference and shall share his views on- how to improve quality of technical education in state. Mr. Ahooja is a postgraduate in Mech. Engineering from D.C.E., New Delhi. He has served in the same institution for about ten years. I hope you all will benefit yourself with the heaps of knowledge and information which he shall impart today.”

Exercise

1. On the way to market, with your father you come across your teacher. Introduce each other. You are on the way to market, with your father and you come across your teacher. Introduce them to each other.
2. Your cousin from Delhi has come to your house. As a matter of chance, your friend comes to meet you. Introduce them to each other.

3. Debate

Debate is a process which involves formal discussion on a particular topic. In a debate opposing arguments are put forward to argue opposing viewpoints. A debate is a public discourse. It is formal, direct, oral contest or competition between two or more people on a given topic. It is a rule governed and disciplined contest conducted within a set framework. A debate may comprise single participants or teams of participants. Debates are conducted in a structured setting giving chance to each participant to present his views.

Debates provide experiences which are helpful for acquiring cognitive and presentation skills. Debates add to their knowledge. It teaches them the skills of learning, organizing and presenting information in a competitive set-up.

Exercise

Students may debate on the following topics:

1. Uses and misuses of Internet
2. Inclusion of Moral-education in present syllabus of college-study
3. Student Elections: Farce or Reality?
4. Examination System in India
5. Reality Shows in India

4. Situational Conversations

a) Offering and Responding to Offers

This topic provides us practice to offer and respond to offers. When we offer something to someone, we should be polite in tone. To respond to offer, people may accept or refuse help. There are some ways to offer help and to respond to them. Such as---May I help you ? Are you looking for something? Thank you.

Example

Your uncle comes to your house, but your parents are not present. How will you offer your uncle tea etc?

I: Good morning uncle, please come in.

Uncle: Good morning child, how are you? Where are your parents?

I: I am fine uncle. My parents have gone to market for some work and they will come back in half an hour. Take a seat please.

Uncle: How are your studies going on?

I: Oh It's fine uncle! Would you like to have a cup of tea?

Uncle: No, thanks.

I: Is there any message for my parents? I will tell them when they come back home.

Uncle: Yes, dear. Tell your father that I have completed the task which he gave me.

I: Ok, uncle.

Uncle: I should leave now.

I: Bye uncle. Nice meeting you.

Uncle: Bye child. May God bless you!

Exercise

Your best friend is in some problem. Offer him help.

b) Requesting and Responding to Requests

In this, we request people to complete our needs with the use of descriptive language with good expressions to get the positive response to our requests. When we request others to do something for us, the use of right tone and right words is very important. Some common expressions used in this, are - Will you drop me off on your way please?

Alright, with pleasure, just a moment, I will see if I can do it

Example

You are going to office in the morning and your scooter or car does not start. Request your neighbour to help you.

- I: Hello, Good morning, Mr. Sharma
Mr. Sharma: Good Morning.
I: How are you?
Mr. Sharma: I'm fine. Is today your holiday?
I: No, Mr. Sharma, Today is a working day as usual.
Mr. Sharma: So, what are you waiting for?
I: Actually my scooter got punctured. I have called a mechanic to repair it but it will take a lot of time and I'm getting late. Today is my important business meeting. So, I have to reach the office right now. I believe that your office is on the same way as mine. Will you please drop me at my office?
Mr. Sharma: Of course, why not!
I: Thank you very much, Mr. Sharma.

Exercise

- 1) When you start your class test, you find that you have left your kit at home, request your friend to help you.
- 2) Your book of English has been lost in the school and your teacher has given you some project work, borrow a book from your friend for a day.

c) Congratulating

We congratulate people on their achievements. It is important to appreciate them when we congratulate. In our social life we congratulate our friends, colleagues and relatives when they are successful or they achieve something. Some common expressions used for congratulating are - I'm glad to know about this. It is a great achievement, I congratulate you.

Example

Your cousin got a job in a multinational company in USA. Congratulate him

- I: Hello Saurabh, Good Morning, how are you?
Saurabh: Good Morning, I'm fine.
I: I want to congratulate you from the core of my heart on your glorious success that you have got a job in a multinational company in USA.
Saurabh: Thank you, Amit but how did you come to know about this?
I: Your father told me about your brilliant success when I came across him in the market. Saurabh! You have made your parents really proud; it's truly the result of your hard work and blessings of your elders.
Saurabh: Thank you very much.
I: When are you going to USA?
Saurabh: I'm going next month.

I: I want to see you before your departure.
Saurabh: We will meet soon.
I: Congratulations once again.
Saurabh: Thanks a lot. See you soon.

Exercise

- 1) Your cousin has got admission in a good engineering college. Congratulate him.
- 2) Your friend had bought a new farm house to expand his business. Congratulate him on his success.

d) Expressing Sympathy and Condolence

In our day to day life, we express sympathies and condolences. In doing so, it is important to maintain the right tone and intonation. These situations call for sincerity and genuine feelings and in the absence of these, words become mere cliches. Here are a few samples to practice with your partner.

Dialogue-1

Suman: I heard that your son has had a bad accident. I'm sorry about it, but don't get disheartened. Everything is going to be all right.
Tarun: You know it's quite hard for me. He's in the middle of his examinations and the doctor has advised him rest for a couple of weeks.
Suman: Let's hope everything will be all right. I'm sure he will cope and get well soon.
Tarun: Thanks.

Dialogue-2

Ankit: Hi Alok! I heard that your cousin's house has been looted. Poor guy!
Alok: Yeah, Ankit. They had gone out for a wedding to a nearby town. By the time they returned, the house was ransacked. Luckily, they didn't hurt my old aunt.
Ankit: That's a blessing. Anyway my sympathies are with them. Let's hope the police nabs the culprits soon.
Ankit: We all are keeping our fingers crossed.

Dialogue-3

Alok has lost his grandmother. His friend, Amit comes to offer his condolences
Amit: I'm really sorry about your grandmother. I understand how shattered you must be feeling at this moment.
Alok: I still can't believe she is gone forever. I'll always miss her badly.
Amit: I know, Alok. Your grandmother was a special person. Everyone who met her really admired her. It's a great loss indeed. However, we must be grateful for the fact that she went peacefully without suffering much.
Alok: Thank you, Amit. I don't know how I would have coped without your support.

Exercise for Practice

1. Your friend has met with an accident because of which he/she won't be able to appear in the final examination. Express your sympathies and comfort him/her.
2. Your friend has badly burnt his hand. Express your sympathies.
3. Alok does not make it to the Zonal Basketball Competitions in spite of his hard work. His coach consoles him and expresses sympathies.
4. Your younger brother has failed in the examination. Express your sympathies with him.
5. Your neighbour's house has caught fire due to short-circuit. Express your sympathies at the loss of goods and damage occurred.

e) Apologising, Forgiving

When we do something wrong, we can always save ourselves a lot of trouble by apologising, someone complains about us. Some samples are given below for practice.

Dialogue-1

(Bumping into someone)

Amit: Oops my fault! I didn't see you.

Sonu: That's O.K.I hope you aren't hurt.

Amit: Not really.

Sonu: Thank God.

Dialogue-2

Alok: Hi Amit! I'm terribly sorry! I forgot to wish you on your birthday. I'm really sorry.

Amit: It's all right, Alok. No need to feel so bad about it. These things do happen.

Dialogue-3

Amit: I'm sorry about what I said. I didn't mean to hurt you.

Sonu: Let's forget it, shall we?

Amit : That's nice of you to say so. I promise I won't repeat it.

Sonu: Fine, let's put it at the back.

Dialogue-4

Mrs Kapoor: I'm sorry we couldn't make it to the party. Alok had his UPSC exam yesterday.

Mrs.Ankit: That's all right.Hope he has done well. However, we did miss you a lot.

Mrs Kapoor: He says, he has.

Mrs Sharma: Good. Let's hope for the best.

Exercise for Practice

Build conversations for the following situations:

1. You have borrowed an electric kettle from your neighbour. You dropped it by mistake.
2. You took your friend's notebook by mistake.
3. You promised your friend to pay the mobile bill but you forgot.
4. You borrowed a dictionary from your English teacher. Your three year old cousin has scribbled on it.
5. You borrowed a book from your friend and you have lost it. Apologise.

f) Complaining

Making complaints also becomes a necessity at times. It is important to remember that a direct complaint or criticism in English can sound rude or aggressive. It is best to mention a problem indirectly. Given below are some of the exercises that may help us in the situations we need to make complaint against anything or anyone.

Dialogue-1

Mrs Khanna: Ankit, did you pay the electricity bill ?
Ankit: Sorry mom, I forgot to.
Mrs Khanna: I'm sorry to have to say this. I think you are behaving in a very irresponsible manner. Today is the last day for payments.
Ankit: I'm really sorry, mom. I won't repeat this.

Dialogue-2

(on the telephone)

Seema : Is that Neetu?
Neetu: Yes. Who's this, please?
Seema: Neetu, this is Seema. I'm sorry to bother you at this hour. I think we need to discuss the project report tomorrow at the earliest. It needs to be redefined.
Neetu: OK. I'll be there at 8am.
Seema: Thanks and good night.
Neetu: Good night.

Dialogue-3

Vijay: Good Evening, Mr. Sam. I'm sorry to trouble you, but there is a small problem that I would like to mention to you.
Sam: What is it Mr. Chatterji?
Vijay: There seems to be a leak in your bathroom pipe and the water seeps through the roof of our house downstairs. I was wondering if you could have the pipe repaired, please.
Sam: Oh, I'm terribly sorry. I'll have the pipe repaired immediately.
Vijay: That's very kind of you, Mr. Sharma. Thank you.
Sam: I'm glad you brought the problem to my notice. Thank you.

Dialogue-4

Rajesh: Hello, this is Rajesh Gupta. I had paid the telephone bill last month before the due date. In spite of that the connection has been cut off. May I know why?

Baldev: Please give me the details of the bill, the date on which you paid the bill etc. I will definitely look into the matter.

Exercise for Practice

1. Your bank has deducted your EMI twice in a month. Make a complaint to the manager.
2. The food you ordered is cold and stale. Complain about it.
3. You have been overcharged for a service. Make a complaint.

g) Warning

It is natural to warn others about possible dangers and dangerous situations. The following samples are given for practice.

Dialogue-1

Mother: Watch out! Be careful! Don't play on the road.

Child: I 'm sorry. I'll be careful.

Dialogue-2

Rohan: You are driving very fast. Slow down!

Madhu: This is thrilling!

Rohan: Don't push so hard on the gears. Slow down otherwise we will be in trouble.

Madhu: O.K.

Dialogue-3

Father: Let me look at your marks closely before I sign your progress report.

Ankit: Yes, father.

Father: You have scored only 55% in English and Science. Work hard otherwise you'll not be able to score a good percentage.

Ankit: I promise to work hard.

Dialogue-4

Alok: The staircase is pretty low here. Make sure you won't hurt yourself.

Balu: Thanks for warning. I would have hit the roof otherwise.

Exercise for Practice

1. Your friend has recently started smoking. Warn him/her about consequences.
2. You see a child playing with a matchbox. How will you warn him /her
3. Your younger brother is always busy on his mobile. Warn him against the excessive use of mobile.
4. As a librarian, warn the students against making noise in the library.
5. Being a good neighbour warn the son of your neighbour, who has fallen in bad company.

h) Asking for and Giving Information

There are a number of standard phrases/structures used when asking for information in English. The following samples are given for practice.

Dialogue-1

Rohan: Hello Rohit! I had borrowed Neetu's notebook the other day. Do you know where she lives? I have to return the book at the earliest and I have misplaced her address.

Rohit: I'm sorry. I have no idea.

Rohan: Oh, that's sad. Anyway, it's all right.

Dialogue-2

Rohit: Rohan, can you do me a favour? I'm held up in a meeting. Could you find out if Reena has reached home? I was supposed to pick her up.

Rohan: Don't worry. I'll do that.

Rohit: Thanks a lot. I know I can bank on you.

Rohan: Yeah, any time.

Dialogue-3

Rohan: Good Morning, Mrs. Rao. I heard that you are going to Hyderabad. Is everything all right?

Mrs Rao: Good morning, Rohan. Everything is fine. We are attending my nephew's wedding.

Rohan: That's nice. Since you are going to Hyderabad, can you do me a favour?

Mrs Rao: Sure, go ahead.

Rohan: Would it be possible for you to find out when the Central University is conducting its exam for Ph.D.?

Mrs Rao: Shouldn't be a problem. Will do that. Anything else?
Rohan: Thank you.
Mrs Rao: That's fine.

Dialogue-4

Rohit: Hello! Is that railway enquiry? I'm calling to find out if the Shatabadi Express is running on time? What time will it reach New Delhi?
Enquiry Office: It is on time. It will reach Delhi at 10am.
Rohit: Thank you.

Exercise for Practice

1. Your friends are planning a tour to Jaipur. Call up the Tourist Information Office at Jaipur and find out all the necessary information.
2. You are visiting Hyderabad for the first time and want to find a good place to stay in for a few days. How will you get this information from the tourist information officer in Hyderabad?
3. You have come to the Supermarket. Gather information about iron boxes and washing machines.
4. You want to inquire about the local bus service. How will you do that?
5. A stranger approaches you and wants to know about the sites worth visiting in Chandigarh. How will you respond?

i. Getting and giving permission

In communication, while seeking permission, one should be polite, and use phrases and words that show politeness and humbleness.

Dialogue-1

Monit: Excuse me. I have lost my pen. May I use your pen?
Akshat: Oh yes, by all means.
Monit: It's very nice of you. Thanks for the help.

Dialogue-2

Rohit: My mobile phone is not working. It's battery is dead and I have to make an urgent call. Would you please allow me to use your phone?

Ajay: Sure, no problem. Feel at ease and use it.

Rohit: Thank you very much and it's so nice of you.

Helpful phrases and sentences for getting permission:

Would you please...?

Would you mind...?

Excuse me...?

With your due permission?

Helpful phrases and sentences for giving permission:

By all means.

Definitely.

Of course.

Certainly.

Sure.

j. Asking for and giving opinions

In communication, while asking and giving opinions, one should be polite, and use such phrases and words that show politeness.

Abhishek: Hello Aman, I am planning to buy a computer of HCL company. What do you think about this?

Aman: In my opinion, it is a good choice. I am using it and quite satisfied with its performance.

Seema: Excuse me, Reema. I am new in this city and will have to stay in a PG. What do you think, which one will be most suitable for me.

Reema: Saraswati Girls PG is the best for you because the location is good and the facilities provided are also good.

k. Talking about likes and dislikes

To express likes and dislikes, one must be careful to use the phrases and sentences. The phrases and sentences should be such which are polite and do not offend anyone or show disrespect.

Mudit: Sanchit, do you like your college?

Sanchit: Of course, I appreciate the faculty of my college. The building is very attractive and environment is very conducive to the study.

Mudit: Sanchit, and what do you not like here?

Sanchit: There is nothing much that I dislike, but I am a little bit not satisfied with the quality of food in the hostel.

Helpful phrases and sentences for likes:

I like...
I enjoy...
I appreciate...
I relish...

Helpful phrases and sentences for dislikes:

I do not like...
I do not enjoy...
I do not appreciate...
I do not relish...
Dissatisfied
Not satisfied

5. **Just a minute session - Extempore**

The dictionary meaning of Extempore is done or said without preparation.

An Extempore speech is a speech that is made on a given topic without any prior preparation. Generally, the time for this type of speech is 1-5 minutes.

Tips for the Extempore:

1. It requires the candidate to speak in a limited time in a logical manner.
2. It requires thinking of the topic for sometimes, and a flow of delivery.
3. Proper body language should be used, since this is oral presentation.

Students can be asked to present Extempore on various topics like:

- a) Youth and Politics
- b) Indian Economy
- c) Mob Culture in India
- d) Cultural Diversity

6. Group Discussion

Group Discussion is an important activity in academics, business and administrative spheres. Here, the exchange of ideas is done through oral communication. The purpose of the group discussion is to reach an agreement or solution. It develops communicative power of the participants. It also develops leadership qualities.

Tips for Group discussion:

1. The participants should have a complete knowledge of the topic on which they have to speak.
2. They should present their ideas in a logical manner.
3. They should put forward their ideas in a confident and convincing manner.
4. Clarity of thoughts is must.
5. One should not be too soft or too loud.
6. Pronunciation, tone, pitch should be accurate.
7. Slangs should be avoided.

7. Newspaper Reading

Reading skill helps in enhancing our knowledge. It helps in increasing word power and development of thoughts. Reading newspaper in the classroom provides the students not only information, but inculcates interest for the current scenario. It is the best way for developing speaking as well as reading skills.

Some important steps to be followed while reading newspaper:

1. Define the purpose for reading newspaper.
2. Study the topic carefully and get a quick idea about that.
3. Carefully study the pictures and graphs to support the main purpose of the text.
4. While reading aloud in the classroom, the pitch, the tone, the pronunciation and the stress should be proper so that there may be improvement in oral presentation.

8. Mock Interviews: Telephonic and Personal

Interview is a formal communication between an interviewer and a candidate for a specific purpose. The candidate aims to get an opportunity to get selected for the job, whereas the interviewer looks for the best person for the vacancy in his organisation.

Mock interview

A Mock interview is when you set up an environment and scenario that resembles a typical interview. It is the best way for preparing for an actual interview as you prepare yourself with the right body language, the professional etiquette and practise answering the tricky questions.

Pre-requisites of Mock interview:

1. Attire or formally dressed
2. Environment resembling with actual interview place
3. Formalities
4. Practice of complex questions
5. Variety of people

Benefits of a Mock interview:

1. Reduces stress and anxiety
2. Boosts confidence
3. Prepares for behaviour based interview questions
4. Practice for perfection
5. Reduces uneasiness
6. Learn professional etiquettes
7. Increase awareness

Conduct and stages of Mock interview:

Conduct of Mock interview:

1. Filling up of job interview profile, details of qualification and experience
2. At arrival in the interview room, be calm, cool and relaxed
3. The interviewer starts asking questions
4. Active listening by the interviewer to the replies by the candidate
5. Closing the interview and thanks giving

Stages of Mock interview:

Opening section: questions regarding basic information such as education, orientation etc.

Middle section: questions regarding aptitude and subject knowledge, job experience and future plans, etc.

Summing up: The interviewer sums up the final impression of the candidate on the basis of answers given by the candidate.

Exercise

- 1) You have to appear for the interview for an HR Executive. Conduct a mock interview for the same.

Multiple Choice Questions:

1. When the students listen to an audio message, they should:
 - a) Ask questions in between
 - b) Speak loudly
 - c) Not interrupt
 - d) Listen carefully
2. When we offer help to others, we should say:
 - a) Greeting to you
 - b) May I help you?
 - c) Please go away
 - d) Good morning
3. You wish to congratulate your friend, you would say:
 - a) Greetings to you
 - b) Congratulations!
 - c) May I help you
 - d) I want to see you
4. Your friend has lost his father, you would say:
 - a) May I help you?
 - b) I want to see you
 - c) Please go away
 - d) I am really sorry to hear about your father
5. You did something wrong, you wish to apologize. You would say:
 - a) How are you?
 - b) May I help you?
 - c) I am really sorry.
 - d) I want to meet you.

6. We wish to make a complaint. You will say:
 - a) Good Night.
 - b) Greetings to you all.
 - c) I wish to bring a problem to your notice.
 - d) I am sorry to hear that.

7. You wish to seek information regarding something. You would say:
 - e) There is a problem.
 - f) How are you?
 - g) I wish to know about thins.
 - h) Where have you been?

8. You wish to seek permission to use someone's pen. You would say:
 - a) Give your pen to me.
 - b) I wish to take your pen.
 - c) Excuse me; may I use your pen?
 - d) By all means, give your pen to me.

9. You like the opinion of a colleague. You would say:
 - a) How are you today?
 - b) I do not like your opinion.
 - c) I appreciate your opinion.
 - d) I am not satisfied.

10. What are the benefits of Mock Interview?
 - a) You get to buy a new dress.
 - b) You learn informal conversation.
 - c) You learn professional etiquettes.
 - d) You get a job.

Short Answer Questions (60-80 words)

1. Why are communication exercises necessary?
2. How should we conduct peer introduction?
3. Why should we listen to opposing viewpoints?
4. How should you deal when someone asks for information?
5. Why should we speak politely?
6. How does extempore helps in overcoming language barriers?
7. Why are group discussions important in academic spheres?
8. How does reading skill help in enhancing our knowledge?

Descriptive Questions

1. What is the significance of learning through practical method?
2. How does a proper introduction help in casting a good impression?
3. Write a short note on the significance of debate?

4. How does impolite conversation affect our routine life?
5. Good expressions get positive response. Explain.
6. Write a short note on the significance of tone and intonation.

HSBTE