The background of the cover is a photograph of a satellite in space. The satellite has large solar panels that are illuminated from the right, creating a bright orange glow. The rest of the satellite and the background are dark, with many small white stars visible. In the top right corner, there is a red square logo with a white stylized symbol inside.

A TEXTBOOK OF SCIENTIFIC AND TECHNICAL COMMUNICATION WRITING FOR ENGINEERS AND PROFESSIONALS

S.D. SHARMA

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SCIENTIFIC AND TECHNICAL
COMMUNICATION WRITING**
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This One



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**A TEXT BOOK OF
SCIENTIFIC AND TECHNICAL
COMMUNICATION WRITING**
for
Engineers and Professionals

Earlier version of this edition titled **A Text Book of Scientific and Technical Writing** was prescribed by the U.P. Technical University, Lucknow for B. Tech. I year students of all branches for course 2002 Professional Communication II and by G.B. Pant University, Pantnagar for B. Tech., I year students of all branches

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Printed at Rushan Offset Press, Delhi.

Dedicated to
My wife Smt. Chhaya Sharma
for her whole-hearted
dedication and self-abnegation

*“The woods are lovely, dark and deep,
But I have promises to keep;
And miles to go before I sleep,
And miles to go before I sleep.”*

Robert Frost

Preface of the Third Edition

In the third edition of the present book, suggestion received from the readers, particularly from the teachers and the students have been incorporated. Critical opinions received from my colleagues at G.B. Pant University, Pantnagar (USN), particularly from Professor R.K. Gupta, HOD, Environmental Sciences and Prof. R.S. Sanklyadhar, Dept. of Humanities and Social Science, have also been incorporated.

One full-fledged Chapter titled as '**Online Communication: Semiotics Technology Perspective**' has also been added to this edition.

As a University teacher of approximately 41 years experience of teaching students of different streams, I have felt that the students of Engineering and other similar technical streams need communication skills, particular written skills which are decidedly different from other streams. While serving G.B. Pant University, Pantnagar as Professor of English & Head for long specially designed and implemented a course on Technical and Scientific Communication Skills for the students of B. Tech. I year of all branches probably for the first time in the country way back in 1976. The results were amazingly gainful and since then I have added a number of dimensions to his course.

For a course named Professional Communication II, my book titled **A Text Book of Scientific and Technical Writing**, was prescribed for study by the U.P. Technical University, Lucknow. This book was also prescribed for B. Tech. I yr. Students of all the branches by G.B. Pant University, Pantnagar. Since the Technical Communication writing has assumed dimensions of great importance, of late, world-wide, it is of course, in the proper fitness of things that new dimensions should be added to Technical Communication writing keeping in view the requirements of the students and the new changes being brought about by revolutions of Information Technology and Economic

Globalization. In this edition every effort has been made to include all the essential elements needed for technical writing.

In the preparation of this edition, a change in the title of the book has been made and the word '**Communication**' has been inserted. Earlier the title was '**A Text Book of Scientific and Technical Writing**' and now it is '**A Text Book of Scientific and Technical Communication Writing**'. This has been done keeping in view the mind-boggling results being brought about by **Communication**.

My wife, Smt. Chhaya Sharma, has helped me a lot even by abandoning her physical comforts. I am grateful to her and dedicate this book to her.

My colleague Professor R.C. Pant at G.B. Pant University, Pantnagar, now Vice-Chancellor, Kumaon University, Nainital, deserves spacial thanks for inspiring me to take up the work of revision of this book for its present edition. I am also thankful to Professor A.K. Singh, Vice-Chancellor, International University for Human Transformation, Delhi where I was also Professor of English and Dean, Media and Mass Communication for his critical counsels.

I am also thankful to Professor P.L. Gautam, Vice-Chancellor, G.B. Pant University, Pantnagar for his critical counsels and periodic encouragement.

I am also thankful to Dr. A.K. Jain, Chairmen, I.I.T., Ghaziabad, and Er. Anil Agrawal, Chairman, H.R. Group of Institutions, Ghaziabad, for inspiring to write a book on Technical Communication. A word of praise for his discussions on technical matters, is also due to Prof. S.B. Singh, HOD, ECE, IIT, GZB; and to Dr. V.K. Jain, Director, HRIT, Ghaziabad. Professor P. Dick, Cambridge University, has always a source of strength to me. I acknowledge his debt also.

I am also thankful to M/s Sarup & Sons, Delhi for bringing out this edition of the book so expeditiously.

Suggestions for improvement of this book are most welcome.

—S.D. Sharma

Preface of the First Edition

Alexander Pope, the greatest poet of the Augustine Period during the eighteenth century England, writes in his magnum opus named *Essay On Criticism*:

Expression is the dress of thought, and still
Appears more decent as more suitable;
A vile conceit in pompous words expressed,
Is like a clown in regal purple dress'd.*

In fact, “expression as the dress of thought” or skill in writing should be regarded as, what Prof. Theodore A. Sherman of the University of Idaho thinks, “a professional tool, to be ranked on a par with the other knowledge and skill that will comprise your professional qualifications.”† A professional such as an engineer on job, an agriculture scientist busy in conducting researches, a veterinary surgeon looking after the cattle-health, or an executive superintending a big organization will, therefore, fail at many stages if his “professional tool” of writing skill or “expression as a dress of thought” is not effective and result-oriented. A professional, moreover, cannot attain to perfection in his writing skill only when he is compulsorily to write while on job; he should properly be groomed as an effective writer while completing his degree. It is with this idea in mind that, of late, many institutes of Engineering and Technology, and Agricultural Universities in the country have introduced courses on *Technical* and *Scientific* writing, but hitherto, their introduction is either rare or optional and equally notable is the lack of books on them. This seriously affects the would-be professional as an effective writer. The present endeavour has been made in the same direction with the fond anticipation that it shall prove useful to the professionals on jobs as well as for the would-be professional studying in different institutes and universities.

* *Essay on Criticism, lines 318-21.*

† *Modern Technical Writing, p. 3.*

Another factor to be noted in this regard is the traditional method of writing on technical subjects like reports, proposals, articles, business correspondence etc. The language skills and the method of presentation used for technical writing make many a professional look "like a clown in regal purple dress'd." The present book is, therefore meant to remove this flaw in writing also.

As a university teacher of long standing having had dealt with both the sides or channels of students viz., students studying arts as well as science and technology subjects, I have concluded that both the sides require separate treatment or type of instruction to become an efficient professional. Except that there are areas of language teaching equally beneficial to the both, there are many more things of deeper interest that are specially needed for the science and technology students lest they should miss to be valuable professionals. Experience, research and teaching have impelled to demarcate their special problems of writing to tackle them by offering suitable illustrations where knowledge of English Grammar is needed on the one hand, and the knowledge even of the technical subject on the other. This necessity, I feel confident will reasonably be met with and duly taken care of, in the present book.

It is altogether fallacious to believe that there are no subtle distinctions between technical and general writing; and that the old, outmoded methods of general writing will also serve the purpose of technical writing. As a matter of fact, *ab initio* the Renaissance and beyond, it has periodically been felt that writing skills should change with the gradual growth of scientific knowledge. General writing is *sine dubio* incompatible with the quick onward march of science and technology today. It also necessitates sufficient knowledge of modern technical writing skills. The present book also meets this significant requirement of the professionals at various stages.

Keeping all these criteria in mind, an effort has been made to define technical writing and also its chronological development through different stages. It has been made quite clear in the first chapter that of the various sources of development of technical writing, the main sources have been the Egyptian sources, the Greek sources, the Roman sources, the English and the American sources. It has also been made

clear how the modern writers use it and what may happen to it in the near future.

The second chapter deals with the salient characteristics of technical writing and style. Since style is according to Buffon the man himself a professional has to percolate his characteristic traits on others through his technical style and writing. Sufficient illustrations and assignments have been provided to differentiate between technical and general writing.

The third chapter deals with those areas of English language and its grammar where a professional is likely to err. Of such common areas of English grammar, the main ones are—singular and plural, possessive, agreement of verb with subject or what may be called concord, adverb, adjective, time and tense, infinitive, participle, gerund and punctuation. Sufficient technical illustration have been provided to make a professional fully conversant with such probable errors.

The fourth chapter deals with the sentence structure and paragraph writing, because sentences constitute the very basis of a paragraph, and a paragraph in turn that of an assignment and of a thesis. Very common pitfalls where a professional may stumble and commit mistakes in sentence structure and paragraph writing have been illustrated and suitable assignments on technical problems have been provided to do away with this deficiency in writing.

The fifth chapter provides a detailed and exhaustive study of the technical rules and scientific framework for preparing an assignment such as an essay, a short technical article or a paragraph, a technical report or a letter or a full-length thesis. Such essential fundamentals of thesis and assignment writing as planning, organization, source material, bibliography, literature review, study design, general format, tables, figures, pagination, documentation, abbreviation etc., have been lucidly explained and illustrated. Short technical essays on—Should India Go Nuclear? Solar Energy, Space Flight, Oil Crisis and technical articles on Troposcatter, Neutron Bomb, and Impact of Industrialization on Present-day Society have also been provided to enable the professionals to learn the technical skills of writing.

The next chapter is related with the most significant aspect of technical writing *i.e.*, report and proposal writing. A professional has to face a number of problems while preparing

his reports and proposals and his future is largely linked with his success in preparing them well. For this, a detailed treatment of report and proposal writing has been provided. Reports have technically been divided into various kinds such as report on a blank form, report in letter form, progress report, periodic report in semiformal form, and miscellaneous report, and suitable illustrations have been provided.

Another chapter deals with the business correspondence alongwith its ramifications such as invitations, instructions, inquiries, complaints, adjustments, advice, business, insurance, fire policy, agency letters and academic matters. Illustrative specimens on all these aspects alongwith suitable assignments for practice have been given.

The eighth chapter is quite significant in the sense that it deals with the language component in entrance and competitive examinations such as banking, management, and technology. As such, of the topics included, the main ones are—English usage, antonyms, verbal analogies, analogous inferences, sentence completion, prepositional expressions, verb compound, and comprehension. Exercises alongwith their solutions on appropriate technical topics have been given.

A suitable technical terminology has been provided in the next chapter. It provides technical glossary including all the major branches or disciplines of study requiring sufficient technical skill and knowledge such as engineering, agriculture, veterinary and home science disciplines.

In the end, a select bibliography has been provided with a view to letting the professionals take further interest in them and widen their understanding of technical writing.

As far as the author knows the book is perhaps the first of its own kind ever written by an Indian author. It is, therefore, likely that some mistakes may have crept into it inadvertently. Hence, the author would like to crave for the indulgence of the professionals and others for whom this endeavour has primarily been made.

Suggestions for improvement of this text-book are warmly invited and would readily be included in the future editions.

—S.D. Sharma

Acknowledgements

The author gratefully acknowledges his debt to the recognised authorities on technical writing who have either been included in the select bibliography or in the footnotes, where for the sake of brevity and compendium, their full names as also the full name of their books and the page (s) number (s) referred to have been given, while the time and place of publication, in many cases, have been given in the select bibliography that appears at the end of the work.

The author is also thankful to all his colleagues in the department for their timely help and encouragement, especially to Prof. R.D. Shankhyadhar, Prof. S.A. Hasan and Prof. G. Ramchandani, who periodically offered their wise counsels.

For critical discussion on many scientific and technical topics, the author is thankful to Sri R.N. Mahendra, Professor, Dept., of Mechanical Engineering and to Dr. R.K. Gupta, Prof., Dept of Biological Sciences.

The author is really beholden beyond words to express his sense of gratitude to Dr. S.C. Malaviya, Dean, Basic Sciences & Humanities of the University for giving him constant inspiration to undertake this work; and to Sri Kripa Narain, I.A.S., Vice-Chancellor, G.B. Pant University, Pantnagar for providing him all requisite facilities in the university to complete this work and who always exhorted him in the words of Milton, "to scorn delight and live laborious days."

In the end, the author acknowledges the debt of his wife Smt. Chhaya Sharma, who abandoned all her physical and worldly comforts for the sake of completion of this book, and whose dedication proved to the author the *fons et origo*; and also to his children specially to *Iti*, who have frequently relieved him of his boredom and fatigue with their innocent pranks and lively conversation.

The author would also like to express a word of thankfulness to my publishers for bringing out the book very promptly and neatly.

Pantnagar,
May 1, 1998

—S.D. Sharma

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1

Origin, Development, Definition, Qualities and Different Sources of Technical Communication Writing

Origin, Development, Definition, Qualities and Different Sources of Technical Communication Writing

Definition; qualities; chronological development; the Egyptian sources; the Greek writers; the Roman Writers; the English Writers; the American sources; the modern writers;

Definition

Any endeavour to circumscribe technical writing into the gamut of a few stereotyped words and crude phrases is neither possible nor advisable; because it, being a significant part of writing, which is in itself a growing phenomenon, is not static and stagnant. It is fairly like an ever-running rivulet, which has its charming potency only in its uninterrupted flowing. In an era of science, atoms and missiles, as we are living now-a-days, we cannot live without discernible impact of these objects on our life; or rather say, these have become an integral part of our living; with the result that our social life has become so much mechanized and complicated that at every step, we require specialized knowledge, and more particularly so when we are

engaged in a particular professional trade. The aftermath of World War II necessitated the quick dissemination of technical information through the medium of reports, and the practising scientists, engineers, economists, psychologists and other professional men and women have to keep themselves well posted with this sort of increasing knowledge. Thus, with a view to assorting a miscellaneous type of specialized or technical knowledge or skill, a unique method was evolved by the professionals and it was developed in due course of time as technical writing. It requires specialized knowledge of the subject on the one hand, and a cogent and logical exposition of thought in a chiselled strain of language on the other. According to Prof. J. Raleigh Nelson, who taught technical writing to Engineering students for a considerable period at Michigan University, "*It (technical writing) is a specialized form of exposition—a form of discourse distinguished from other forms in certain essential features.*"* Prof. Charles William Strong and Prof. Donald Eidson opine, "*Technical writing is expository writing: it belongs to that great class of writing intended primarily to convey information to the reader.*"† Considering the specialized knowledge as the kernel of technical writing, Joseph Racker writes, "*It (technical writing) involves material of a specialized nature, meant for a specific reading group.*"‡ Precisely, technical writing is that branch or writing in which knowledge of a subject in particular is required; and together with knowledge a succinct presentation, technical style and scientific process are also of great significance. It is, hence, a kind of writing in which the imaginative fervour of a poet, the fictional zest of a novelist, the make-believe credibility of a historian, the magical sway of a story-teller are not required at all. A technical writer, whose brain is stuffed with all kinds of specialized knowledge—whether relishing or disrelishing; happy or morose, is supposed to be a man of reason-dry reason.

Chronological Development of Technical Communication Writing

A sweeping survey of the historical background or technical writing will reveal how it gradually developed through years

* Writing for Engineers, p. 19.

† Technical Writing, p. 10.

‡ Technical Writing Techniques for Engineers, p. 10.

and how people got interested in it. Of the various sources of its development, the most powerful ones have been the Egyptian physicians, the Greek historians and philosophers, the Roman engineers, the English Medieval and Renaissance scientists, and Modern prose writers and scientists. In America, too, its harbingers may be traced amongst early scientists, nineteenth century explorers and innovators, and in the unprecedented onward march of scientific and technological knowledge of the present milieu.

The first band of Egyptian physicians, in whose writings the traces of technical writing can copiously be found, belonged to the Pyramid Age that stretched from 300-2500 B.C. In the standard translation made extant to us by F.R. Moulton and J.J. Schifferes. Of the ancient Egyptian writings, one can easily find how the Egyptian physicians treated human body and its parts in a technical sense and how they used a technical language. For instance, this sentence epitomises their scientific skill :

If thou examinest a man having a break in the column of his nose being disfigured, and depression being in it, while the swelling that is on it protrudes, and he had discharged blood from both his nostrils, thou should say concerning him: 'One having a break in the column of his nose. An ailment which I will treat.'*

Of the Greek writers of technical writing of hoary days, who deserve mention here and in whose writings traces of scientific temper are in abundance, Homer deserves special mention. Primarily he was an epic poet and his epics named *Odyssey* and *Illiad*, which he composed around 800 B.C. dealing with the last years of the Trojan War and the wandering of Odysseus after the Trojan War-are really epoch-making. Though in these epics one cannot find the technical writing of the specimen of the present day writing, yet there are ample traces of writing of technical nature. For instance, Homer's description of the shield with its strength and magnificence is quite astonishing. Equally surprising and encouraging is his description where Vulcan, the blacksmith of the gods, is shown to hold the tongs in his left hand and the hammer in his right :

* (Quoted) Morris, E. Jackson : *Principles of Scientific and Technical Writing*, p. 17.

*In hissing flames huge silver bars are rolled,
And stubborn brass, and tin, and solid gold;
Before, deep-fixed, the eternal anvils stand,
The ponderous hammer toads his better hand...**

True technical writing in primitive communities was probably confined to inscriptions on monuments, to medical directions, to instructions associated with maps and deeds, and to warehouse tallies. The Greek warehouse list itemizing such trade commodities as wine, olive oil, and clay vessels have, in fact, come to us from excavations at the site of the palace of a primitive king, "*thought to be Nestor, whom Homer has artistically portrayed in his epics too.*"†

Of the Greek historians, in whose historical treatises and writings, scientific and technical elements of language are galore, Herodotus, Hippocrates and Thucydides in their chronological order, deserve special mention. Herodotus, whose life-span stretched from 485-425 B.C., has universally been regarded as "the father of history," by the sheer force of his analytical and scientific approach to historical facts; and because of his "cultured style" capable of divorcing untruth from reality, of putting "chronicles, legends, and topography of the known world"† in their accurate and authentic historical perspectives, and of amalgamating facts with fiction in a true scientific temper. Still even after rolling of countless centuries, his historical treatises are taken to be most authentic by the scholars of the modern era because of the absolute truth that they have a scientific bias in them and are completely shorn of all conventional taboos and inhibitions. Hippocrates, another Greek historian and physician, whose life-thread extended from 460 to 357 B.C., was equally competent to write authentic history of contemporary Greece, but unfortunately the succeeding posterity could not get all his major historical and medical dissertations and treatises, because they have now sunk deep into the limbo of oblivion. However, the extant works that have been made available to us by his popular disciples, reveal the gargantuan fact that Hippocrates was essentially gifted with scientific and technical temper. The

† *Ibid.*, p. 24.

† *Ibid.*, p. 18.

* Morris, E. Jackson : *Principles of Scientific and Technical Writing.*, p. 4.

language that he has used speaks volumes of his systematic approach to a subject. The description of majestic citadels of old Greece, their embankments, the well-entrenched garrisons and the fighting valour of the opposing agas-all have been portrayed with the spectacles of an architect, commander or a scientist living in the present age of science and technology, surrounded by new explosion of knowledge day in and day out.

The most remarkable contribution towards the growth and development of technical method of writing was that of the popular Greek historian Thucydides (471-400 B.C.). Though he indirectly drew much inspiration from Herodotus, and imitated him in many of his historical writings, yet so far as the question of presenting a logical narrative of historical episodes is concerned, he is perhaps unsurpassed even by his historical mentor. The excruciating experience that he had as a writer, struggling for eminece and wider recognition while living a life of penury and pain enriched his vision to write history on the scientific and logical lines. His magnum opus *The Peloponnesion War*, which has become understandable to us through Crawley's translation in English, has won for him a universal applause not only as an authentic and scientific historian but also as a consistent thinker and polished prose-writer. The siege conducted by the Lacedaemonians or the Peloponnesians, for instance, under the championship of King Archidamus against the Plataeans is not only an authentic piece of historical fact, but also as a standard illustration of scientific writing. Such technical problems as the architectural excellence reflected through the construction of the fortress, the enclosure of Plataea with a palisade formed of the fruit-trees, erection of a wall around the city, the fighting of two armies like porcupines, the digging of a mine encircling the whole town-these and the like objects have been lucidly explained and presented.

Of the Greek philosophers, whose contribution towards the growth of scientific writing is of great significance Plato, Euclid and Aristotle deserve special mention. Plato (427-347 B.C.), a disciple of Socrates and a life-long friend to Dion of Syracuse, established his Academy in 387 B.C., through which he disseminated the knowledge of philosophy, mathematics, natural sciences and jurisprudence. In his major works—The

Ion, The Symposium, The Phaedrus, The Republic, The Laws—he has revealed his scientific temper and chiselled prose style. He has been regarded as the first great literary critic and philosopher because in his writings the convincing and reconciliatory aspect is far-reaching and more penetrating than other writers of equal repute such as Aeschylus, Euripides and Aristophanes. Euclid, another Greek philosopher and mathematician, who lived at Alexandria in the reign of the first Ptolemy survived from 323 to 283 B.C. In his philosophical writings, he rebutted many conventional values of the day in a scientific prose style. On account of his fierce logic and powerful style, he was taken to be a literary doyen by his contemporaries. Apart from being a philosopher, his propositions on solid geometry are still today taken as original piece of mathematics. His popularity was at apex in his own life-time, because his geometrical solutions were read by students at college during his own life-time. Equally significant place in the chronology of writers in whose writings the germinal idea of scientific and technical language is conveniently traceable is Aristotle (384-322 B.C.). He was a true disciple of Plato but he differed on many points from his intellectual mentor. Born at Stagira in Chalcidice, educated at Plato's Academy, after remaining a tutor to Alexander, Aristotle suffered from many a vicissitude of fortune in his life. 'Fire tests the gold'—is an old adage. The same is truly applicable on Aristotle's life. Being completely depressed and frustrated in his designs of material advancement after the death of Alexander, he devoted himself to the study of philosophy and concluded it into such a logical extent that he is now regarded as "the father of philosophy". *The Poetics* and *The Rhetoric* are his representative works which reveal his scientific temper and language.

Of the Roman writers, who wrote scientific and technical prose, the names of Julius Caesar, Titus Livy, Vitruvius, Lucretius, Pliny the Elder, Galen, Bellarmine and Regiomontanus, are worthy of special attention. Julius Caesar (100-44 B.C.) wrote extensively on agriculture, jurisprudence, medicine, natural science and architecture. In his most famous book titled *Commentaries on the Gallic War*, the description of the Rhine River and of a floating military bridge over it is still a kind of beacon-light to the most adept architects. Vitruvius, another Roman writer, an engineer by profession, and who

wrote in the first century B.C., wrote on engineering-architecture so exhaustively that his writings cover almost ten high volumes and still today are taken as the Bibles of the succeeding architects. His monumental work named *De Architecture* is a perfect specimen in the art of building citadels and embankments, because he has touched upon almost all aspects of architecture in this book, viz.,-materials, design, structure, analysis, aesthetics, and even acoustics. Titus Livy (52 B.C.,-17 B.C.) used technical method in dealing with the past history of Rome till 9 B.C. on the advice of Emperor Augustus. His history was so exhaustive that it ran almost in 142 volumes of which only 35 are extant today. Lucretius (98-55 B.C.) employed technical language even in his poems while dealing with atomic theory; Pliny the Elder (A.D.22-79) wrote exhaustively on natural history, military tactics, and history. Galen (A.D.130-201), used scientific and technical language in his medical treatises and was regarded as the greatest medical authority of the age. Regiomonatanus (1436-1476) wrote on scientific lines and Bellarmine (1542-1621), the great Jesuit and defender of the Roman Catholicism used technical language in his religious and philosophic writings.

Of the English writers, Roger Bacon, Geoffrey Chaucer, Francis Bacon, Sir Isaac Newton, Thomas Sprat, Johan Dryden, Joseph Addison, Dr. Samuel Johnson, Charles Darwin, Alfred Wallace, T.H.Huxley, Joseph Lister, James Clerk Maxwell, Lord kelvin, J.J.Thomson, James Jeans, Arthur Eddington—apart from other lesser writers-were the major writers who made a copious use of scientific and technical language. Roger Bacon (1214-1294) used English language in its technical sense, in his scientific writings. In fact, it was he who heralded the dawn of a true scientific spirit of thought and writing in his monumental works named *Opus Majus*, in which he emphasized the paramount significance of experimental science. Geoffrey Chaucer (1340-1400), was, in fact, the father of English poetry and also a successful prose writer who used copiously in his stories and treatises, the scientific and technical language. His *Canterbury Tales*, *The Remount of the Rose*, *The Book of the Duchess*, *Troilus and Creysede*, *The Legend of Good Women*— all reflect his scientific temper and technical use of certain words. In 1391, he specifically wrote a treatise on the use of the

astrolabe, an ancient type of sextant, solely for the edification of his small son, Louis. The treatise is divided into five parts—the first deals with the instruments and their chief components; the second with the operations; the third with the use of stellar tables of position, *i.e.*, in latitude and longitude; the fourth with the theories appertaining the motion of the heavenly bodies, and, the fifth with the astrology and navigation.

The inductive method in science was discovered by Francis Bacon (1561-1626) for the first time. The Aristotelian deductive method, which he challenged, was to discover the laws of nature by simple deduction from general philosophical principles determined by instinct. His monumental work entitled *Novum Organum*—meaning the new instrument of learning—deals with the philosophy of science. and it is this work which serves as a scientific prelude to the great success in scientific experiments by Newton, Hooks and Boyle. Bacon was not only a literary writer, essayist and innovator, but also a keen observer of facts with an unusual curiosity to know things in a scientific temper. A perfect Machiavellian to the core of his heart, a thoroughly pragmatic realist in his approach to worldly matters, Bacon always yielded to his scientific temper. In his craze for scientific approach, he even died of bronchitis contracted while stuffing a dead poultry with snow in an effort to observe the effects of refrigeration on the preservation of flesh. He rejected scholastic philosophy and insisted upon observation and experiment. His famous words were: *Those, therefore, who determine not to conjecture and guess, but to find out and know; and to invent fables and romances of the world, must consult things themselves.*"

During the Renaissance period, Sir Isaac Newton (1642-1727) wrote exhaustively on physics and mathematics. In 1666, he discovered his famous law of gravitation and wrote on it using scientific and technical language. In fact, he became one of the distinguished members of the Royal Society of London after this discovery—even more distinguished than Gibbert, who discovered the terrestrial magnetism (1600), than Harvey, who discovered the circulation of blood (1616) and than such other eminent persons as Boyle, Cowley, Dryden, Waller, Evelyn, Aubrey and John Ray.

John Dryden (1631-1700), though essentially a poet and

critic, is reputed for bringing English language to the plane of scientific and technical use. He made it varied and flexible, chaste and succinct, precise and compact—suitable, therefore, for use for every occasion whether gay or grave, happy or morose. Another important prose writer, who cultivated and polished Dryden's style further was Joseph Addison (1672-1719). In the hands of Dr. Samuel Johnson (1709-1784), English language got its proper punctuation, spelling and usage. His English Dictionary is an epoch-making book which made various aspects of English language practicable and convincing.

Of the noted English scientists whose contribution to technical style is of paramount importance, Sir Charles Lyell, Hugh Miller, Herbert Spencer, Charles Darwin, T.H. Huxley, A.R. Wallace, W.L. Chifford and Johan Tyndall are the most popular. The pillars of majestic edifice of the Evangelical theology, Christian religion and mythology crumbled with the publication of Sir Charles Lyell's *Principles of Geology and Antiquity of Man*. The remaining of the vacillating supremacy of the *ramshackle religion* got another never-shattering blow with the publication of Hugh Miller's *Autobiography* and Robert Chambers's *Vestiges of Creation*, Herbert Spencer's *Principles of Biology, Principles of Psychology, Principles of Sociology and Principles of Ethics* revolutionised the entire gamut of thinking of the contemporary writers. Further more, Charles Darwin's (1809-1882) *Earth Worms, Origin of Species* (1859) and *The Descent of Man* (1877) ascertained the chief literary figures and common men alike of a different notion about God, Man, religion and universe. Darwin's theory of Evolution was further confirmed and popularised by Alfred Russel Wallace, Thomas Henry Huxley (1825-1895) Darwin's "bull dog", W.L. Chifford, Johan Tyndall, Josesh Lister, Lord Kelvin, James Jeans and J.J. Thomson. This chronological galaxy of geologists, botanists and scientists used scientific and technical language in a convincing and successful manner.

In America, the harbingers of technical English can be traced back to the early years of the seventeenth century. Cotton Mather (1663-1728), a Puritan Minister, "Collected prejudiced evidence on the existence of witchcraft in the American colonies"* in order to know the extent of crime

* Morris, E. Jackson, *Principles of Scientific & Technical Writing*, p. 12.

prevalent in those days. He was keenly interested in science. In 1713, he had published a paper named "Curiosa Americana", which was read before the Royal Society of London, and which dealt with the various kinds of American plants, animals and minerals. He was also interested in such topics as small pox inoculation, cross-pollination of plants, specific American animals, moose and the rattlesnake.

Another important technical writer of immense repute in the American history is Benjamin Franklin (1706-1790), whose researches on electrical theory made him quite eminent. In fact, he was the first scientist to prove that electricity and lightning are different manifestations of the same substance and was also the first to invent the lightning rod, bifocal spectacles, and the Franklin stove. His range of writing was very wide and his method of writing shows an awareness of using technical language.

Another celebrated scientist of the nineteenth century America, who richly contributed to the growth of technical English, is Joseph Henry (1797-1878), after whom the unit of electrical inductance, *the Henry*, is named. Of course, his impact on the succeeding decades was very powerful, because it was due to his scientific researches that Samuel Morse invented the telegraph and gave us "*this divine power*" on earth. He also wrote copiously on various aspects of science and used standard technical English. How technically, for instance, he writes, while propounding his theory :

*"If the action of the battery be very intense, a spark will be given by the short wire; in this case it is only necessary to wait a few minutes until the action partially subsides, and until no more sparks are given from the short wire; if the long wire be now substituted a spark will again be obtained. The effect appears somewhat increased by coiling the wire into a helix..."**

These sentences have the technical uses of English words and phrases and reflect upon Henry's mastery of using words in their right places.

Towards almost the close of the nineteenth century, Oliver Wendell Holmes (1809-1894) wrote technical articles on medicine, especially on childbed fever; Crawford Long and

* *Op. Cit.*, p. 39.

William Morton discovered anaesthetics; and Willard Gibbs worked on physical chemistry.

During the early decades of the twentieth century, technical writing developed gradually with the efforts of Largely, Glenn Curtiss and John R. Pierce—all the celebrated scientists of the modern century. Samuel P. Largley (1834-1906) was an astronomer and aerodynamics, built an airplane in 1896 even before the Wright brothers, later on designed a steam-driven, manned aircraft, which crashed into the Potomac. He wrote on the theory of flight in a prose replete with scientific and technical words and spirit. After Largley, the Wright brothers succeeded in their space flight and were highly praised for it. Later on, Glenn Curtiss installed a more powerful engine in the air-craft which Largley designed and succeeded in his air-flight and proved Largley's aerodynamic theories.

Another American scientist of great repute, whose contribution to the growth of technical English cannot be forgotten is Johan R. Pierce, and who is widely known as the father of first engineering system-analysis of Communications satellites. He is also credited to have designed the Echo and Telstar satellites; to have invented the electron gun, or Pierce gun. As a matter of fact, his prose style is the perfect specimen of an equilibrium between theory and practice; reminding us of the best qualities both of Gibbs and Henry. For instance, the following sentences will reveal his mastery over technical English:

*The chief source of weight is the power supply: solar cells and storage batteries. In designing an economic satellite communication system, therefore, one must use the lowest power consonant with highly reliable service. This power is determined not only by the sensitivity of receivers but also by the strength of competing signals—that is, by noise.**

Thus, from the foregoing account, it becomes quite evident that technical writing has an old history and genesis. It could not be developed into an accurate professional skill until World War II, or rather say, during the days of scientific ignorance and backward condition, as it has now been taken as an independent and important branch of writing. It will be quite fallacious to

* Pierce, R. Johan, *Communication Satellites*, p. 94.

believe that technical writing is of recent origin; that its birth is hardly a century old; or that it has come to its existence merely as a result of the efforts of certain scientists and technocrats. On the contrary, the fact is that its germs are traceable even in the writers of antiquity such as Homer and Aristotle, as the above-enumerated century-wise survey makes it clear. As the science and technology develops in the years to come, technical writing will also assume big dimensions of its significance. The more the explosion of knowledge around us takes place, the more our fondness for and dependence on technical writing will increase. Following World War II, technical writing has almost emerged as a profession. And, in fact, such colossal and time-bound projects like the Manhattan Project in U.S.A., which designed the nuclear explosion, radar, communications, the research projects undertaken by Mc-Graw-Hill, which is credited to have a series of twenty-eight volumes on electronics, serve, and high-frequency radiation, the varied projects dealing with missiles, armament control systems, inertial navigation systems, flight control systems, experimental aircraft, computers etc., require a specialised and technical skill for various drafts and progress reports; they need the assistance of a technical staff for this purpose. And as a result of this, technical writing has emerged almost as a profession in the twentieth century. Furthermore, there are various scientific and technical aspects of certain missiles and nuclear weapons, for which the present decade of this century is often very much talked of, that for their proper presentation, they require a technical handling from a writer. It is no exaggeration to say that unless a writer has specialised in the pertinent branch of discipline, he can never write on such missiles like Snark, Navabo, Atlas, Jupiter, Thor, Redstone, Corporal, Pressing, Titan, Talos, Terrier, Falcon and Sidewinder; or such peaceful vehicles of space as—Mercury, Gemini, Apollo, Mariner, Telstar, Voyager and Tiros. One wonders to know how the wide ranges of these missiles and space crafts and such other scientific and technological objects are offering rich and varied materials for technical writers almost in the same way as various objects of nature offer rich material for poetry to the Romantic poets like Wordsworth, Shelley and Keats. It is, therefore, a mistaken notion to believe that technical writing requires no special skill or training. Emerging as an independent profession, it has

already engaged many talented scientists and writers to present in a technical style what we have achieved so far on land and air. It is now to be seen how it emerges as a stronger branch of writing with the explosion of knowledge, likely to occur in near future, No body, therefore, can disagree, with Prof. Jackson E. Morris, when he opines that, "*Possibly, scientific and technical writing will next record man's conquest of the solar system, as it has recorded his conquest of the land and the air.*"*

ASSIGNMENTS

1. Define technical communication writing.
2. Write a short note on the qualities of technical communication writing ?
3. What are the Egyptian sources of development of technical communication writing ?
4. Write a brief note on the contribution made by the Greek writers to the development of technical communication writing ?
5. How have the Roman writers helped develop technical writing ?
6. Write an essay (not exceeding 350 words) on the English writers who practised technical style alongside of literary style.
7. Comment on the American sources of technical writing.
8. Write a short essay (not exceeding 350 words) on the modern writers using technical style.

(Instructors are also free to frame objective type of questions on the basis of the above assignments).

* *Principles of Scientific and technical Writing*, p. 19.

2

Salient Features of Technical Communication Writing and Style

Salient Features of Technical Communication Writing and Style

(A)

Brevity; clarity; objectivity; simplicity; utility; technical presentation.

(B)

Technical writing or style versus general writing or style; brevity versus ambiguity; objectivity versus subjectivity; simplicity versus pomposity; utility versus pleasurability; assignments.

(A)

Historical Idea

As long back as 3rd century A.D., the eminent Greek philosopher and critic Longinus bifurcated and differentiated between two distinct styles of writing: the one, that suits to the sublime and lofty thinking; the other, that meets the requirements of routine life. In his classical treatise of literary criticism named '*On the Sublime*', he has candidly and explicitly said, "To believe or not is usually in our own power; but the sublime, acting with an imperious and irresistible force, sways every reader whether he wills or not, on lofty occasions. Skill,

(14)

invention, lucid arrangement and disposition of facts, are appreciated not by one passage, or by two, but gradually manifest themselves in the general structure of a routine work; but a sublime thought, if happily timed, illumines an entire subject with the vividness of lightning-flash, and exhibits the whole power of the author.”* Other famous Greek writers such as Plato and Aristotle, too, wrote in two conspicuously different veins : the one, quite ponderous and philosophical; the other, compatible with routine affairs of life. In some English writers such as Francis Bacon, it becomes a bit difficult to distinguish the serious vein from the scientific and technical one. Even his literary style is not very much different style. For instance, in two of his widely acclaimed essays named ‘*Of Studies*’ and ‘*Of Riches*’, Bacon has offered counsels civic and moral in such a convincing way as if an expert were talking to us in his most technical language. But this mixed vein of writing could not continue for long; and with the explosion of scientific knowledge, technical writing had to acquire certain salient characteristics of its own to suit specialised knowledge and expertise. By and by, the technical writing acquired the following cardinal features:

- (i) Brevity,
- (ii) Clarity,
- (iii) Objectivity,
- (iv) Simplicity,
- (v) Utility, and
- (vi) Technical presentation.

1. Brevity: The first quality of scientific and technical writing is the quality of brevity. By brevity we mean briefness and succinctness. A technical writer does not use diffuse and round about sentences and expressions. He has to avoid circumlocution as well as verbosity—the two defective styles for technical writing. He has also to be brief, to the point, cogent and relevant. He cannot afford to be lengthy, racy or superfluous; nor can he be pompous and sonorous. He has to be as brief and to the point as possible. Though often it is thought wise to repeat a particular idea in order to strike emphasis and singularity, yet it almost remains a rarity. For illustration’s sake, the following sentences will make clear the use and application of brevity in a technical style:

* Longinus: *On the Sublime*, p.1.

Example 1. The scientist was inspecting a large tank in which gas was stored.

Solution: The scientist was inspecting the gasolene. Here the word gasolene has been used to substitute the entire part of the sentence—"a large tank in which gas was stored."

Example 2. The navigator touched one of a pair of curved metal arms supporting the ship's boat.

Solution: The navigator touched the davit. Here the word davit has replaced the expression "one of a pair of curved metal arms supporting the ship's boat."

Example 3. Recent research advances into the science dealing with the travel beyond the solar system have yielded fruitful results.

Solution: Recent researches into the cosmonautics have yielded fruitful results.

Here it is better to use "recent researches" instead of "recent research advances, and 'cosmonautics' instead of "science dealing with the travel beyond the solar system."

2. Clarity: The second significant and cardinal feature of scientific and technical writing is clarity. It mitigates and minimises ambiguity and diffuseness, equivocation and uncomeliness. It crystallises and shapes an expression and harmonises a poise and equilibrium in a sentence or a paragraph. For maintaining the ingredient or quantum of clarity, it is absolutely prudent on our part to have a clear-cut idea and comprehension of what we want to write or tell. Clarity of thought is irrevocably interlinked with the clarity of expression, and it is no stretching out the truth that the clarity in writing is a natural corollary of these two pre-requisites of technical writing. A poetic flight, a fictional flamboyancy a dramatic picturesqueness—all these are needed for a literary fibre; but for technical writer a matter-of-factness, a minutely-drawn accuracy of truth, an intimate knowledge of the theme—are the requisite things to be accurate and perfect. The make-belief of Coleridge; the poetic rendering of a human habitation or a name of Shakespeare; the philosophic minutiae of Thomas Browne—all are of less or of almost no practical value to a

Newton, an Einstein or a Darwin of the modern milieu. They need facts—scientific facts to write about to investigate into.

Clarity has been considered to be one of the three main ingredients of a classical style of writing. Alexander Pope and Dr. Samuel Johnson were great advocates of this classical quality of writing. Of the other two ingredients of classical style of writing, *viz.* tranquillity and equilibrium, Homer once remarked, “the one (tranquillity) is the heart of me; the other (equilibrium) is the oxyzen.” Virgil, Sophocles and Aristotle—all the celebrities of the yore, regarded clarity, tranquillity and equilibrium as essential qualities of a good writing, though during the Romantic period, W. Wordsworth, P.B. Shelley, John Keats and others revolted against the rigid trammels of the Classical style of writing.

But in the present milieu when science has almost revolutionised our whole gamut of thought, a professional like an engineer, a veterinary surgeon, an agricultural scientist or an expert on home-management cannot sacrifice the quality of clarity on other artistic embellishments; as he has to be explicitly and expressly clear and unambiguous in his thinking and writing. Thomas Love Peacock, the eminent novelist of the nineteenth century England once wrote, “I cannot transcend to clarity in writing without a clear head; as I cannot be unambiguous in thought without the poise of my style.”* Outstanding experts cannot, therefore, afford even an atom of ambiguity in their expertise; and for them, clarity in expression carries a paramount importance.

For example, below have been given some illustrations to demarcate ambiguity and clarity in writing:

Example 1. He is a scientist as amongst others who has listened to deep humming sound of the sudden upward flight of an aircraft.

Solution: He is one of those scientists who have listened to the zooming of an aircraft.

In the above sentence, the first part of the sentence—“He is a scientist as amongst others” can be made quite clear by using the expression—“He is one of those scientists”; and the second part, *viz.*, “who has listened to deep humming sound of

* *Melincourt*, preface, iii.

the sudden upward flight of an aircraft” can be made more balanced and more poised by using “who have listened to the zooming of an aircraft.”

Example 2. He is as a famous engineer as others are who have constructed an structure across the river with a view to controlling the flow of water for the purpose of irrigation.

Solution: He is one of those famous engineers who have constructed a weir across the river for the irrigation purposes.

Here for the sake of clarity, both the clauses of the sentence have been made more compact than before and the touch of clarity has been enhanced.

Example 3. Within a period of just twenty years when the first commercially communications satellite, Telstar, was started from Cape Canaveral, Florida as back as 1962 and since then the speed of making progress in the communication links of the world has been epoch-making and also the impact of communication on life very much far-reaching.

Solution: In just 20 years—since the first commercial communications satellite, Telstar, was launched from Cape Canaveral, Florida, in 1962—the pace of progress in global communication has been phenomenal, and its impact on life profound.

In the above sentence, change have been made in order to affect clarity, by using appropriate marks of punctuation and by subordinating clauses to their proper forms.

3. Objectivity: Another salient feature of technical writing is objectivity. Objectivity in technical writing means a fact or tendency having a general or universal bearing. The element of “I”, which is a preponderant note in a subjective writing, remains conspicuously absent in a technical type of writing. We have to concentrate on facts and their general impact quite irrespective of subjective or individual findings or facts which are quite variance with the general ones. The law of gravitation or the theory of the circulation of blood are to be

reported objectively, because they have now been universalised. The technical writer cannot twist the facts arrived at through long-drawn inquiry and research only to suit his subjective thinking. A professional such as an engineer or a chemist working responsibly for a large business concern cannot avoid the experimental facts or the objective reporting to satisfy his subjective caprice or whim. A nuclear scientist or a doctor will entail a big risk by reporting subjectively, ignoring the objective facts even in the least. An atom of their subjective reporting or even an iota of their wavering objectivity may cause more of harm than good to all concerned.

Objective reporting is not always needed, if the writer's suggestions or individual comments are specifically invited on a particular problem. In such a case, the writer should be as much objective as possible; and where he thinks that he cannot avoid being subjective, he can offer his subjective views or comments in a balanced and unbiased manner. But such occasions are either very rare or demand a high quality of judging acumen on the part of a technical writer.

In literature as well as in general writing, subjectivity is often much more dominant than in technical writing. Objectivity plays a second fiddle in poems, plays, dramas, novels and short-stories, because they are the literary genres mostly based on imaginative and intuitive creative powers of an author. The best example of the through use of the element of "I" or subjectivity is Richardson's *Pamela*, a novel based on the epistolary form of fiction-writing. In some epics such as Homer's *Odyssey* and *Iliad* John Milton's *Paradise Lost* and Tulsidas's *Ramayana*, we can find a judicious and poised intermingling of subjectivity and objectivity. But a technical writer of the present scientific era cannot afford such a mingling of both the elements of subjectivity and objectivity because of various explicit and implicit constraints; nor does the nature of scientific knowledge of the modern decade allows him to do so.

While reporting objectively, a technical writer should always keep in his mind that he is reporting to or writing for the readers extremely busy and preoccupied. They do not have time enough to read long reports or comments, nor do they have a temperamental propensity to go through a voluminous or detailed writing. He has, therefore, to encounter a class of

readers who stand in urgent need of the economy—the economy of time, of labour, of attention and all that. Secondly, a technical writer should also take care of certain grammatical propositions to give effect to objectivity. For instance, it is thought wise to use crisp and suggestive vocabulary; to use passive instead of active voice; and also to prefer indirect narration to direct narration. He should also take special care of punctuation, and should have a thorough knowledge of the topic he is going to write about. His choice of words should be as clear and relevant as his thinking or concept of the problem is.

Example 1. I believe as others also believe that through a particular side of scientific researches, I can study the ways and manners of all human beings growing ripe, old and grey—and also their decaying processes.

Solution: It is believed that gerontology studies the processes of growing old amongst (or in) human beings.

Here “I believe as others also believe” is a subjective expression; hence, in technical writing, it is not needed. It is, therefore, to be replaced by “It is believed”. The second expression “that through a particular side of scientific researches, I can study the ways and manners of all human beings growing ripe, old and grey—and also their decaying processes” can be replaced by “that gerontology studies the processes of growing old amongst (or in) human beings.”

Example 2. According to me, a radar’s working is a nicely computerised system of giving and regularly recording data from an indicator to a far-off destination.

Solution: In a radar, pantograph is a system for transmitting and automatically recording data from an indicator to a remote point.

Here “According to me, a radar’s working is a nicely computerised system” has been replaced by “In a radar, pantograph is a system”, and “of giving and regularly recording data from an indicator to for-off destination” has been replaced by “for transmitting and automatically recording data from an indicator to a remote point.”

Example 3. I as well as others have felt very much the death of the scientist, whose death has also been felt by others. He was both a lover of making and also a lover of books.

Solution: The death of a scientist, who was both a philanthropist and a bibliophile, has been felt by all.

Here the entire sequence of clauses has been changed and the entire sentence, like examples 1 & 2, has been recast in order to make it objective.

4. Simplicity: Simplicity is another great quality of technical writing. According to Thomas Love Peacock, a great 19th century novelist, "Simplicity increases readability and usefulness of any kind of prose"* In technical style, simplicity is as important as the grace and ease of the conversation of a cultured man. As a matter of fact, simplicity makes the style interesting and a simple style is neither dull nor obstructive, neither flippant nor pompous. For this, a writer has to work hard with a lot of assiduous practice of writing and rigid discipline. One has, therefore, be quite cautious about the choice of words. He has also to construct simple and short sentences. Compound and complex sentences should be avoided as far as possible. Lengthy sentences and many involved clauses should be used only inevitably needed. Imaginative flights should also be avoided and speculative and philosophical discussion is also not permissible.

Example 1. If you put a solid on heat, its temperature increases and at a certain temperature melts to a liquid, and on further constant temperature into the gaseous state; and with this the vibrations of this gaseous state also increase.

Solution: When a solid is heated constantly on a certain temperature, the vibrations of the molecules increase.

In this example no. 1, the quality of simplicity is missing because of the confused thinking. A solid, when is constantly heated, melts into a liquid; and if the same liquid is regularly

* *Melincourt*, preface, iii.

kept on boiling on a particular temperature, it changes into the gaseous state, which can be explained in terms of molecules. Thus the entire sentence can be re-cast with a distinct touch of simplicity.

Example 2. We know that the atmospheric pressure gradually comes downward as the height is intensified, and therefore it is generally thought wise to use aneroid barometers as altimeters in aircraft to determine the altitude of the aircraft at which it is now flying.

Solution: Aneroid barometers are used as barometers in aircraft to know its height flying at the moment, as the atmospheric pressure decreases with height.

Here the entire sentence has been redast in order to make it more meaningful and simpler than before.

Example 3. It is believed that changes in the shape of the bodies are possible through forces, and they have got the momentum to change their motion also.

Solution: Force change the shape of the bodies and can also alter their motion.

Thus in the above example no. 3, the expression 'It is believed that changes in the shape of the bodies are possible through forces' can be replaced by the expression "Forces change the shape of the bodies"; and the second expression "and can also alter their motion" replaces the remainder part of the sentence as above.

5. Utility: Utility is another salient feature of technical writing. Without being irrelevant and untruthful, a reporter on scientific and technical experiments and expertise has to present facts in a useful manner. A business concern or a research institute cannot afford a huge sum of money and also a lot of labour and time to be wasted on giving technical knowledge which is not of any particular utility. By utility, we mean that the technical writing should add to the present knowledge and finance of an organisation. It should also add to the general welfare of the public by its beneficial results. The main concern of an engineer or a doctor is always to be useful in his findings

and treatment; so is the concern of a scientist or an expert on management. Unlike a literary work. It is not merely meant for enlightenment and pleasure. Its main objective is to impart useful information without being irrelevant in the least.

Example 1. Some fungi are quite useful not only for us but also for other natural objects. They work in different agents and help man in a number of ways in matters of decomposition and in other processes. They help us to make a number of drugs and some of them are used as a variety of food. They stop indirectly many serious diseases.

Solution: Useful fungi act as scavengers and decomposers of nature and smoothen the process of breaking down of the bodies of dead plants and animals into simple substances. Yeast help in the making of alcohol; mushrooms are used as food; moulds produce drugs called antibiotics like penicillin and streptomycin, which treat many serious diseases.

Example 2. Some of the kinds of fungi are quite dangerous and harmful and they attack crop and destroy food production. Some fungi gradually destroy and damage those trees from which good timber is obtained.

Solution: Fungi like mildews, blights, rusts and smuts attack crop plants and damage food production. Bracket damages timber-producing trees.

Example 3. Plants have a number of useful places in our life. Some plants are so useful that we cannot pass a day without grudge without their help. They enhance our income and add to our financial position.

Solution: Scents and perfumes are obtained from such useful plants as rose, kewra, khus; rubber from rubber trees; paper and card-board from bamboo and other grasses.

In all the above three illustrations, it is now clear that the solutions provide us a specific and useful idea and information.

The examples are in a general type of writing, wherein a definite knowledge of the subject on the part of the writer is conspicuously missing. But in the solutions, the reporter is very useful and specific and he has a through knowledge of the subject. Hence, all the examples have considerably been improved upon and have been made to look like having a technical bearing.

6. Technical Presentation: An equally important feature of the technical writing is its presentation, which clearly means that it should be technically different from and wider than general type of writing. But it does not mean that it should be highly technical and should contain facts and figures in such a complex and tedious way that it may lose its utility for the general readers. A technical writer should present things in such a balanced way that it may sustain the interest and usefulness both the technical and non-technical mind. Reports, memoranda, technical essays and dissertations sometimes assume the proportion of being highly technical, and they therefore become incomprehensible to the readers deficient in requisite expertise and knowledge. In order to make them understandable to all and sundry, it is necessary to make changes here and there in them. But we cannot infer from this that there should not be any subtle demarcation between what is truly technical writing and what is general type of writing. For this, it is also implied that the reader should also have some basic or fundamental knowledge about the technical side of the issue or problem under discussion.

Example 1. We make our food tasty by the use of spices, which we get from different plants. Likewise, we all need oil and ghee in order to cook our food. Without these, our food does not remain eatable and nourishing so, ghee and oils are also obtained from plants.

Solution: Spices, making our food tasty, like pepper, chillies, zera, haldi, cloves and curry leaves, are obtained from plants. Nourishing oils such as mustard oil, coconut oil, groundnut oil, till oil and vegetable ghee are also obtained from plants.

Example 2. The sowing act of nursery of cauliflower takes

place between a period starting from heat to cold days. It also depends on the variety of cauliflower. Some varieties take more than a hundred days to ripe.

Solution: Nursery sowing of cauliflower takes place from the beginning of June to first fortnight of October mostly depending on maturity group of varieties. Different group varieties such as September–October, December–January group varieties usually take 125–135 days to mature.

Example 3. There are various factors which go a long way to influence seed viability and its chances of germination in brinjal. The one factor is known as vivipary and the second is the shortage. To determine as to what stage is fit to get seed maturity is also an important factor. Some purple colour brinjal get a change in their colour nearing ripeness.

Solution: Several factors such as vivipary and shortage affect seed viability and germination in brinjal. Fruit maturity in purple colour in them.

In all the above examples, one fact has been made quite clear that the presentation should be such as may convince the reader of a distinct technical presentation. Some sentences or ideas are, therefore, made more specific and relevant than before. It is naturally inferred then that a technical writer has to acquire fundamental knowledge about the topic he is going to write on, or else he cannot give a technical presentation to his writing.

(B)

TECHNICAL VERSUS GENERAL WRITING

Brevity versus Diffuseness

Technical writing and general writing are two distinct ways or styles of writing. It is altogether mistaken a notion to believe or regard them as one and the same thing. There are distinct characteristic features which separate the one from the other. The first demarcating thing about them is that whereas

technical writing, as has been made quite clear in the foregoing account, is brief, to the point, crisp, succinct and compact, the general writing is diffuse and rambling. Often, the general writing is so circumlocutory and verbose that the reader can infer many meanings and interpretations. But technical writing is so poised and balanced that it cannot allow its readers to draw many meanings and interpretations. For example, two illustrations have been given below; one of the technical writing, and the other of the general writing in order to substantiate our point of view:

Example 1. (Technical Writing):

Tennyson's faith in evolutionism was confirmed by pre-Darwinian evolutionists, thinkers and scientists. Charles Lyell's theory of uniformitarianism and his views regarding natural metamorphosis influenced Tennyson's *In Memoriam*; Herschel's theory of transformation of the superman influenced his *Maud*; and Robert Chambers's theory of the natural struggle influenced his other works. Darwin's emphasis on the best adaptation led him to present a synthesis of scientific and religious conflict of the Victorian milieu. *

Example 2. (General Writing):

To say the truth, the wisest man is the likeliest to possess all wordily blessings in an eminent degree: for as that moderation which wisdom prescribes is the surest way to useful wealth; so can it alone qualify us to taste many pleasures. The wise man gratifies every appetite and every passion, while the fool sacrifices all the rest to pall and satiate one. †

Clarity versus Ambiguity

Technical writing is characterised by clarity whereas general writing is often ambiguous. Sometimes writer of general

* Sharm, S. D.: *The Influence of pre-Darwinian Evolutionists on Tennyson*, Pantnagar Journal of Research, Vol. 2, No. 2, 1977, p. 209.

† Fielding, Henry: *Tom Jones*, M/s Penguin Books, London, 1968, p. 262.

writing is so much imaginative and intuitive that he does not appear to be scientific and technical at all. Even his presentation does not convince a man of reason. For some interpretations or arguments, no scientific grounding is provided ; and the result is that it often looks like mythical. But in technical writing, clarity qualifies throughout the entire writing, presentation and interpretation. Sometimes even eminent scientists like Willard Gibbs, the great American scientist, use very unclear and ambiguous style. That is why their writing does not become cent per cent communicable to the readers. Gibbs's ambiguity harmed him too dearly and it has now almost become "a scientific joke that it was easier to rediscover Gibbs than it was to read him."* For illustration's sake, here is Gibbs's own abstract of his widely acciaimed paper titled "*On the Equilibrium of Heterogeneous Substances.*"

It is an inference naturally suggested by the general increase of entropy which accompanies the changes occurring in any isolated material system that when the entropy of the system has reached a maximum the system will be in a state of equilibrium. Although this principle has by no means escaped the attention of physicists, its importance does not appear to have been duly appreciated. Little has been done to develop the principle as a foundation for the general theory of thermodynamic equilibrium....."† Gibbs's style is neat and precise but not technical and scientific; and as such, Gibbs failed to communicate as much scientific facts to the world as he was expected of. On the other hand, Louis Pasture's writing on the prevention of rabies and Madame Curie's account of the discovery of radium are memorable specimens of good technical and scientific writing. The writing of Darwin and Einstein are also worth-remembering in this regard.

Objectivity versus Subjectivity

As has been made clear that objectivity is one of the main ingredients of technical writing. Subjectivity is introduced into it only on occasions of emphasis. But in general writing subjectivity is more dominant than objectivity. But it does not

* Gunning, Robert: *The Technique of Clear Writing*, M/s mc Graw-Hill Book Company, Inc., Toronto, 1952, p. 221.

† Gunning Robert: *The Technique of Clear Writing*, M/s Mc Graw-Hill Book Company, Inc., Toronto, 1952, p. 222.

mean that all technical writing is always objective and flawless. As a matter of fact, some technical papers are as faulty as Ptolemy's concept of the universe and they require a Copernican revolution to set them right. Some of them are too much stuffed with unclear scientific jargons and outmoded words, expressions and terms that the reader, for whom they are specifically meant, fail to understand them clearly. Most of the professionals ignore the vital fact that they are writing for the readers. Dr. J. Robert Van Pelt, a famous scientist of America, once remarked, having enraged at the type of too specialized presentation of technical writing, "Write for the reader, not for the filing cabinet." Objectivity is, therefore, linked with the readers; and it naturally infers that technical writing is strictly impersonal. The "I" is completely left out. But impersonality does not mean absolute absence of humanity or a considerable degree of human warmth. For example, Einstein, while writing of relativity, draws homely analogies with the aid of "our old friend, the railway carriage". Sometimes, the effort to be impersonal causes a deadening over use of the passive voice, but this practice has to be avoided as far as possible. Sentences can often be recast to the active voice and still be kept impersonal.

Example 1. Experiments were carried on by them to determine the lowest temperature at which the reduction reaction could be started showing that reduction began at 27 degrees Centigrade.

Solution: Experiments indicated the lowest temperature at which reduction began was 27 degrees Centigrade.

Example 2. The melting point of the alloy was lowered 50 degrees by adding 10 per cent of aluminium.

Solution: Adding 10 per cent of aluminum lowered the melting point 50 degrees.

Simplicity versus Pomposity

Nothing is, of course, more important in technical writing or style than simplicity. The struggle for exactness and simplicity is a common feature for clear communication. In technical writing, communication is the most significant aspect that a writer should always care for. The famous editor of *Progressive*

Architecture named Thomas Creighton, once said that he had to reject a number of manuscripts by city as well as regional planners during the last years, because they were examples of what Churchill called "hocus-pocus substitution of six-syllable words." Pomposity is the same hocus-pocus substitution of six-syllable words. In general writing, many eminent writers have used pompous language. For instance, the following illustration from K.E. Barlow's *'Evolution Involved'* is a classical example of the element of pomposity:

The modern mass-produced moter-car factory may first seem remote from those early spindles which crept up the little water-ways of Yorkshire in search of water-power, but the description of the world which was begun in the days of those spindles by Adam Smith, Professor of moral philosophy in the University of Glasgow, and which was completed nearly a century after by Darwin and the Darwinians, remains to-day the major part of the account which men give themselves of the play in which their parts are cast; the Scotch moralist urged man to be sparing, and to look after himself; the followers of the biologist described a curious blind force which was supposed to chip, shape and limit the stature of life.*

Utility versus Pleasurability

Technical writing is full of utility, it is never meant for pleasureability. A technical man writes to express rather than to impress. Expression is linked with utility, whereas impression to that of pleasurability. In a way, it may be said that technical writer forces his ideas whereas a general writer coaxes them. Ideas come out of the subconscious mind where everything one has ever heard or seen is stored; but if one tries to open an automatic flap-drops over the aperture through which these ideas flow, the natural flow of ideas is impaired. In general writing, this process dominates the mind. But it does not mean that a scientist or an engineer does not require this process of idea-filtration. The French scientist Fear once found to his great amazement that 75% of the scientists made important

* Barlow, K.E.: *Evolution Involved* (ed) in *The Criterion* 1922-39, Vol. XXIII, M/s Faber & Faber, London, 1967, p. 31.

discoveries at times when they were not actively engaged in research. For William Wordsworth, the greatest Romantic poet, also relied too much on this theory. For him poetry was composed of "the emotions recollected in tranquillity." Likewise, a noted novelist named Somerset Maugham said, "I have always liked to let things simmer in my mind before setting down on paper, and it was not till four years after I had made my notes for it that I wrote the first of the stories I had conceived in the South Seas."* In this process of idea-filtration, imaginative fervour works wonders, which increase the quality of pleasurability of general writing. Jules Verne, for example, has written much for pleasurability and scientific interest both. Below has been given a passage from *Adrift In The Pacific*, which contains both the elements of utility and pleasurability:

But although in an astronomical sense spring had commenced, yet the island was in so high a latitude that its influence had not made itself apparent. The month of September and the first half of October were distinguished by a spell of bad weather; and there were still sharp frosts, which did not last, the winds being so variable. During this equinoctial period the atmospheric troubles were very violent, as had been those which had brought the schooner across the Pacific. The heavy squalls seemed to shake the hill, and when they swept from over the South Moor, where there was no obstacle to check them, bitter was the blast they brought from the Antarctic Ocean.†

ASSIGNMENTS

1. Give an historical idea of technical style.
2. Write brief notes on the following characteristic qualities of technical writing and style:
 - (a) brevity
 - (b) clarity
 - (c) objectivity.
3. What do you mean by simplicity in a technical style?

* (Quoted) Day, Harvey : *You Too Can Write For Money*, M/s A. Thomas & Co., Preston, London, 1961, p. 149.

† Verne, Jules: *Adrift In The Pacific*, (ed): M/s Arco Publications, London, 1964, pp. 163-64.

4. What do you understand by utility in technical writing ?
5. What should be the criterion of technical presentation ?
6. Compare and contrast between technical and general types of writing on the following grounds :
 - (a) brevity versus diffuseness
 - (b) clarity versus ambiguity
 - (c) objectivity versus subjectivity
 - (d) simplicity versus pomposity
 - (e) utility versus pleasurability.

(Instructors are free to frame objective type of questions themselves, as and when needed, on the basis of the above assignments.)

3

Grammatical Prerequisites of Technical Communication Writing

Grammatical Pre-Requisites of Technical Communication Writing

Singular and Plural; Possessives; Agreement of Verb with Subject (Concord); Adverb; Adjective; Time and Tense; Infinitive; Participle; Gerund; Fairly and Rather; A lot of and A long way; There is and It is; Punctuation; Assignments.

Following are some significant areas of grammar in which a professional is very likely to commit mistakes at the time of preparing his technical assignments, reports etc.

Singular and Plural

Much care should be taken to note the plural of the following:

buffalo—buffaloes	ox—oxen
potato—potatoes	swine—swine
piano—pianos	sheep—sheep
dynamo—dynamos	deer—deer
bamboo—bamboos	cod—cod
memento—mementos	trout—trout
goose—geese	salmon—salmon
mouse—mice	pair—pair (after numerals)
louse—lice	dozen—dozen ”

score—score (after numerals)	bellows—bellows (only in plural)
gross—gross ”	scissors—scissors”
hundred—hundred ”	tongs—tongs ”
thousand—thousand ”	pincers—pincers ”
trousers—trousers (only in plural)	spectacles—spectacles ”
drawers—drawers ”	tidings—tidings ”
breeches—breeches ”	environs—environs ”
measles—measles ”	nuptials—nuptials ”
mumps—mumps ”	obsequies—obsequies ”
billiards—billiards ”	assets—assets ”
draughts—draughts ”	chattels—chattels ”
annals—annals ”	alms—alms (used only in plural)
thanks—thanks ”	riches—riches ”
proceeds (of a sale)—proceeds ”	things—things ”
mathematics—mathematics (used physics)—physics as singular)	poultry—poultry (used in plural)
mechanics—mechanics ”	cattle—cattle ”
politics—politics ”	vermin—vermin ”
news—news (used as singular)	people—people ”
innings—innings ”	gentry—gentry (used in plural)
passers—by-passers- by	forceps—forceps
looker—on lookers-on	analysis—analyses
erratum—errata	parenthesis—parentheses
index—indices	phenomenon—phenomena
radius—radii	criterion—criteria
formula—formulae or formulas	bandit—banditti or bandits
terminus—termini or terminuses	garlic—garlics
axis—axes	mint—mints
basis—bases	celery—celerics
crisis—crises	rhubarb—rhubarbs
cryogenics—cryogenics	haddock—haddock
	amoeba—amoebas or amoebae

Examples

1. *Incorrect*—Cattle is grazing in the field.
Correct—Cattle are grazing in the field.

2. *Incorrect*—*Riches* brings happiness in life.
Correct—*Riches* bring happiness in life.
3. *Incorrect*—*Vermins* have damaged their *poultres*.
Correct—*Vermin* have damaged their *poultry*.
4. *Incorrect*—The architect designed three *dozens* buildings.
Correct—The architect designed three dozen buildings.
5. *Incorrect*—*Measles* spreads through contact.
Correct—*Measles* spreads through contact.
6. *Incorrect*—*Salmons* often cause injury to the navigators.
Correct—*Salmon* often cause injury to the navigators.
7. *Incorrect*—The Indians are a hard-working *peoples*.
Correct—The Indians are a hard-working people.
8. *Incorrect*—*Haddockes* are a nurshing food for the sailors.
Correct—*Haddock* are a nursing food for the sailors.
9. *Incorrect*—*Amoeba* are too small to be seen except with the help of a miscroscope.
Correct—*Amoebas* or *amoebae* are too small to be seen except with the help of a microscope.
10. *Incorrect*—The natural *phenomenon* of this place are quite attractive.
Correct—The natural *phenomena* of this place are quite attractive.

Possessives

Proper names in '...s' normally have 's', unless they are of a classical nature. For example—Charles's; St. James's; Archimedes' Law; Phoebus' chariot. But less usual names in '...s' often follow the classical category. For example—Keats (Keats's poetry); Pears' shop. Compounds signifying an independently one idea are regarded as single words. For instance—Jacob and Smith's agreement ; Brown and Mohan's play. 's' is omitted in words of hissing sounds. For example—justice' sake; conscience' sake; goodness' sake. Possessive case is formed by adding only an apostrophe when the word is noun-plural ending in 's'. For example—horses' tails; forceps' edge; boys' school.

Agreement of Verb with Subject (Concord)

If the same person, object or thing is referred to by two singular nouns, the verb should be singular. For example—

Incorrect—The architect and administrator *are* dead.

Correct— The architect and administrator *is* dead.

But if different persons are referred to, definite article *the* is used before both the nouns. For example—

Incorrect—The scientist and researcher have been rewarded.

Correct— The scientist and the researcher have been rewarded.

Singular verb is used where two subjects together indicate one idea. For example—

Incorrect—Early to bed and early to rise,

Make a man healthy, wealthy and wise.

Correct— Early to bed and early to rise,

Makes a man healthy, wealthy and wise.

Neither—nor, and *either—or* joining subjects of different numbers take plural verb, plural subject coming later. For instance—

Incorrect—Neither the easel nor the electrodes *was* damaged by the rains.

Correct— Neither the easel nor the electrodes *were* damaged by the rains.

When the subjects joined by *or*, *nor* are of different persons, the verb agrees in person with the one nearest to it. For example—

Incorrect—Either he or *I are* misunderstood for nothing.

Correct— Either he or *I am* misunderstood for nothing.

Improvement—Either he is misunderstood for nothing, or I am,

When *and* joins or connects subjects differing in number or person or both, plural verb of the first person is used if one of the subjects is of that person; of the second person if one of the subjects is of that person, and none of the first. For example—

1. *Incorrect*—He and I *am* happy.

Correct—He and I *are* happy.

2. *Incorrect*—You and he *is* over-busy these days.

Correct—You and he *are* over-busy these days.

A singular verb is used with a collective noun signifying a group or a whole; a plural verb when individuals are spoken of. For instance—

1. *Incorrect*—The committee *was divided* in their views on the problem.

Correct—The committee *were* divided in their views on the problem.

2. *Incorrect*—The mob *have* stoned the office.

Correct—The mob *has* stoned the office.

A noun plural in form but implying singularity of meaning takes a singular verb. For example—

Incorrect—The wages of sin *are* death.

Correct— The wages of sin *is* death.

When *with*, *together with*, *in addition to*, *as well as* are parenthetically used, the usual order of the verb remains unchanged. For example—

1. *Incorrect*—Justice as well as mercy *are* a divine attribute.

Correct— Justice as well as mercy *is* a divine attribute.

2. *Incorrect*—Biometry together with another also *study* autogamy.

Correct— Biometry together with another also *studies* autogamy.

Relative pronoun, being the subject verb, should agree to its antecedent both in number and person. For example—

1. *Incorrect*—The scientist, who *are* the benefactor of the country, should be rewarded.

Correct— The scientist, who *is* the benefactor of the country, should be rewarded.

2. *Incorrect*—Chlorophyll is one of the important matters that *is* found in plants.

Correct— Chlorophyll is one of the important matters that *are* found in plants.

Adverb

MPT is the normal order of adverbs, wherein M—manner, P—place, and T—time. For Example—

Incorrect—The surgeon operated the patient this morning well in the emergency ward.

Correct— The surgeon operated the patient well (M) in the emergency ward (P) this morning (T).

ODMY is the normal order of adverbs of time, wherein O—o' clock, D—days, M—month, and Y—year. For example—

Incorrect—The scientist was born in the year 1908 at 8 a. m., on August 8.

Correct— The scientist was born at 8 a. m. (O) on August 8 (M) in the year 1908 (Y).

Often, never, always sometimes, generally, usually, just, almost, nearly, quite, hardly, scarcely, ever, hardly ever, nearly always, seldom, rarely, occasionally, frequently, already are used just in front of the principal verb, but after the verb of *to be*. For Example—

1. *Incorrect*— I *never* have seen an aeroplane.

Correct— I have *never* seen an aeroplane.

2. *Incorrect*— The trams *usually* are full in Bombay.

Correct— The trams *are* usually full in Bombay.

3. *Incorrect*— He used to *always* agree with me.

Correct— He *always* used to agree with me.

When an adverb modifies an adjective or another adverb, the adverb usually comes immediately before it. For example—

Incorrect—He is a lazy boy *rather*.

Correct— He is a *rather* lazy boy.

Enough is used just after the word it modifies. For example—

Incorrect—The industry has *enough* resources to advance ahead.

Correct— The industry has resources *enough* to advance ahead.

Adjective

Most in its absolute superlative indicates no comparison but the equivalent of a high degree. For example—

Incorrect—Gold is a *most* precious metal of all.

Correct— Gold is a *most* precious metal.

Later and *latest* refer to time; *latter* and *last* refer to position. For example—

1. *Incorrect*—The *last* chapters are inconclusive.

Correct— The *latter* chapters are inconclusive.

2. *Incorrect*—The *latter* design of the troposcatter is extremely costly.

Correct— The *latest* design for the troposcatter is extremely costly.

Elder, eldest speak of persons (particularly of the same family); *older and oldest* are used both for persons and things. For example—

1. *Incorrect*—He is the oldest scientist of all living now.

Correct— He is the *eldest* scientist of all living now.

2. *Incorrect*—The Pyramids of Egypt are the *eldest* structures in the world.

Correct— The Pyramids of Egypt are the *oldest* structures in the world.

Farther is used to show distance, whereas *further* indicates something extra or additional. For example—

1. *Incorrect*—The experiment was conducted without *farther* delay.

Correct— The experiment was conducted without *further* delay.

2. *Incorrect*—The sun is *further* from the Jupiter than the Mars.

Correct— The sun is *further* from the Jupiter than the Mars.

Next indicates position, whereas *nearest* shows distance. For example—

Incorrect—Mercury is the satellite *next* to the sun.

Correct— Mercury is the satellite *nearest* to the sun.

Interior, exterior, ulterior, major, and minor, though apparently comparatives, yet are used in a positive, sense. But preposition *to* is used with *inferior, superior, prior, anterior, posterior, senior* and *junior* in the comparative sense instead of *than*. For example—

1. *Incorrect*—Iron is an *inferior* metal *than* gold.

Correct— Iron is an *inferior* metal *to* gold.

2. *Incorrect*—Milk is *superior* *than* curd as a food.

Correct— Milk is *superior* *to* curd as a food.

Little indicates *not much, a little* some, *though not much*, and *the little* not much, but all there is. *Little* is negative, but *a little, the little* are positive in meaning. For example—

Incorrect—The scientists now see *the little* hope of recovery of the INSAT-I.

Correct— The scientists now see *little* hope of recovery of the INSAT-I.

Few indicates not many, hardly any, and has got a negative sense; a *few* means some, and has got a positive meaning; *the few* is used in the sense of not many, but all there are. For example—

Incorrect—The *few* scientific researches are free from faults.

Correct— *Few* scientific researches are free from faults.

Plural nouns as adjectives are used to denote a class of individuals or persons; singular nouns as abstract quality; singular and plural adjectives as nouns; whereas one adjectives only in plural sense. For instance—

1. *Incorrect*—The *rich people* generally hate the *poor people*.

Correct— The *rich* generally hate the poor.

2. *Incorrect*—The illiterate persons outnumber the literate persons in India.

Correct— The illiterate outnumber the literate in India.

Time and Tense

Past perfect should not be used in place of past indefinite. For example—

Incorrect—Columbus *has discovered* America many years ago.

Correct— Columbus *discovered* America many years ago.

Future indefinite should not be used in place of future perfect tense. For example—

Incoorect—By 1990, India *will emerge* as a super power in the world.

Correct— By 1990, India will have emerge as a super power in the world.

Present continuous tense should not be used in place of present tense. For example—

Incorrect—Science is *developing* rapidly since the renaissance period.

Correct— Science *has been developing* rapidly since the renaissance period.

Past perfect and past indefinite tenses should properly be co-related. For example—

Incorrect—Hardly he *reached* the station, when the train *started*.

Correct— Hardly *had* he *reached* the station, when the train *started*.

Auxiliaries or modal verbs should be used carefully. For example—

1. *Incorrect*—He works hard lest the *will not fail*.

Correct— He works hard lest the *should fail*.

2. *Incorrect*—It is cloudy today; it *can* rain.

Correct— It is cloudy today; it *may* rain.

Conditional sentences should properly be constructed. For example—

1. *Incorrect*—If science *will* develop day by day, religion *will* naturally decline.

Correct— If science *develops* day by day, religion *will* naturally decline.

2. *Incorrect*—He would have got A grades in all the courses, provided he *had* sufficient time to study.

Correct— He would have got A grades in all the courses, provided he *had* sufficient time to study.

Infinitive

Frequently a clause having the same subject as the main sentence, as also a superlative can be more concisely expressed by using an infinitive. For example—

1. *Incorrect*—Archemedes uttered *eureka when he measured* the weight of gold in water.

Correct— Archemedes uttered *eureka to measure* the weight of gold in water.

2. *Incorrect*—Sherpa Tenzing was *the first Indian for climbing* the Mount Everest.

Correct— Sherpa Tenzing was *the first Indian to climb* the Mount Everest.

Proper care should be taken to avoid the use of *split infinitive*. For example—

Incorrect—The docter suggested to the patient to *regularly rub* ointment lest he should quickly get relief from arthritis.

Correct— The docter suggested to the patient *regularly to rub* ointment lest he should get relief from arthritis.

Or

The doctor suggested to the patient to rub ointment *regularly* lest he should get relief from arthritis.

Infinitive without *to* is used with *let, bid, make, need, dare* (except when denotes challenge), see and hear. For example—

Incorrect—Bid him to go there.

Correct—Bid him to there

Participle

Participle should not be left without proper agreement. For example—

Incorrect—*Being the rainy season*, the fauna and flora of the Tarai forest grew attractive.

Correct— *It Being the rainy season*, the fauna and flora of the Tarai forest grew attractive.

Implied meaning of a participle should be made quite clear. For example—

Incorrect—*Giving* an intravenous injection for leptospirosis in the bull, the veterinary surgeon fainted.

Incorrect—*While he was giving* (administering) an intravenous injection for leptospirosis in the bull, the veterinary surgeon fainted.

Gerund

Gerund should be preceded by a possessive pronoun or a noun in the possessive form. For example—

Incorrect—Does the doctor mind *checking* hematuria?

Correct— Does the doctor mind *checking your* (or any possessive pronoun) hematuria?

Gerund should not be confused with an infinitive. For example—

Incorrect—The scientist is looking forward to *see* you in the next conference.

Correct— The scientist is looking forward to *seeing* you in the next conference.

Fairly and Rather

Fairly is used in a positive or for a pleasant idea; *rather* is used in a negative or for an unpleasant idea. For example—

Incorrect—The Pokharan explosion was *rather* fruitful.

Correct—The Pokharan explosion was *fairly* fruitful.

A lot of and long way

A lot of is equal to a *great deal of*, *plenty of*, and replaces much or many in simple affirmative statements; a long way is equal of *far*; far off to that of a *long way off*; and *far away* and *far back* to those of a *long way away*, and a *long way back* in simple affirmative statements. For example—

Incorrect—The experiment is *still far*.

Correct— The experiment is still a *long way off*.

Their is and it is

There is and *there are* a usual way of denoting existence, particularly when the subject has not already been defined. *It is* and *it was* are used to introduce a complex subject and will look clumsy to work as real subject. For example—

1. *Incorrect*—*It is* an etiology properly to be diagnosed.

Correct— *There is* an etiology properly to be diagnosed.

2. *Incorrect*—*There is* stupid to confuse between dyspnea and dysphagia.

Correct— *It is* stupid to cofuse between dyspnea and dysphagia.

PUNCTUATION

Fullstop (.) end a sentence or abbreviates a word or words and denotes the longest pause ; the *comma* (,) indicating the shortest pause, separates words of the same part of speech, a noun/ pronoun in apposition, marks off parenthetical words, punctuates a nominative of address, preceds the inverted commas in direct speech, ends an absolute construction, marks off an infinitive/ adverbial phrases, separates words which are used in pairs; an explanatory phrases, coordinates clauses, or marks omission of words, particularly a verb, etc.; the *semicolon* (;) indicating a pause longer than a comma, marks off the clause of a compound sentence or separates sentences which are closely related; the *colon* (:) separates two independent but complementary sentences, and also introduces a list or a formal quotation. The *mark of interrogation* (?) indicates a question ; the *exclamatory mark* (!) shows an exclamation or interjection; the *apostrophe* (') expresses possession etc.; the *inverted commas* (" ") are used to indicate the direct speech ; the *dash* (—) shows a sudden change of thinking ; the *hyphen* (-) forms a compound

word ; the *brackets* are used to show a minor parts of a sentence; the *capitalization* begins a sentence, every line of a poem , a direct narration, denotes Proper nouns, *I, O*, and also the words used for God.

Illustrative Specimen

Halibut (capitalization) is a kind of *sea-fish* (hyphen) much used for *food*. (fullstop) Big weir is made to protect, (comma) seize and collect them. How should we use them ? (mark of interrogation) **O** ! how delicious it is to eat them ! (mark of exclamation) A faucet –(dash) a device for controlling the outflow of water is used to store water where halibuts can remain alive. Haddock (another name of halibut) is (brackets) also regarded as the navigator's (possessive apostrophe) best food; (semicolon) the best nutrient : (colon) as it is quite wholesome to taste it independently.

ASSIGNMENT 1

Correct/improve/re-cast the following sentences as and where you think necessary:

1. The scientific crises is persisiting due to wrong notions.
2. Of all the research hypothesis that they have avoided the later one is quite interesting.
3. He lost the game of billiard because of hematoma.
4. Indeed, S. Vishwesarya's name will be written in golden letters in the annual of Indian history for his remarkable achievements.
5. The transponder as well as tasimeter often do not work satisfactory in environ of drought.
6. Athodyd may weigh many scores of tons, and it costs thousands rupees.
7. Earth takes its round on its exes is no longer regarded as outmoded and unscientific bases.
8. The navigator caught hold of handful of cuttle fishes with long tentacle and black liquids.
9. The ferret make analysis and records of electromagnetic radiation.
10. The fuselage also got damaged when the airplane landed its termini.

ASSIGNMENT 2

Correct the following sentences:

1. Sycophancy as well as cajolery are the signs of a weak mind.
2. Newton was one of the greatest scientists that has ever lived and earnestly worked for all.
3. A variety of pleasing fauna and flora of the hilly regions charm the eye of the passerbyes.
4. One of the volcanic eruptions were so vislent and heavy that is casued a slight tremor yesterday.
5. A number of indepth analyses was made by the botanist of the anther and carotene.
6. The tide being subsided, the fleet have set sail.
7. The long and the short of the discussions were the effects of pollen on the embryo and endosperm.
8. The manager said that wealth is not his one have it, but his one enjoys it.
9. It has wisely been said that people who is too sharp cut his own fingers.
10. The farmer is cutting the crops those that has ripened.

ASSIGNMENT 3

Correct the following sentences. You may also improve/recast those sentences which you regard as clumsy or loose in structure:

1. The doppler radar is enough durable to last for many a years.
2. The gerontology is a new science rather.
3. Ozonosphere usually is important for its absorption of solar radiation.
4. You never can think of an aircraft without a zoom.
5. His is out the best work away on astronomy.
6. In Scotland, people do wear generally a hat in winter.
7. The manager had to tell his secretary scarcely ever twice.
8. The water-system of this university breaks down rarely.

9. A scuttler ought to get-off never a tram when it is fast speeding.
10. It is a general complaint against reputed scientists that people have sen them properly dressed hardly ever.

ASSIGNMENT 4

Correct the following sentences:

1. For a committed scientist, death is much more preferable than failure in his scientific research endeavours.
2. The Himalayan peaks are attractive and wider than any other peaks of any other country.
3. Conjunctivitis is the most fatal disease, and it is often much fierce than cystitis and diarrhea.
4. The little mites that live in the roosts and litter of poultries damage them by bits.
5. The anorexia diseases render a man constantly an anaemic to blood.
6. Cryptoxanthine is one of few pigment supposed to be precursor of Vitamin A.
7. The last research and most fascinating one in the field of Biological sciences during these years may be said to be that of one of deoxyribonucleric acid (DNA) that determine hereditary trait and which consist of four bases that are attached to ribose and phosphate.
8. Surgery seems perfectest cure only of fistula that we have seen latterly.
9. Ischemia indicates interior ailment of the body than exterior.
10. The hepatic disorder is surer and first of all jaundice symptoms.

ASSIGNMENT 5

Correct the following sentences:

1. William Harvey had discovered the theory of the circulation of blood many years ago.
2. No sooner Charles Darwin propounded evolutionary principles, the citadel of fundamentalism started to crumble.

3. Hardly Herbert Spencer applied evolutionism on psychology and sociology, many undiscovered areas in both these disciplines came up for further investigation.
4. Aristotle's teachings are swaying our mind since long.
5. By the turn of this century, many of H. C. Wells's and Jules Verne's scientific prognostications will come to be true.
6. An irrigation engineer takes extra care of a weir lest it will not pass excess water for wastage only.
7. If proper care is taken of buffaloes and cows, the milk production would have increased.
8. The crop-yield might have enhanced, provided the farmers used manures and fertilizers in the appropriate quantity.
9. Child education can be spread by popular methods, if the educator had sufficient expertise and calibre.
10. It is hot today; it can blow harsh.

ASSIGNMENT 6

Correct the following sentences:

1. Scientific experiments require hard work to be incessantly carried on.
2. Truth need not to be tested by any scientific method.
3. Being a foggy day, the mountaineers temporarily suspended their expedition.
4. Working on the barren fields, the labourers harnessed much of their labour and energy to make them fertile.
5. Do you mind going with an anemometer on the mountains?
6. The Indians are looking forward to see the next atomic explosion in the country for peaceful purposes.
7. To understand Darwinism and Mendalism is fairly difficult for a layman.
8. There is surprising to make no difference between an eel and an easel.
9. Our friends objected to us leaving so early without telling them anything.
10. They hate us eating and drinking between meals.

4

Basics of Functional Grammar of Technical Communication

(A) ARTICLES

(CURRENT PATTERNS AND USAGES)

1. The Definite Article '*the*' is used—
 - (a) When we make special mention of a person or a thing; or when we hint towards a thing already referred to; or when we speak of a thing or a person, which or who is already known to the speaker. For example—
 - (i) I love *the* lame.
 - (ii) The boy you want has gone to *the* school.
 - (iii) Let me go to *the* hotel.
 - (iv) Have you searched for *the* book?
 - (b) Before proper nouns, in case these nouns constitute the names of *buildings, mountains, provinces, rivers, oceans, gulfs, groups of islands, etc.*, For example—

(i) The Himalayas	(iv) The Uttar Pradesh.
(ii) The Ganges.	(v) The Pacific Ocean.
(iii) The Taj Mahal.	(vi) The Persian gulf.
 - (c) When a singular noun is meant to represent a whole class. For example—
 - (i) The students have become most indisciplined today.
 - (ii) The monkey is the cleverest animal of all.

- (d) Before the name of books. For example—
 (i) *The Mahabharata*
 (ii) *The Ramayana*
 (iii) *The Puranas*
 But we say—*Balmiki's Ramayana, Vedav Vyas's Mahabharata;*
- (e) Before the words indicating a nationality or community; as—
The French, The Indian, The English, etc.
- (f) Before superlative degree; as—
 (i) Ram is *the* most honest boy of the class.
 (ii) Sita is *the* most beautiful girl.
 (iii) *The* Himalayas are the largest mountains in the world.
- (g) Before things unique, particular and of rare origin; as—
The moon, the sun, the earth, the sky.
- (h) Before an adjective when the noun is understood; as—
 (i) We should help *the* poor.
 (ii) Honoured are *the* brave.
- (i) As an adverb with a Comparative; as—
 (i) The sooner, *the* better.
 (ii) The more, *the* merrier.
- (j) Before a common noun so as to make it is forceful as a superlative; as—
 (i) It is the lesson to learn (*i.e.*, it is the best lesson to learn)
 (ii) It is the rule to follow (*i.e.*, it is the best rule to follow)
- (k) Before a common noun to give it the meaning of an abstract noun; as—
 (i) The reformer (the spirit of a reformer) in Madan Mohan Malviya uprooted injustice and crime from the society.
 (ii) The moralist (the spirit of a moralist) in the Late Pt. Nehru set aside the chains of religious slavery in India.
- (l) In certain fixed idiomatic phrases; as—
 (i) Off *the* mark
 (ii) To *the* rescue
 (iii) In the country
 (iv) In *the* wrong
 (v) On *the* contrary
 (vi) In *the* town

2. Article *the* is omitted—

(a) Before proper nouns; as—

- (i) Ram is a handsome boy.
- (ii) Tulsidas was a great poet.
- (iii) Delhi is the Capital of India.
- (iv) India is a religious country.
- (v) He is the Prime Minister of India.

(b) But when *the* article is used before the proper noun, they become either common nouns or adjectives; as—

- (i) Kalidas is *the* Shakespeare of India.
- (ii) He has passed M.A., from *the* Delhi University.
- (iii) The Indian people have shown great religious fervour.

(c) When a noun is used in its widest sense; as—

- (i) Man is mortal.
- (ii) What kind of an animal is it?

(d) Before plural nouns used to denote a class or in a general sense; as—

- (i) Advocates are generally hard-working.
- (ii) Candidates have been called for an interview in the college.

(e) Before abstract nouns that express qualities, states, feelings, actions, or process of thought; as—

- (i) Honesty is *the* best policy.
- (ii) Cold affected him bitterly.

Note— When abstract nouns, instead of denoting qualities, express persons or things possessing those qualities, or express qualities of definite objects, they can be preceded by the article. For example—

- (i) He is a justice of peace (Here justice stands for a judge).
- (ii) He possesses the shrewdness of a politician (Here 'cunningness' denotes the quality of a definite object that is 'politician')

(f) Before material nouns that express an indefinite mass of matter. For example—

- (i) Gold is a precious metal.
- (ii) Iron is a hard metal.

Note— When *material nouns* express things instead of matter, of which they are made, they function as

- (n) Before such nouns as are plural in their sense, though singular in form, and those which are general in their meaning. For example—
- | | |
|-------------|------------|
| cattle | scenery |
| gentry | advise |
| ministry | employment |
| furniture | business |
| information | mention |
- (o) Before a noun following 'kind of'; as—
What kind of flower is it?
- (p) Before names of public institutions. For example—
Ram went to church.
3. When two or more descriptives qualifying the same noun are connected by 'and', article *the* is used before the first adjective only. For example—
This dog is of the English and French birth. (Here the dog is one)
4. When two or more adjectives qualify different nouns, expressed or understood, the article is used before adjectives. But when the noun is put in the plural, the repetition is not considered necessary. For example—
- (i) The inner and the outer portion of the house was well maintained. (Here 'portion' is understood after 'inner')
- (ii) Ram has *a* black cat and *a* white bull. (Here black and white qualify different nouns).
- (iii) *The* French and English soldiers. (Here 'soldiers' is plural and therefore article *the* before 'soldiers' is not repeated.)
5. When two or more connected nouns refer to the same person or thing, the article is commonly used before the first one only; but if they refer to different persons or things, article *the* is used before each. For example—
- (i) They removed *the* Secretary and Manager (same person holding two offices).
- (ii) *The* Accountant and *the* Manager were summoned to attend the legal proceedings of the case. (Two separate persons indicated by 'were')
- Note:** Sometimes article *the* is repeated for the sake of emphasis, does not matter the reference is made to only one person; as—the late Pt. Nehru was *the* blessed orator and *the* statesman of his age.

6. In expressing a comparison, if two nouns refer to the same person or thing, an article is used before the first noun only; but if they refer to different persons or things, an article must be used with each noun. For example—
 - (i) Ram is *a* better speaker than politician (that is, than a politician would make)
 - (ii) Ram was a greater speaker than a politician.
7. Article '*the*' is placed before an adjective in the comparative degree to give comparative a selective sense. For example—
Readers will find *the* last chapters of the Gita *the* more entertaining.
8. Article '*an*' is used in the following cases :
 - (a) Before words beginning with an aspirated vowel (a, e, i, o, u); as—
 - (i) I have *an* umbrella.
 - (ii) Ram has *an* ink-pot.
 - (iii) I saw *an* ass three days ago.
 - (iv) I met *an* enemy in the way.
 - (v) He saw *an* owl flying in the air.
 - (vi) An ass is braying in the field.
 - (vii) He has an interest in doing this job.
 - (viii) He purchased *an* iron-ball in order to write neatly.
 - (b) Before words beginning with a silent or aspirated '*h*', as—
 - (1) He will return within *an* hour.
 - (2) Ram is *an* honest boy.
 - (3) He has *an* heir still surviving.
 - (c) Before such consonants as are pronounced with the sound of an open vowel. For example—
An M.A., an LL.B., and S.P. etc.,
9. Identifinite article '*a*' or '*an*' are used :
 - (a) Before a common noun in the singular to suggest the sense of 'one'. For example—
Sixteen annas make *a* rupee (Here '*a*' is equivalent to one)
 - (b) Before a common noun in the singular to single out an individual as the representative of a class, that is, to suggest the sense of '*any*'. For example—
A dog is a faithful animal. (Here '*a*' is equivalent to '*any*')

- (c) Before a common noun in the singular to suggest the vague sense of 'a certain'. For example—
Yesterday a lame came to my residence. (Here 'a' is equivalent to 'a certain').
- (d) He is a Tansen. (Here Tansen is used in the sense of a common noun, as 'a well-known singer')

ASSIGNMENT

Incorrect—Ram is a M.P.,

Correct—Ram is an M.P.,

Incorrect—Late Pt. Nehru went to the prison many a times.

Correct—The late Pt. Nehru went to prison many a time.

Incorrect—Punjab is the most fertile province of India.

Correct—The Punjab is the most fertile province of India.

Incorrect—The boy has been suffering from fever for last 8 months.

Correct—The boy has been suffering from fever for the last 8 months.

Incorrect—Judge in Ram forced him to do justice.

Correct—The judge in Ram forced him to do justice.

Incorrect—Girls of today are more fashionable than boys.

Correct—The girl of today are more fashionable than the boys.

Incorrect—Please ask him to have the breakfast.

Correct—Please ask him to have breakfast.

Incorrect—His brother is an university Professor.

Correct—His brother is a university Professor.

Incorrect—Ram is a handsome and a virtuous boy.

Correct—Ram is a handsome and virtuous boy.

Incorrect—The walking early in the morning is a good habit.

Correct—Walking early in the morning is a good habit.

Incorrect—Both the parties were in wrong.

Correct—Both the parties were in the wrong.

Incorrect—God made country and man made town.

Correct—God made the country and man made the town.

Incorrect—Our English Professor likes the red and the white.

Correct—Our English Professor likes the red and white.

Incorrect—It takes two to make quarrel.

Correct—It takes two to make a quarrel.

Incorrect—Himalayas lie to the north of India.

Correct—The Himalayas lie to the north of India.

Incorrect—The union is strength.

Correct—Union is strength.

Incorrect—Ram is a heir to the ageing king.

Correct—Ram is an heir to the ageing king.

Incorrect—Sohan is suffering from the fever.

Correct—Sohan is suffering from fever.

Incorrect—What sort of a flower is it?

Correct—What sort of flower is it?

Incorrect—Have you seen Taj Mahal?

Correct—Have you seen the Taj Mahal?

Incorrect—More you get, more you desire.

Correct—The more you get, the more you desire.

Incorrect—Our English Professor is a honourable man.

Correct—Our English Professor is an honourable man.

Incorrect—Only an united effort can solve this problem.

Correct—Only a united effort can solve this problem.

Incorrect—All the candidates are warned not to make noise.

Correct—All the candidates are warned not to make a noise.

Incorrect—The teacher gave him an advice.

Correct—The teacher gave him advice.

or

The teacher gave him a piece of advice.

ASSIGNMENT 1

Fill in the following blanks with suitable articles, and put a × where no article is required at all:

1. Window is made of glass, whereas chair is made of wood.
2. bread is made from flour, and flour is made from wheat.
3. iron is metal, and it is costlier than lead.
4. He always smokes cigarette with cup of coffee.
5. ewe is weaker than a tiger.

6. Vice is odious.
7. Gold is a precious metal.
8. more we get, more we desire.
9. Bombay is Manchester of India.
10. He wasNapolean of his age.
11. He is tallest boy of the class.
12. Taj Mahal is historical building.
13. I saw unicorn in the forest.
14. cigarette is made tobacco and paper.
15. We make butter and cheese from milk.
16. cow eats grass in summer.
17. book about philosophy is not good for child.
18. Jack and Jill went up hill to fetch pail of water.
19. He is American, but his wife is European.
20. ewe was killed by lion.
21. He stayed in historical building, which had hotel also inside it.
22. It is old saying that honesty is best policy.
23. Pyramids of Egypt are one of wonders of the world.
24. He is not quite at ease there, because he has been in town only once.
25. more, merrier.
26. Hindus regard *Gita* as pious and sacred as Muslims regard *Koran*.
27. ewe is much waeker than lamb.
28. European wife is not supposed to be an ideal wife to Indian husband.
29. Ganges is biggest and most sacred river of our country.

ASSIGNMENT 2

Fill in the following blanks with appropriate articles; put a cross (x) mark where no article is required:

1. man is mortal.
2. earth revolves round sun.
3. honesty is best policy.

4. virtue has its own reward in life.
5. more you get, more you want.
6. more you are educated, more you grow courteous.
7. Kalidas is generally regarded as Shakespeare of India.
8. tenth and fifteenth chapters of this book have been written very intelligently.
9. Mohan is better player than singer.
10. United States is most advanced country of world.

ASSIGNMENT 3

Fill in the following blanks with *a*, *an*, or *the* wherever necessary:

1. She is most diligent girl of class.
2. sun rises in east.
3. winter has set in.
4. Have you ever seen owl?
5. fifty miles is not long distance to cover by scooter.
6. stitch in time saves nine.
7. He is Engineer, and his father is M.P.
8. more I read, more I feel happy.
9. He gave me one-rupee note.
10. one-eyed man cannot read quickly.
11. Indian climate for European inhabitant is supposed to be quite incompatible.
12. camel is tallest of all animals.
13. Tarai Region abounds in reptiles and snakes.

ASSIGNMENT 4

Fill in the following blanks with suitable articles. Put a cross (x) mark where no article is required :

1. *Ramayan* is a religious book of Hindus as *Bible* of Christians; or as *Koran* of Muslims.
2. University is supposed to be seat of higher learning.

3. Ganges is holiest river of Hindus in India.
4. rolling stone gathers no mass.
5. friend in need is friend indeed.
6. bad workman always quarrels with his tools.
7. ship has set sail.
8. pen is mightier than sword.
9. cotton has caught fire.
10. We cannot forget courtesy he showed to us.

ASSIGNMENT 5

(Remember that only countable nouns take a or an; add a or an) Fill in the following blanks with a or an wherever necessary:

1. cow gives milk.
2. shirt is made of piece of cloth.
3. He likes butter and cheese more than tea.
4. dog has tail.
5. He can write letter in ink or with
6. silver is metal.
7. table is made of wood.
8. house is made ofbricks.
9. man is sitting in the room.
10. boy is playing in the field.

(B) NOUNS, GENDERS, CASES

(CURRENT PATTERNS AND USAGES)

1. Following are various nouns, which though plural in form, are always used in their singular form:

- | | | |
|---------------|------------------|-----------------|
| 1. scissors | 11. thanks | 21. annals |
| 2. gallows | 12. remains | 22. auspices |
| 3. chattels | 13. proceeds | 23. assets |
| 4. contents | 14. tidings | 24. environs |
| 5. wages | 15. means (ways) | 25. credentials |
| 6. intestines | 16. breeches | 26. innings |
| 7. riches | 17. trousers | 27. mathematics |

- | | | |
|------------|----------------|----------------|
| 8. alms | 18. tongues | 28. economics |
| 9. measles | 19. spectacles | 29. gymnastics |
| 10. news | 20. odds | |

EXAMPLES

Incorrect—No **news** are good.

Correct—No **news** is good.

Incorrect—He saw an **annal** in the library.

Correct—He saw an **annals** in the library.

Incorrect—Mohan scored only an **inning** in the match.

Correct—Mohan scored only an **innings** in the match.

Incorrect—Our English Professor does not use **spectacale**.

Correct—Our English Professor does not use **spectacles**.

Incorrect—Ram has only one **trouser**.

Correct—Ram has only one **trousers**.

Incorrect—All the labourers were employed on daily **wage**.

Correct—All the labourers were employed on daily **wages**.

Incorrect—He went through the **content** of the letter.

Correct—He went through the **contents** of the letter.

Incorrect—The culprit was put to the **gallow**.

Correct—The culprit was put to the **gallows**.

2. Following list constitutes various **collective nouns**, which though singular in form, are always invariably used as plurals:

- | | | |
|-------------|---------------|---|
| 1. cattle | 7. progeny | 13. artillery |
| 2. poultry | 8. public | 14. peasantry |
| 3. prey | 9. police | 15. gentry |
| 4. company | 10. offspring | 16. people. (as a
common noun
'people' means
'a nation') |
| 5. alphabet | 11. clergy | |
| 6. swine | 12. infantry | |

EXAMPLES

Incorrect—God blessed him with four **offsprings**.

Correct—God blessed him with four **offspring**.

Incorrect—**Cattles** are grazing in the field.

Correct—**Cattle** are grazing in the field.

Incorrect—Only very few **peasantries** are rich in India.

Correct—Only very few **peasantry** are rich in India.

Incorrect—He was speaking before the **publics**.

Correct—He was speaking before the **public**.

Incorrect—Many soldiers in **infantries** were killed.

Correct—Many soldiers in **infantry** were killed.

3. Following are some of the nouns, which have their singular and plural forms alike, provided that they are used after numerals:

1. thousand	4. score	6. deer	9. pice
2. hundred	5. pair	7. fish	10. apparatus
3. dozen		8. sheep	11. yoke

EXAMPLES

Incorrect—I have four **dozens** pencils.

Correct—I have four **dozen** pencils.

Incorrect—Mohan has two **hundreds** rupees.

Correct—Mohan has two **hundred** rupees.

Incorrect—Ram got fifty **thousands** dollars from his father.

Correct—Ram got fifty **thousand** dollars from his father.

Incorrect—Four **pairs** of shoes were sold.

Correct—Four **pair** of shoes were sold.

Incorrect—He saw many **deers**.

Correct—He saw many **deer**.

Incorrect—**Fishes** are swimming in the tank.

Correct—**Fish** are swimming in the tank.

Incorrect—**Sheeps** were grazing in the field.

Correct—**Sheep** were grazing in the field.

4. Following nouns are used in singular only:

1. scenery	5. mischief	9. luggage
2. information	6. ground	10. furniture
3. poetry	7. business	11. hair
4. bread	8. advice	

Note : (i) The above-mentioned nouns are never preceded by an indefinite article.

(ii) The nouns referred to above are never pluralized.

EXAMPLES

Incorrect—The **sceneries** of Nainital are worth seeing.

Correct—The **scenery** of Nainital are worth-seeing.

Incorrect—He composed good **poetries**.

Correct—He composed good **poetry**.

Incorrect—Mohan sold his **furnitures**.

Correct—Mohan sold his **furniture**.

Incorrect—The teacher gave many **advices** to me.

Correct—The teacher gave **many pieces of** advice to me.

Incorrect—Ram's **hairs** are black.

Correct—Ram's **hair** are black.

Incorrect—These are good **informations**.

Correct—These are good **pieces of information**.

5. **Material nouns** are not used in their plural form when they stand to suggest a mass of matter. For example:

Incorrect—His house is made of **bricks** and **stones**.

Correct—His house is made of **brick** and **stone**.

6. When a noun, in a compound word, works as an adjective, it is never used in its plural form, does not matter it is preceded by a plural numerical. For example:

Incorrect—He gave me a **five-rupees** note.

Correct—He gave me a **five-rupee** note.

Incorrect—India has sent a **five-men** delegation to America.

Correct—India has sent a **five-man** delegation to America.

Incorrect—He wants a **three-feet** rule.

Correct—He wants a **three-foot** rule.

Incorrect—He has proceeded on a **fort-nights** holiday.

Correct—He has proceeded on a **fort-nights** holiday.

Incorrect—Ram enjoys a **four-miles** walk daily in the morning.

Correct—Ram enjoys a **four-mile** walk daily in the morning.

Incorrect—His father gave him a **four-annas** coin.

Correct—His father gave him a **four-anna** coin.

Incorrect—I saw a **ten-years** old child.

Correct—I saw a **ten-year** old child.

Incorrect—He got a stone of a **ten-pounds** weight.

Correct—He got a stone of a **ten-pound** weight.

7. We should use **apostrophes** with the nouns denoting possessive case, in the following conditions:

(a) When possessives signify living things; as:

(i) My **dog's** tail is curved.

(ii) **Ram's** mind is very sharp.

- (b) When the things are personified as living or alive; as:
- (i) **Death's** cruel hands do not spare anybody.
 - (ii) **Nature's** laws are fixed.
- (c) With some well-known phrases, as:
- (i) at a **stone's** throw.
 - (ii) at his **wit's** end.
 - (iii) out of **harm's** way.
- (d) With certain dignified objects; as:
- (i) the **court's** decree.
 - (ii) at **duty's** call.
- (e) With space, time or weight; as:
- (i) Ramesh brought a stone of two **pound's** weight.
 - (ii) They have finished their three **day's** journey.

Note—The use of **possessive case** in other conditions with other nouns is not proper. Due care should be taken while using **possessive case**. For example:

Incorrect—My **pencil's** point is very sharp.

Correct—The **point of my pencil** is very sharp.

8. All those **plural nouns** which end in s, do not require **apostrophes**. With all such **plural nouns**, only apostrophe (') is attached. But those **plural nouns**, which do not end in s, do invariably take **apostrophes**. For example:

Incorrect—He founded a **boy's** school.

Correct—He founded a **boys'** school.

Incorrect—He saw a **girls'** school while going to the city.

Correct—He saw a **girls' school** while going to the city.

Incorrect—The thief has stolen **childrens'** book.

Correct—The thief has stolen **children's** book.

Incorrect—He has heard **monkey's** chatter in the forest.

Correct—He has heard **monkeys'** chatter in the forest.

Incorrect—Ram saw many **horse's** tails.

Correct—Ram saw many **horses'** tails.

Incorrect—It is **womens'** club.

Correct—It is **women's** club.

Incorrect—He saw a **mens'** college situated by the road side.

Correct—He saw a **men's** college situated by the road side.

9. Where there are too many hissing sounds, the **apostrophe s** is not used. For example:
- (i) Man should not use science to destroy humanity for **conscience's sake**.
 - (ii) You should be honest for **goodness' sake**.
 - (iii) Do not make a clamour for **peace' sake**.
 - (iv) Do not hesitate in sacrificing even your life for good cause for **Jesus' sake**.
10. **His, hers, its, theirs, yours, mine, and ours** are possessive in themselves. Two things are to be kept in mind while using them:
- (i) Possessive sign is not put with them; and
 - (ii) They are never followed by a **noun**.
- For example:**
- Incorrect*—**Ours** Professor is a noble man.
Correct—**Our** Professor is a noble man.
- Incorrect*—**Yours** books are very costly, indeed.
Correct—**Your** books are very costly, indeed.
- Incorrect*—**Hers** features are very charming.
Correct—**Her** features are very charming.
- Incorrect*—**Theirs** efforts were proved of no consequence.
Correct—**Their** efforts were proved of no consequence.
- Incorrect*—**Mine** knowledge of the subject is quite upto date.
Correct—**My** knowledge of the subject is quite upto date.
11. After **possessive case** such words like **church, house, school, shop** etc. are often omitted; as:
- (i) You should go to **St. Niet's** to offer prayer.
 - (ii) Please enjoy with me at my **niece's** today.
 - (iii) Try to purchase fresh vegetables from M/s. **Ram and Sohan's**.
 - (iv) Religious education is imparted at **St. Jesus'**.
12. **Possessive** is attached to the last word to nouns or titles, consisting of several words, as:
- (i) Commander-in-chief's order,
 - (ii) Governor-General's orders,
 - (iii) His son-in-law's father,
 - (iv) The Nawab of Rampur's library,
 - (v) Ram and Sohan's shop.
13. **Apostrophe s** is added to both the nouns, in case, they are connected by **'and'** in **possessive case**, to denote, **'separate'** possession, and only to the last in order to show **'collective'** possession. For instance:

- (i) Milton's and Dryden's poems (means separate poems by Milton and Dryden)
- (ii) Addison and Steele's '**Spectator**' (means 'Spectator' written collectively by Addison and Steele)
- (iii) Ram and Mohan's cow (means cow jointly owned by Ram and Mohan)
- (iv) Ram's cow and Mohan's cow (means cow separately possessed by Ram and Mohan)

Note : Preposition 'of' should not be used in place of **possessive case**, unless we change the meaning. For example—

- (i) A picture of Shyam (means a photo of Shyam)
- (ii) Shyam's picture (means the picture owned by Shyam)
- (iii) The house of my brother (means the house in which my brother lives)
- (iv) My brother's house (means the house owned by my brother).

14. Adverb 'else' in combination with pronouns somebody, anybody, everybody, anyone, everyone, etc., takes possessive sign after it; as—

Incorrect—It is **somebody's else** book.

Correct—It is **somebody else's** book.

Incorrect—**Anybody's else** name can be mentioned.

Correct—**Anybody else's** name can be mentioned.

Incorrect—You can take **everybody's else** help.

Correct—You can take **everybody else's** help.

Exception—But we do not use '**who else's**. It is used in the form '**whose else**'. For example—

Incorrect—**Who else's** book you should get?

Correct—**Whose else** book should you get?

15. When a noun is compounded with another noun and works as an objective, the second must be put immediately after it; as—

- (i) India is cautious in her internal as well as external affairs. (say internal affairs as well as external)

16. Following are some of the nouns which do not take 's' or 'es' in their plural form.

<i>Singular</i>	<i>Plural</i>
Major-general	Major-generals
Child	Children
Lord-justice	Lord-justices

<i>Singular</i>	<i>Plural</i>
Wolf	Wolves
Handful	Handfuls
Tooth	Teeth
Goose	Geese
Step-son	Step-sons
Father-in-Law	Fathers-in-Law
Run-away	Run-aways
Forget-me-not	Forget-me-nots
Ox	Oxen
Fisherman	Fishermen
Knife	Knives
Foot	Feet
M.A.	M.As.
Commander-in-chief	Commanders-in-chief
Mouse	Mice
Miss Goel	The Miss Goels or the Misses Goels
Mrs. Milton	The Mrs. Miltons
Maid-servant	Maid servants

17. Some nouns have their peculiar genders; as—

Colt	Filly	Ram	Ewe	Sorcerer	Sorceress
Buck	Doe	Stag	Hind	Executor	Executrix
Bachelor	Maid or spinster	Wizard	Witch	Czar	Czarina
		Baron	Baroness	Sultan	Sultana
Cock	Hen	Giant	Giantess	Fox	Vixen
Dog	Bitch	Lion	Lioness	Milk-man	Milk-maid
Drone	Bee	Viscount	Viscountess	Horse	Mare
Gander	Goose	Duke	Duchess	Abbot	Abbess
Hart	Roe	Monk or	Nun	Traitor	Traitoress
Nephew	Niece	Friar			

18. Some Nouns have their unusual plural forms. For example—

Volcano	Volcanoes
Cargo	Cargoes
Piano	Pianos
Dynamo	Dynamos
Echo	Echoes
Canto	Cantos

Potato	Potatoes
Memento	Mementos
Pony	Ponies
Life	Lives
Wolf	Wolves
Shelf	Shelves
Serf	Serfs
Hoof	Hoofs
Goose	Geese
Louse	Lice
Ox	Oxen
Erratum	Errata
Radius	Radii
Axis	Axes
Basis	Bases
Criterion	Criteria
Parenthesis	Parentheses
Formula	Formulae or formulas
Hypothesis	Hypotheses
Bandit	Bandits or banditti
Terminus	Termini or Terminuses
Index	Indices
Memorandum	Memoranda
Phenomenon	Phenomena
Penny	Pennies

19. Such plural nouns as **coppers, irons, tins, goods, woods** are used as **common nouns** in a somewhat different context and meaning. For example—
Coppers are not in currency these days.
Woods are lovely, dark and deep.
The culprit was in **irons**.
20. Such **abstract nouns as hope, love, kindness, etc.**, have no plurals; but when such words as kindnesses etc., occur in plural forms, their meaning is different. For example—
Love is a heavenly attribute.
Such kindnesses (acts of kindness) as he has bestowed upon you are rare.
21. **Apostrophe s** is added to letters, figures and other symbols in order to make them plural. For example—
Write your **w's** more legibly.
Add two **f's** to your spelling.

22. Two plurals of same nouns differ in meaning. For instance: **Die** has two plurals; one—**dies**, which means stamps for coining: and second-**dice**, which means small cubes used in games.
Genius has two plurals; one—**geniuses**, which means persons of great talent: and second—**genii**, which means spirits.
Brother, likewise, has two plurals; one—**brothers**, which means sons of the same parent; and second—**brethren**, which means members of a society or a community.
23. Such nouns as **sun, summer, time, winter, death** etc., that are unusually forceful are treated as **masculine gender**, but nouns characterised by their grace, beauty, and dignity are regarded as **femine gender**. This is way of personifying the lifeless objects. For example—
 (a) The **sun** gives his light to everybody.
 (b) The **moon** consoles the distressed love by **her** own calm rays.
24. The names of the **arts** and **sciences** should also be regarded as **abstract nouns**; as—
Physics, Chemistry, Microbiology, Plant Breeding, Painting, etc.
25. **Nouns in apposition** should be used very carefully. Fro example—Akbar, the great Mughal Emperor, had unbounded religious tolerance.
26. A noun in **vocative case** should clearly be understood. For example—
 (a) Friends, Romans, Countrymen, lend me your ears.
 (b) O Death, show your cruel hand.

ASSIGNMENT 1

A. Write down the feminine genders of the following:

- | | |
|-----------------|-------------------|
| 1. Colt | 4. Hart |
| 2. Drone | 5. Testator |
| 3. Gander | |

B. Write down the *abstract nouns* of the following:

- | | |
|-------------------|-------------------|
| 6. Bankrupt | 9. Flatter |
| 7. Pirate | 10. Prudent |
| 8. Glutton | |

C. Supply the correct nouns given within brackets:

1. These will not hold good in this matter.
(criterion, criteria)
2. He has already submitted many
(memorandum, memoranda)
3. These natural are very pretty.
(phenomenon, phenomena)
4. I bought three oranges. (dozen, dozens)
5. His name will be written in the of our country.
(annals, annal)

D. Choose the appropriate nouns in the following blanks given within brackets.

1. These cannot tolerate such a heavy burden.
(axis, axes)
2. They have drawn different conclusions from these
(analysis, analyses)
3. have been given at the end of the book.
(index, indices)
4. This house cost me ten rupees.
(thousand, thousands)
5. These are fine to look at. (goose, geese)

ASSIGNMENT 2

I. Put the following into Plural:

1. A chair is used in a classroom.
2. A table is made of wood.
3. A dog is an animal.
4. A boy creates mischief.
5. A girl rides a bicycle.
6. An animal is a living creature.
7. A mango grows on a tree.
8. A girl carries a handkerchief in her hand.
9. A boy wears a shirt.
10. A mother is kind to her child.

II. Put the following into singular:

1. Teachers are men or women.
2. Boys run faster than girls.
3. Girls wear different kinds of dresses.
4. Some stories are mysteries.

5. Flowers are fragrant to smell.
6. Pens are used for writing.
7. Players are playing different games in the field.
8. Toys are non-living things.
9. Horses are animals.
10. Girls are pretty to look at.

ASSIGNMENT 3

Correct or improve the following sentences by using the correct nouns:

1. The thief was sent to the gallow.
2. The proceed of the sale is yet incomplete.
3. He is using spectacle for reading a book.
4. Economics are a good subject to study.
5. The environs of Delhi are not congenial and salubrious to health.
6. Mohan purchased five dozens pens from the market.
7. This house cost him eighty thousand rupees.
8. No news are good news.
9. The criteria of selection in teaching profession is merit.
10. They submitted a memoranda to the Chief Minister many months ago.
11. The earth revolves on its axes.
12. He cannot be granted leave on a fictitious bases.
13. A close analyses reveals that the problem is highly complicated.
14. This hypotheses cannot be substantiated by facts already available.
15. This university sprawls over some 40 miles and its radii is also quite large.

ASSIGNMENT 4

Correct or improve the following sentences:

1. India does not interfere with the internal as well as external affairs of others countries.
2. Who else's scooter can you use?
3. It must be somebody's else radio.
4. Anybody's else name may be mentioned.

5. For goodness's sake, please maintain decency and decorum in the meeting.
6. She is admitted to a girl's school.
7. Have you ever read a novel by Charles Dickens ?
8. Keats poetry is treated as **Romantic Poetry**.
9. The laws of nature are rigid.
10. I saw a five-years old child singing a nursery rhyme.
11. The sceneries of Kashmir are very beautiful.
12. Deers run faster than dogs.
13. He purchased three scores pencils.
14. These four children are their offsprings.
15. Don't take heavy luggages when you climb a peak.

ASSIGNMENT 5

Use the following nouns as directed:

1. Copper (as copper coins)
2. Tins (cans made of tin)
3. Woods (forests)
4. Provocations (cases of excitement or irritation)
5. Forces (troops)
6. Airs (affected manners)
7. Goods (merchandise)
8. Compasses (an instrument for drawing circles)
9. Respects (compliments)
10. Hues (colours)
11. Pains (exertion)
12. Spectacles (sights)
13. Letters (epistles)
14. Index (indices—signs used in algebra)
15. Penny (pence—amount in value)

5

Pronouns, Verb and Voice

(A) PRONOUNS

(CURRENT PATTERNS AND USAGES)

1. A word used in place of a **Noun** is known as a **Pronoun**. It is composed of two words, viz.,—**pro** which means **for** and **noun** which means the name of a **person, place or thing**. A **Pronoun** is, therefore, a word which stands for a **Noun**. For example—
Mohan has secured the highest marks in this trimester because **he** (Mohan) worked hard. (Here **he** is a **Pronoun** as it stands for a **Noun**—Mohan)
2. Pronouns are divisible into the following kinds:
 - (i) Personal Pronouns
 - (ii) Reflexive Pronouns
 - (iii) Emphatic Pronouns
 - (iv) Demonstrative Pronouns
 - (v) Indefinite Pronouns
 - (vi) Distributive Pronouns
 - (vii) Relative Pronouns
 - (viii) Interrogative Pronouns
3. Personal Pronouns have three persons, viz., **First person, Second person** and **Third person**. **I** we and their derivatives—me, mine, us, our, ourselves etc., are known as **First person**. **You** and **thou** and their derivatives—your, thine, they etc., are known as **Second person**. **He, she** and **it** and their derivatives—his, him, her etc., are known as third person. For example—

I shall abide by these rules of the university. (First Person)

You have won the match in an interesting manner. (Second Person)

He is the most illustrious son of our motherland. (Third Person)

4. Difference between **Personal Pronouns** known as **Possessive Pronouns** in their **Possessive case** and **Possessive Adjectives** should clearly be understood:
Those mangoes are **mine**. (Possessive Pronoun)
Those are **my** mangoes (Possessive Adjective)
This umbrella is **hers**. (Possessive Pronoun)
This is **her** umbrella. (Possessive Adjective)
5. Pronoun **it** is used for lifeless things; animals; infants; provisional subjects before the verb to be; indefinite nominative of an impersonal verb; weather or time; and for emphasis to a noun or pronoun:
Your dress is very costly; keep **it** safely. (lifeless thing)
An elephant is a big animal and it drinks a lot of water. (an animal unREFERRED to its sex).
This baby is sucking **its** thumb. (an infant unREFERRED to its being male or female).
It is now certain that he will win. (a provisional subject)
It is blowing harshly. (indefinite nominative of an impersonal verb)
It is cloudy today. (weather)
It is a quarter to five now. (time)
It was I who spoke abruptly. (emphasis on a noun or pronoun that follows)
6. Proper care is needed to use **Personal Pronouns** alongside of the use of Co-ordinative Conjunctions:
Either Shyam **or** Mohan has done **his** work. (Alternative conjunction either.....or alongwith **his**)
Neither the Secretary nor his assistants have shirked **their** responsibilities on others. (Plural Personal Pronoun)
Every teacher **and** every student has paid **his** proper attention to the advice given by the Vice-Chancellor (Singular Personal Pronoun **his** alongwith cumulative conjunction **and**)

7. It is always prudent to use:
He and I, not **I and he**; **you and he**, not **he and you**;
you and I not '**I and you**'; as
 He and I may be allowed to do that work.
 You and he should try to work hard.
 You and I must be rewarded for this brilliant success.
8. Personal Pronouns in their nominative case should never be used in place of accusative case:
 Ram has rewarded her and **me** (not **I**)
 Nobody will speak to you but **me** (not **I**)
 Likewise, accusative case should not be used in lieu of nominative case : as—
 He is more intelligent than **I** (not me)
 You are more lethargic than **she** (not **her**)
9. Addition of **self** and **selves** to Personal Pronouns such as my, him, her, them etc., make them Compound Personal Pronouns, which are termed as either **Reflexive Pronouns** or **Emphatic Pronouns** according to their placement and function in a sentence. It is, therefore, prudent not to confuse them. For instance:
 I have done this work **myself**. (Reflexiv pronoun)
 I **myself** have done this work. (Emphatic Pronoun)
10. **Myself** should not be used as independent subject; nor should **self** be confused when it works as a **Noun**. For example—
Myself helped him solve this problem. (wrong)
I myself helped him solve this problem. (correct)
 An incompetent teacher think much of **self** (working as a Noun and not as a Pronoun)
11. Proper care should be taken while using Demonstrative, Indefinite and Distributive Pronouns and they should not be confused with one another. For example—
 Our students are better trained than **those** of other universities. (Demonstrative Pronoun avoiding repetition "than the students of other universities.")
All were pleased to see him alive. (Indefinite Pronoun)
Neither of the statements appear to be true. (Distributive Pronoun)
 They hated **one another**. (Reciprocal Pronoun used as Distributive Pronoun)

12. Relative Pronoun **that** is preferred to **who** or **which** after adjectives in superlative degrees; after the words same, all, any, nothing, only etc.,; after Interrogative Pronouns **who** and **who**; after two antecedents, one denoting a person and another an animal or thing. For example—

This is the most heroic feat **that** I even witnessed.
(after an adjective in superlative degree)

He is the most competent teacher **that** they ever saw.
(after an adjective in superlative degree).

All is not gold **that** glitters. (after all)

What is it **that** hinders your progress. (after Interrogative Pronoun what)

The man and his monkey **that** disturbed the audience were dragged aside. (after two antecedents of unusual or uncommon species or scion)

13. Relative Pronoun may be omitted provided it does not deform the coherence of the structure of the sentence.

For example—

I am searching for the book (**which** omitted) I purchased yesterday from his shop.

Satisfaction is the greatest blessing (**that** omitted) one can ever find in his life-time.

14. Often the antecedent of a Relative Pronoun is intentionally not used. For example—

Who laughs last laughs best.

15. Compound Relative Pronouns such as **whatever**, **whosoever**, **which-ever**, **whatsoever** etc, have no antecedent expressed. For instance: **Whosoever** (**whoever**) tops the class will be rewarded. (no antecedent)

16. Relative Pronouns **who** and **which** should be used according to their senses. For example:

I know Mohan **who** is the best boy of the class. (a boy)

I have lost my pen **which** was very costly: (a thing)

17. Interrogative Pronoun such as **what**, **whose**, **which**, **whom**, **whoever** **whatever** etc., should be used in consonance with their antecedents.

For example—

What do you want ?

Whom are you speaking to ?

Of **whom** do you speak ?

18. As is used as a Relative Pronoun after **such** and **same**.
For example—
My handwriting is the same **as** hers.
I have never seen **such** a wise man **as** he.
19. When such verbs as **avail, absent, acquit, enjoy, drink, revenge,** resign, apply, etc. are used reflectively, **Reflexive Pronoun** is inevitably used. For instance—
He absented **himself** from the examination-hall.
20. But after such verbs as **keep, break, make, hide, feed, qualify, steal, stop, draw, rest, roll,** etc., **Reflexive Pronoun** is not used at all. For example—
He hid himself in the cave.

ASSIGNMENT 1

Fill in the blanks with appropriate Pronouns given within brackets:

1. She is more industrious than (me/I)
2. They will decide who is better teacher, you or (I/me)
3. Sita is more beautiful and richer than (I/me)
4. Who is there? It is (me/I)
5. Whom can I rely upon, if not (he/him)
6. Between you and, who is to be blamed? (he/him)
7. She is as old as (you/me)
8. She got as many marks as (they/them)
9. The teacher knew that it was (I/me)
10. Can you read as fast as ? (he/him)

ASSIGNMENT 2

Tick the right kind of Pronouns of the bold words:

1. She **herself** has volunteered for this job. (Reflexive/Emphatic)
2. **I** spoke to him **myself**. (Reflexive/Emphatic)
3. **Which** is the best book for him? (Interrogative/Indefinite)
4. **These** are only false excuses (Demonstrative/Interrogative)
5. **All** were feared drowned (Indefinite/Distributive)
6. **Neither** of the students got a prize. (Distributive/Demonstrative)

7. The two daughters hate **each other**. (Distributive/ Reciprocal)
8. They never fail **who** die in a great cause (Relative/ Personal)
9. They **who** live in glass houses should not throw stones at other. (Relative/Personal)
10. **Which** of these pens is yours ? (Interrogative/Personal)

ASSIGNMENT 3

Fill in the following blanks with suitable Relative Pronouns:

1. Only he suffers a lot experiences the pinching force of misfortune.
2. satisfies him well also satisfies
3. The teacher is teaching the students have failed in this trimester.
4. I treat that teacher as most unprofessional does not contribute to knowledge in any way.
5. He does not like the fellows I like most.
6. I always love students are hard-working and honest.
7. I went to Delhi is the capital of India.
8. Time—is spent once never returns.
9. Is this the road leads to the University Library?
10. God helps help themselves.

ASSIGNMENT 4

Correct or improve the following sentences by using correct Pronouns where necessary:

1. It is me who has to share the biggest burden.
2. Let you and I fight incessantly until one of us is finally crushed.
3. He is such an honourable man that I have never come across in my life.
4. Your misfortune is certainly greater than that of his.
5. The climate of Nainital is colder than Delhi.
6. They hid themselves in the cave when they found no way out.
7. Neither he nor his friends have fared well in his examinations.

8. He has enjoyed the match.
9. I have qualified myself for the post.
10. This boy, whom I thought was weak, did well in the final examination.

ASSIGNMENT 5

Supply the missing Pronouns in the following blanks:

1. You are not as clever as
2. To does this pen belong?
3. The English Professor has punished him; has made sad.
4. Mukul had a dog followed wherever went.
5. Do unto as would be done by.
6. I want such shoes may last long.
7. He is a fast friend of
8. There was none wept so bitter
9. Those students were quarrelling with
10. of them is the youngest?

(B) VERB AND VOICE

(CURRENT PATTERNS AND USAGES)

1. Such Transitive Verbs (those having objects) as tell, promise, give, etc., may be used with two objects, notwithstanding the fact that, as a general rule, **Transitive Verbs** usually take a single object. Of the two objects thus used, one is termed as direct object preferably a Noun or Pronoun, whereas the other one as indirect object, generally a lifeless thing. For example: Mohan offered (**Transitive Verb**) me (**indirect object**) a costly **gift** (**direct object**).
2. Such Verbs as come, go, fall, die, lie, sleep, etc., can have no objects, though most of the Verbs can be used either as **transitively** or **intransitively**. For example: The patient **died** in no time.
3. Some **Verbs** cannot be termed as **Transitive** and

Intransitive, but their use is done rather **reflexively** (meaning thereby, often the object is implied and sometimes quite explicit). For example:

The bomb exploded (**itself**).

(Reflexive Pronoun **itself** is implied).

He enjoyed himself playing a piano.

(Reflexive Pronoun **himself** quite explicit).

4. **Causative force** often converts such **Intransitive Verbs** (having no objects) as **fly, run, walk, fall, lie, rise** etc., to Transitive Verbs; whereas some way apparently be recognised by their mere spellings as Transitive form. For example:

The vultures **fly** in the sky (Intransitive).

The players **fly** their balloons in the sky. (Transitive, cause their balloons fly).

Lie calm and quite there. (Intransitive).

Lay the utensils there. (Transitive, cause to lie).

5. Some Intransitive Verbs such as **ask, laugh, run, look, talk, wish**, etc., may be used as Transitive, provided a **Preposition** is added to them. Likewise, by prefixing a Preposition to the Verbs such as **come, stand, flow, grow, joy**, etc., an Intransitive Verb may be used as Transitivity. For instance:

He talked about (made a discussion) the problem on many occasions. (Preposition **about** has been used and the Verb is Transitive).

He overcame the difficulty. (Preposition **over** has been prefixed to **came**, and the Verb has been **Transitively**).

6. Intransitive Verbs are also used in their **Cognate Accusative** and **Adverbial Accusative** senses. For Example:

Lata Mangeshkar sang a thrilling **song**. (Cognate Accusative sense, because the object song has an identical meaning as that of Verb *i.e.*, sang. It is known as Cognate Accusative).

He slept a profound sleep, (Cognate Accusative sense).

The wrestler swims **a kilometer daily**. (Adverbial Accusative, because kilometer though noun has adverbially been used modifying swims).

7. The Verb **to be** is preceded and followed by the same case. For example.

It was he who made this blunder.

“He said unto them: It is I; be not afraid.” (The Bible).

8. Verb is inevitably governed by the subject; in case of a **Relative Pronoun** ; it is to be governed by the antecedent of the Relative Pronoun. For example:

(a) **Each** one of the students **has** been permitted to leave the hostel for a few days. (Subject is **each**, which is singular and not **students** which is plural).

(b) **Neither** of the solutions **is** quite relevant. (singular subject).

(c) **A Variety** of flowers was collected by him.

(d) **I**, who, **am** loyal to you, should always, be trusted. (who is **Relative Pronoun** and its antecedent is **I**; and, hence, the verb **am** is to be governed by it).

(e) He is one of the best **writers that have** ever lived. (that is Relative Pronoun, and its antecedent is **writers**; and, so, the verb **have** is plural).

(f) You, who are my benefactor, must never be hanged. (who is Relative Pronoun and its antecedent is **you**; hence the verb are is to be governed by **you** and not by **who**).

9. Such words as **as well as**, **in addition to**, **with**, **together with** etc., used with singular subjects, notwithstanding their being followed by plural subjects do not at all govern the verb. For instance:

(a) Ram as well as his friend **has** got a prize.

(b) The Vice-Chancellor together with Professors **has** attended the seminar.

(c) Virtuous living in addition to honesty **pays** a lot in life.

(d) The Chief of the Army Staff as well as the senior Ministers **has** paid a floral tribute to the martyrs.

10. Some Nouns like **news**, **mathematics**, **wages**, **politics**, apparently appearing to be plural, take a singular verb; whereas some Nouns as **dozen**, **cattle**, **poultry**, **vermin**, **gentry** etc., (which are plural in number though looking like singular) take a plural verb. For example:

The wages of sin **is** death.

Cattle are grazing in the field.

11. But a **Collective Noun** may take a singular Verb, in case, it is conceived of as a whole; quite conversely, a plural Verb in case of a reference to individuals. For example:

Tense	Voice	Neutral or Indefinite	Progressive or Continuous	Perfect	Perfect Progressive or Perfect Continuous
1	2	3	4	5	6
PRESENT	Active	He reads a book.	He is reading a book.	He has read a book.	He has been reading a book for two hours.
	Passive	A book is read by him.	A book was being read by him.	A book has been read by him.	No Passive Voice
PAST	Active	He read a book.	He was reading a book.	He had read a Book	He had been reading a book for two hours.
	Passive	A book was read by him.	A book was being read by him.	A book had been read by him.	No Passive Voice
FUTURE	Active	He will read a book.	He will be reading a book.	He will have read a book.	He will have been reading a book for two hours.
	Passive	A book will be read by him.	No Passive Voice	A book will have been read by him.	No Passive Voice

- (a) The Academic Council has now chosen its Secretary after a long gap.
- (b) The Academic Council **were** divided in their opinions regarding the University's admission policy for the ensuing years.
- (c) The congregation in the temple gradually dispersed.
- (d) The congregation of the worshippers have offered their prayer to God in a very sancrosanct and sombre fashion.

Note: A detailed discussion on the agreement of the Verb with the subject has been made in the Chapter named as **Concord**. Students are also advised to consult the same Chapter for a comprehensive understanding of the Verb and Concord.

12. Voice is also a form of the **Verb**, which is divisible into two types, *i.e.*, **Active Voice** and **Passive Voice**. While using Active and Passive Voice, great care is needed to use them intelligently and exactly. For this, the chart provided may well be memorised.

13. In case of two objects, one may be made a subject and another may function as **Retained Object** in Passive Voice. For example:

(a) She handed me a bunch of flowers, (Active Voice).

A bunch of flowers was
handed to me

or

I was handed **a bunch of
flowers** by her

} Passive Voice.

(b) He will teach you a lesson. (Active Voice).

A lesson will be taught to
you by him.

or

You will be taught a lesson
by him.

} Passive Voice.

14. Often it is controverted as to when and where which Voice (Active or Passive) is to be used. Prudence dictates that it is a matter of making either subject or object prominent that we can use voices alternatively. Meaning thereby, if we want a subject conspicuous and an object not so prominent, we may use Active Voice; otherwise

the process should be vice-versa. Moreover, some subjects are always implied. For instance:

(a) The citadel was dillapidated long ago.

(b) The whole fortune was ruined.

15. Only a Transitive Verb can be used in a Passive Voice.

For example:

(a) The car is broken (Correct).

(b) The stranger is gone. (Wrong, because here **go** cannot be used in Passive Voice. It is, therefore, an **Active** use).

16. Some **Transitive Verbs** such as **read, eat, smell, taste** etc., are used in a **Passive** form, though apparently they are in Active form. For example:

(a) The grapes taste sweet, (are sweet when they are tasted)

ASSIGNMENT 1

Correct the following sentences by using either Cognate Accusative or Adverbial Accusative of the Intansitive Verbs:

1. He has dreamed a beautiful preposition regarding his future career.
2. The swimmers swam for about half a day in the lake..
3. Mukesh had sung several tragic couplets before his death.
4. The patient enjoyed a good sleep last night.
5. When the agitators dispersed, the manager took a sigh of relief.
6. On his misfortunes, his opponent laughed very bitterly.
7. M.K. Gandhi died like a great martyr, indeed.
8. Our English teacher lives like a prince.
9. My refrigerator cost me atleast five thousand rupees.
10. The invigilator cannot wait for two more hours for you.

ASSIGNMENT 2

Correct the following sentences:

1. It were they who rectified the mistake.
2. It am I who have done this work.
3. Each of the boys have got their prize.

4. He is one of the best scholars that has ever lectured on this subject.
5. He, who are my enemies, should will definitely hate me.
6. Mohan as well as Sohan have got A grade in this trimester.
7. Each one of our friends are to be promoted.
8. The majority are opposed to this view.
9. A number of students was rusticated last year.
10. This news are too good to be true.

ASSIGNMENT 3

Change the following into Passive Voice:

1. One should try to keeps one's promise.
2. Who teaches you English ?
3. They have told him an interesting episode.
4. We respect our elders.
5. Place an order.
6. I shall be obliged to help you.
7. We must work hard.
8. Do not harm others.
9. Why should he be hated by his friends ?
10. Fire and pestilence ravaged England in 1965 and 1966 respectively.

ASSIGNMENT 4

Supply the correct tense in the following blanks:

In (consider) the distribution of organic beings over the face of the globe, the first fact which (strike) us (be) that neither the similarity nor the dissimilarity for the inhabitants of various regions (wholly account) for by climatal and other physical condition. Of late, almost every author who (study) the subject (come) to the conclusion. The case of America (almost suffice) (prove) its truth : for if we (exclude) the arctic and northern temperate parts, all authors (agree) that one of the most fundamental divisions in geographical distribution is that between the new and old worlds.

ASSIGNMENT 5

In each of the following sentences supply a correct verb:

1. To take pay and then not to work dishonesty. (be)
2. The jury divided in their opinion. (be)
3. One or other of these fellows stolen the car.
(have)
4. The passengers as well as the crew afraid. (be)
5. Sixteen annas equal to one rupee. (be)
6. Three parts of the business left for me to do. (be)
7. The means employed by you sufficient. (be)
8. The wages of sin death. (be)
9. Neither of the two men strong. (be)
10. Many a man succumbed to temptation. (have)

6

Infinitives, Gerunds, Participles, Time and Tense

(A) INFINITIVES, GERUNDS AND PARTICIPLES

(CURRENT PATTERNS AND USAGES)

1. **Infinitive** is used without **to** after **bid, let, make, need, dare** (except underlying a sense of challenge), **see, bear** etc., For example:

Bid him go there.

Let them **play** a game.

She need not **worry** for this matter.

They **heard** him **weep**.

2. **Infinitive** (verb-noun) is also used without **to** after modal verbs such as **shall, will, should, would, could, might, may, can**, etc.; after **had better, had rather, sooner than, would rather, rather than**; and after such elliptical **expressions** as **nothing but**, etc., For example:

She **can** sing a good song.

You had **better** keep silent.

She **would rather** starve than beg.

She did **nothing but** cry and weep.

3. **Split Infinitive** should be avoided as far as possible. Likewise, **Infinitive Pendent** (to put no verb after **to** and leaving the verb understood) is a grammatical error. For example:
It is, therefore, requested to **kindly** grant me one day's casual leave. (wrong, because **to** has been placed between requested and kindly, a mistake of **Split Infinitive**).
It is, therefore, requested **kindly to grant** me one day's casual leave. (correct)
I shall not do this work unless I have to. (**wrong**)
I shall not do this work unless I have **to do so**. (**right**)
4. Repetition of **to** is permissible with two **Infinitives**, in the same sentence, if the sense is quite differing. For example:
Technical expertise is used to **mitigate** and **to minimise** the miserable conditions of the poor in our country. (repetition of **to** before **minimise** is not needed, because an identical idea is expressed through **minimise and mitigate**)
The best way in life is **to work** or **die**. (wrong)
The best way in life is **to work or to die**. (correct)
5. **Infinitive** should not be left without its proper preposition. For example:
I have no house to live. (wrong)
I have no house to live **in**. (right)
He has no friends to play. (wrong)
He has no friends to play **with**. (right)
6. **Infinitive** usually takes present tense; but it may take a tense other than present depending on the action prior to the action of the main clause. For example:
I should have liked to **have finished** my work. (wrong)
I should have liked **to finish** my work. (right)
She appears **to disturb** her neighbour (wrong)
She appears to **have disturbed** her neighbour. (right)
7. The **Gerund** is qualified by an **Adverb**; whereas the **Verbal Noun** by an **Adjective**. For example:
The learning of a language unattentively is hazardous. (wrong)

The unattentive learning of a language is hazardous.
(right)

Unattentive learning a language is hazardous.
(wrong)

Learning a language **unattentively** is hazardous.
(right)

8. A **Verbal Noun** takes **the** and **of** before and after it respectively, but a **Gerund** does not take any such article or preposition. For example:

The granting to the workers to more financial benefits will make them lazy. (wrong, because it is neither **Gerund** nor **Verbal Noun**). **Granting** to the workers the more financial benefits will make them lazy. (right, **Gerund** has been used)

9. Mixing of a **Gerund** with a **Verbal Noun** or the vice-versa in the same sentence should always be avoided. For instance:

She put him off by **telling** of the lies and by **flattering** others. (wrong)

She put him off by **telling** lies and by **flattering** others. (right, **Gerund**)

or

She put him off by **the telling of** lies and by **the flattering of** others. (right, **Verbal Noun**)

10. It is not wise to use an **Infinitive** after a **Verb** or a **Participle**, which takes a set **Preposition** after it. In such situations, it is always prudent to use a **Gerund**. For example:

The student is fond **of singing** a song. (**Gerund** and not **Infinitive** has been used)

The officer insisted **on knowing** the correct figures of the dead. (**Gerund** has been used)

11. **Possessive case** is used for a **Noun** or **Pronoun** governing a **Gerund**. For example:

He objected to **me** giving her a reward. (wrong)

He objected to **my** giving her a reward. (right)

I cannot rely on **Mohan** advising me. (wrong)

I cannot rely on **Mohan's** advising me. (right)

12. A **Gerund** refers to the subject of the sentence; it is

never used with a Preposition or any other word. For instance:

The teacher awarded him A grade **after having** appreciated hard work. (wrong, here Gerund refers to Preposition and not to subject)

The teacher awarded him A grade after he had appreciated his hard work. (right) **But it is correct to say:**

Before entering his room, I found that it was all dark there.

13. **A Gerund** and **Infinitive** have their specific functions in a sentence, which must carefully be noted.

For instance:

Stop to write. (wrong)

Stop writing. (correct)

To walk early in the morning is useful. (wrong)

Walking early in the morning is useful. (right)

14. **Possessive case** of a **Noun** or a **Pronoun** may not be used when a **Gerund** governed by them does not have proximity. For instance:

I begged of **him** the mercy pardoning of him (another person) for ever. (correct)

or

I begged the mercy of **his** pardoning him (another person) for ever. (correct)

15. **Regarding, concerning, considering, speaking, touching, taking,** etc., are such **Participles** as require no agreement with a Noun or Pronoun, though a **Participle** otherwise is never left without a proper agreement. For example:

Considering his case, he should be given some financial help. (correct)

Being Sunday, I could not go to my office. (wrong)

It **being** Sunday, I could not go to my office. (right)

Playing in the field, an ox injured him. (wrong)

Playing in the field, he was injured by an ox. (right)

or

While he was **playing** in the field, an ox injured him. (right)

ASSIGNMENT 1

Correct/improve the following sentences:

1. Walking on the grass, a reptile bit him.
2. I begged his pardon to listen to me.
3. Stop to make a shrill noise.
4. Sohan narrated a story after having spent a lot of time.
5. The teacher cannot rely on Ram advising him.
6. His father insisted to visit his son all alone.
7. My mother is interested to learn music.
8. The student befooled his teacher by the avoiding of the work and by flattering others.
9. Granting to the students the more concessions will make them indifferent to their studies.
10. The listening of a speaker unattentively is fruitless.

ASSIGNMENT 2

Correct/improve the following sentences:

1. I should have liked to have helped him.
2. He appears to misbehave with others.
3. She seems to misguide her teacher.
4. I have no horse to ride.
5. She has no work to attend.
6. Ramesh has no friend to play.
7. He has decided to do or die.
8. The student has decided to pass or fail in the examination.
9. I shall not pay any attention to this work unless I have to.

ASSIGNMENT 3

Change into Participate, Gerund or Infinite the Verbs given within brackets according to the sense and re-write the sentences:

1. The teacher had to ask the students in the class (stop) (play).
2. Don't start (try) (learn) English before you have finished (learn) (do) primary rules in **Time** and **Tense**.

3. I have always loved (read). I would love (go) through a newspaper daily.
4. After (get) (like) English through (hear) it on the radio, he finished by (study) it.
5. Did you forget (remind) John (ask) his friend (pay) back the money he owes us?
6. Forgive (I, ring) you up so late, but I could not allow your birthday (pass) without congratulating you.
7. I usually manage (escape) (be) asked to these meetings, but this time I forgot (think up) a good excuse in time.
8. I can see (you, begin) (smile), so it is no use (you, pretend) (be) asleep.
9. I hate flowers (gather) (fade).
10. Stop (write) and (waste) time any more.

ASSIGNMENT 4

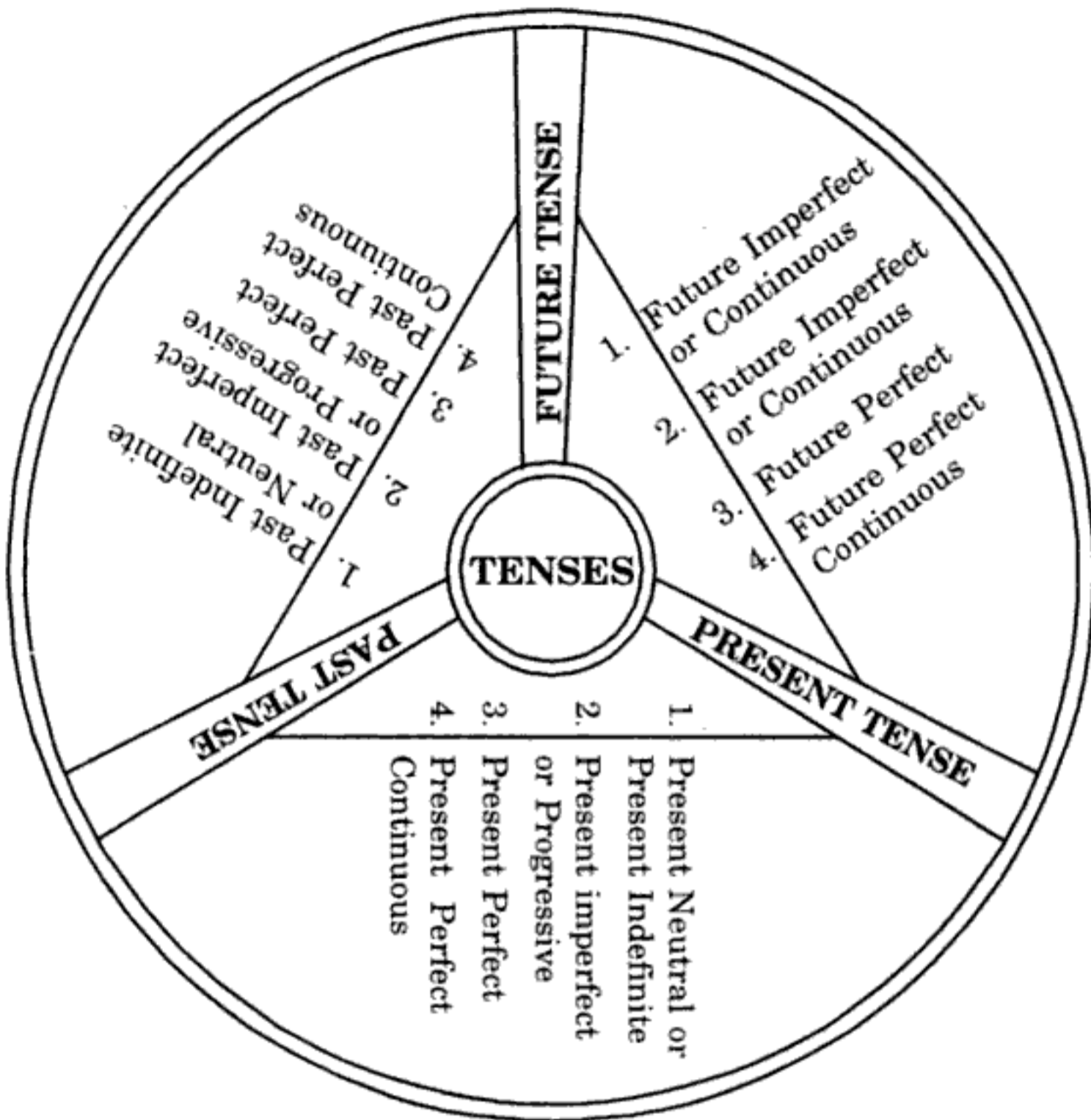
Change the following sentences by using 'have' or 'get' with a past participle:

1. He must find somebody to carry the cycle there.
2. Shyam did not mend it for him.
3. His monthly cards need renewing.
4. Some-one washed his clothes for him.
5. My hair wants cutting.
6. Ram asked the cobbler to repair his shoes.
7. Shyam will have it see for you.
8. My coat wants washing.
9. We want have our shirts pressed.

(B) TIME AND TENSE

(CURRENT PATTERNS AND CORRECT USAGES).

1. **Present, past and future** are the three divisions of tenses; and every tense is further divided into four sub-divisions, namely—neutral or indefinite, progressive or continuous, perfect, and perfect continuous. The following chart will illustrate this division quite legibly:



2. With a view to obtaining the primary idea of all the tenses and their sub-divisions, it is prudent to go through the following chart:

	<i>Neutral or Indefinite</i>	<i>Progressive or Continuous</i>	<i>Perfect</i>	<i>Perfect Progressive or Continuous</i>
PRESENT	I learn a lesson now.	I am learning a lesson.	I have learnt a lesson	I have been learning a lesson since 4 o' clock.
PAST	I learnt a lesson.	I was learning a lesson	I had learnt a lesson.	I had been learning a lesson for two hours.
FUTURE	I shall learn a lesson.	I shall be learning a lesson.	I shall have learnt a lesson.	I shall have been learning a lesson for 3 hours.

3. **Present Indefinite** or **Neutral** indicates a general truth or a usual statement, a habitual action, an action

continuing at the moment, a scheduled action and also a citation. For example—

Two and two **make** four. (general truth)

The earth **revolves** round the sun. (usual statement)

All that glitters **is** not gold. (general truth)

I **get up** early in the morning. (habitual action)

I eat **fruits** every day. (habitual action)

The shopkeeper **sells** his edible items and **closes** the shop (action at the moment).

The Chief-Minister leaves for the U.S.A. on Sunday. (scheduled action)

Charles Darwin says, "Much is yet to be evolved in the times to come". (a citation)

4. **Present Progressive** indicates a continuous action at the time of speaking, an incomplete activity or state, and a scheduled programme in immediate future. For example:

Ram is reading a book. (continuous action)

Shyam is working hard to make up for the loss of instructions. (incomplete activity)

I am returning his money by tomorrow evening. (programmed action)

5. **Present Perfect** is used to denote a complete action. For example—

I have seen the elephant. (complete action).

The earthquake has damaged the whole building. (complete action)

6. **Present Perfect Progressive** is used to denote an action still continuing though that action is partially complete and has its bearing on the present moment. For example—

I have been writing a book for two months. (action yet to end, though practically complete)

She has been ill since Monday. (action yet to end, though partially complete).

7. **Past Neutral or Indefinite** indicates a complete action having no bearing on the present, a habitual action in the past, and also an imaginative action in the past. For example—

I wrote a letter to my friend a few days ago. (complete action) I met my friend yesterday. (complete action)

When I was a boy, I played the whole day. (habitual action)

I would contribute to this right cause, if I were you, (imaginative past)

8. **Ago, back, past, a few years ago, last, yesterday** always refer to **Past Neutral or progressive** and not to **Past Perfect Tense**. It is, therefore, always wise to use them only in **Past Neutral or Indefinite**, because their use if Past Perfect or Continuous Tense will be a grammatical blunder. For example—

I had gone to Delhi yesterday. (wrong, because yesterday may refer only to **Past Neutral** and not to Past Perfect Tense)

I went to Delhi yesterday. (right)

Columbus had discovered America many years ago. (wrong)

Columbus discovered America many years ago. (right)

The agitators had been arrested on charges of violence and force last month. (wrong)

The agitators were arrested on charges of violence and force last month. (right)

9. **Past Progress** indicates a continuous action at the time of speaking or referring to the activity, and an incomplete action also. For example:

I was reading Charles Dickens's novel at the time of his arrival. (continuous action)

We were playing when he came. (— do —)

10. **Past Perfect** refers to a complete action at the given moment; it also refers to an action the part of which is over and some is yet to over. For example:

The examination had finished peacefully. (complete action)

The patient had expired before the doctor reached there. (an action complete before another commenced)

The meeting had been over before the rioters came. (— do —)

11. **Past Perfect Progressive** indicates an action or activity in progress for sometime and was yet incomplete at the time of making a reference to it. For example:

The students had been studying since 5 o'clock. (action in progress for some time)

My neighbours had been residing here for six years.

(— do —)

12. **Future Neutral** refers to a future activity; **Future Progressive** refers to an uncertain future action; **Future Perfect** refers to an action already complete but with a tinge of uncertainty; whereas **Future Perfect Progressive** refers to an action still in progress for sometime now. For example:

I shall read a good book tomorrow. (Future Neutral)

He will be helping his friend. (Future Progressive)

She will have finished her work by this time. (Future perfect)

They will have been working for three days. (Future Perfect Progressive)

13. **Shall** is used with First Person, **will** with **Second** and **Third Person**, but this order is reversed in cases of **command, determination, purpose, promise, threat, and willingness**. These rules on **modal verbs** have been explained in chapter named Modal Verbs, and it is, therefore, advised to go through that chapter also in order to learn the comprehensive uses of **Tenses**. However, some illustrations are given below:]

I shall read a book. (First Person)

You **will** go home tomorrow. (Second Person)

She **will** lend me some money. (Third Person)

14. **Present Perfect Tense** and **Past Progressive** may be used together because of differing but unifying senses. For example:

I have written to my friend many letters since he visited me last. (Here an action is complete but **since** gives some idea to be thought of only in present tense)

I have completed my work since he instructed me. (the same rule is applicable on this sentence)

But it is wrong to say:

The feudal system has given way to socialism in our country after independence. (**Has** is to be omitted and also the tense is to be changed to Past Indefinite).

15. An **Adverb** cannot qualify a Present Perfect Tense. For example: I **have formerly** informed him of these

developments. (wrong) I formerly informed him of these developments. (correct).

16. The **Past Tense** of the **Reporting Verb** affects the tenses of the **Reported Speech** and the tense of the **Reported Speech** is, therefore, changed accordingly, *viz.*, **Present Indefinite to Past Indefinite; Present Progressive to Past Progressive; Present Perfect to Past Perfect; Present Perfect Continuous to Past Perfect Continuous; and Past Indefinite to Past Perfect Continuous.** For example:

Ram said, "Sohan is a nice fellow".

Ram told that Sohan **was** a nice fellow.

The teacher said, "The prices **are rising now.**"

The teacher told that the prices **were rising then.**

17. But where a **universal truth** is used in the Reported Speech or in the dependent clause, the above rule does not apply at all. For example:

The student said, "The sun **rises** in the east and **sets** in the west."

The student told that the sun **rises** in the east and **sets** in the west.

18. **Present Tense** and **Future Tense** in the **Principal Clause** may be followed by any tense in the **subordinate clause.** For example:

He has said that he will obey his teacher.

I know why he had come to me.

You know what my intentions were.

19. Any tense is permissible in comparative facts indicated through clauses, notwithstanding the fact of the variety of intentions and purposes. For example:

He liked Ram better than (he likes or liked or would have liked or will like) you.

Sohan liked Shyam as well as he likes his relatives.

20. Two differing **Principal Verbs** in voice or number take corresponding auxiliary (helping) verbs. For example:
One student **was** selected and the rest rejected. (wrong)
One student **was** selected and the rest **were** rejected. (right)

The central zones **were** divided into fifteen parts and these parts administered by powerful officers. (correct).

ASSIGNMENT 1

Supply the correct tense of the verbs in brackets:

1. By the end of this decade, India (emerge) a very powerful nation.
2. By next Sunday, you (finish) this work.
3. He (do) nothing before he saw me.
4. Scarcely had Ram reached there, when he (see) a snake.
5. Hardly had the doctor come, when the patient (expired).
6. They would have told you if you (ask) him.
7. I would have come if I (have) nothing to do.
8. The long and the short of the case (are/is) this.
9. She is one of the best girls that (has/have) stood first in the class.
10. Both iron as well as gold (is/are) found in our country.
11. Sohan as well as his friends (be)..... attending the marriage party.
12. He is one of those boys who (has)..... passed the examination in first division.
13. The poet and the dramatist (be)..... dead.
14. Twenty miles (be)..... not a long distance to cover.
15. The Gulliver's Travels (be)..... a very interesting satire.
16. He (go)..... to Delhi yesterday.
17. Happiness and prosperity (be)..... two different aspects.
18. The rain (stop)..... before they arrived.
19. It is I who (be)..... responsible for my failures.
20. (has) you come the other day, I must have discussed the problem with you.

ASSIGNMENT 2

Supply the correct tense form of the verbs given in brackets:

1. Ram a letter to me yesterday. (mail)
2. Scarcely Ram the station, when the train started. (reach)
3. Hardly had the doctor reached, when the patient(die)
4. He is working hard lest he (pass)

5. He ill since Monday. (be)
6. By the next year, he his degree of Ph.D. (complete)
7. (has) you come the other day, I must have discussed the problem with you.
8. The crew taken prisoners. (be)
9. I would knit another sweater if I (have) more wool.
10. If you (be)..... in, I should have given it to you.
11. I (study)..... English for six years now.
12. He (visit) his friend yesterday.
13. Violets (bloom) in the spring.
14. He as well as his teachers (be) going to attend the work.
15. Neither Ram nor his friends (has) done this work.
16. The statesman and the politician (be) dead.

ASSIGNMENT 3

Use the verbs given in brackets correctly :

1. Each of the sisters (be) clever.
2. Milton was one of the greatest poets that (has/have) ever lived.
3. The jury (be) divided in their opinion.
4. Extravagance as well as parsimony (be) to be avoided.
5. The long and short of the matter (be) this.
6. The captain and adjutant (be) present.
7. The wages of sin (be) death.
8. The crew (was/were) taken prisoners.
9. He (take) his Ph.D. degree by the end of the next year.
10. After I (see) the television show, I went home.
11. The fire that broke out yesterday still (burn) at seven o'clock this morning.
12. He (ill) since 1978.
13. We (reach) the station, before the train come.
14. No sooner he (come) to me, than he caught cold.
15. Hardly had the doctor come, when the patient (died)

ASSIGNMENT 4

Correct the following sentences:

1. I asked him to come but he denied.
2. He refused having committed theft.
3. I will be obliged to dismiss him.
4. He said that he will soon return.
5. Do not speak a lie.
6. I wish I was dead.
7. He laid in bed all day with a chill.
8. Do this water good for drinking.
9. The murderer is to be hung.
10. Bread and butter are wholesome.

ASSIGNMENT 5

Change the tense of the following sentences as required:

1. Ram has gone to the college. (Present Indefinite Tense)
2. Hari is going to the market. (Past Perfect Tense)
3. The Teacher is teaching us very swiftly. (Past Perfect Tense)
4. Mohan has not sung any song. (Past Indefinite Tense)
5. Sohan has gone to England to study law. (Present Continuous Tense)
6. Who did this work without my prior permission. (Past Indefinite Tense)
7. The Principal does not restrict us from going there. (Past Indefinite Tense)
8. Hari was singing a song. (Future Imperfect)
9. Nala was trying to win Damayanti. (Future Perfect Tense)
10. Who was asking for me in this period? (Future Perfect)
11. Shyam is writing a letter to me. (Future Indefinite Tense)
12. She looks happy today. (Past Indefinite)

7

Modal Verbs/Auxiliaries and Conditional Sentences

(A) MODAL VERBS/AUXILIARIES

(CURRENT PATTERNS AND CORRECT USAGES)

1. Modal verbs may be classified into four distinct divisions, namely **will**, **would**, **shall** and **should**, which indicate a future activity; **would**, **should**, and **ought**, which indicate an obligatory sense; **can**, **could**, **may** and **might**, which indicate capacity and freedom of action; and, lastly, **dare** and **need** which indicate the predication of an action. For Example—

I **shall** go tomorrow. (future activity)

We **ought** to obey our parents. (obligation)

I **can** read this passage with great speed and accuracy.
(capacity)

You **needn't** worry, your work will be done by all means.
(predication of an action)

2. A lot of confusion generally arises as and when we find the use of modal verbs not quite compatible with the prescribed rules even by very celebrated writers. There may be various illustrations to prove how even Charles Dickens and Thomas Hardy, the great novelists of the Victorian England, have vagrantly flouted their uses. It is so with many more English writers, too. It is, therefore, but natural that the Indian users are often much perplexed to find them quite helpless when they use

modal verbs wrongly and sometimes even off the mark. However, the following oft-quoted rule may be treated as a golden mean, or at least a replica of the primary use of **shall** and **will**:

“In the **First Person** ‘**shall**’ simply foretells;
In ‘**will**’ a threat or else a promise dwells;
‘**Shall**’ in **Second** and the **Third** does threat;
‘**Will**’ simply then foretells the future fate.”

3. Thus, **shall** is used with first person; whereas **will** with second and third persons expressing simple future action. For example:

I **shall** play tennis tomorrow. (first person)

You **will** finish your work. (second person)

He **will** purchase a car next year. (third person)

4. But when **command**, **promise**, **threat**, and determination are expressed, the above order is reversed, *viz.*, **shall** is used with **second** and **third** person, and **will** with **first** person. For example—

I promise I will improve myself. (promise)

He has resolved that he **shall** always fight for a right cause. (determination)

The priest has commanded the congregation that they **shall** not while away their time in gossiping and in reading trash. (command)

The dacoit has warned that he **shall** murder the millionaire. (threat)

5. When questions are asked, it is wise to use **shall** with **first** person and **will** with **third** person. But with **second** person, **shall** and **will** are used in anticipation of the expected answers. For instance—

Shall I read this page? (first person)

Will he come again? (third person)

Shall you write a letter to me? (expected answer—I **shall** write a letter to you)

Will you resolve to given up this bad habit? (expected answer— I **will** resolve to give up this bad habit)

6. **Shall** is also used as an indication of **courtesy**, **politeness** and **respect**. For example—

I **shall** welcome the President.

Shall I help you in your work?

Shall we close the office now?

7. **Should** and **would** are generally used as past tenses of **shall** and **will** respectively, particularly in the reported speech. But often **would** is also used to denote **refusal** and **habit** also. For example—
 The teacher told his pupils that they **should** always learn good habits. (reported speech)
 He reported at once that he **would** never compete with an inexperienced hand. (reported speech)
 He **would** not yield to temptation. (refusal)
 He **would** always prefer a solitary place. (habit)
8. Sometimes **would** also expresses repetition of an action as well as a desire for a thing. For example—
 I **would** like to tell you my scheme of study. (desire)
 Now and then an ass **would** bray.
 (repetition of an action)
9. **Should** is used with all three persons in case **lest** is accompanied by it. For instance—
 He ran away **lest** he **should** be caught.
 I worked hard **lest** I **should** fail in the examination.
 You were present on the occasion **lest** you **should** be misunderstood.
10. **Would** is also used to express the conclusion of a condition of imaginative past tense. For example—
 He **would** help you if he were you.
 Had I been the Head of Department, I **would** have introduced entirely a new course in English.
11. **Will, would** or **would have been** cannot be used after **unless, though, if, etc.** in conditional clauses. For instance—
Unless he studies industriously, he **will** not get A grade in this trimester.
If he were a doctor, he **would** serve the patients well.
Though she is quite young, yet she **will** never commit a blunder.
12. **Must, ought** and **should** express obligation; **must**, however, stresses on a **necessity** and often a **command** and it is almost tantamount to inevitability of a situation. For example—
 You must fill in your form latest by November 15, 2005, or else your candidature will be rejected outright.
 She **must** mend her ways.

13. **Should** is usually used for **common advice, instruction or rectification**. **Must** is much more forceful than **should** in **obligatory** sense. **Ought** implies **moral duty** particularly with reference to the **past actions**; but often its may also express **probability**. For example—
 Moral education **ought** to have been taught in the Universities long back.
 You **should** finish your work in time.
14. **Can** express capacity and ability; **may** expresses permission and possibility. For example—
 He **can** lift this heavy load. (capacity)
 He **can** write a good book. (ability)
May I go out, Sir? (permission sought)
 Yes, you **may** go out. (permission granted)
 It is cloudy today; it **may** rain. (possibility)
15. **Could** is past form of **can**; **might**, likewise, is past tense of **may**. Therefore, their functions correspond to those of **can** and **may**, though in different tenses. For example:
 He **could** jump quite high last year. (capacity)
 He **could** sing a song. (ability)
 I **could** solve all the questions. (capacity)
 It was very hot yesterday; it **might** rain. (probability)
16. **Could** may be used in present tense also in the sense of an incomplete activity. For example—
 She **could** overcome her difficulty.
Could you please solve this problem?
17. **Must** also expresses a duty as well as an inevitability of fate. For example—
 A teacher **must** acquire knowledge. (duty)
 We **must** all die. (inevitability of fate)
18. **Ought** is also often used to express strong probability. For example—
 Prakash Padukaun **ought** to win.
19. **May** is also used to express a purpose. For example—
 We eat that we **may** live.
 He cajoles him that he **may** befool him.
20. **May** is also used to express a **wish**. For example—
May you enjoy longevity for a hundred years!
Might you live to witness that great feat of my life!

21. **Can** is often used to grant permission also. For example—
 Mohan **can** finish his work now. (It means that Mohan is permitted to finish his work now; and here **can** is almost identical to the use of **may**)
22. **Dare** does not take **to** in the present and past tense **negative and interrogative** sentences; but in **simple or assertive** sentences, **to** is used. For example—
 He **dare** not compete me in essay-writing. (**negative**)
Dare he compete me in essay writing?
 (**interrogative**)
 He **dares** Ram to fight. (**assertive or simple**)
23. **Necessity or obligation** is expressed by **need** in **negative and interrogative** sentences. **Infinitive to** is not used in **negative and interrogative** senses. For example—
 Sohan **need not** visit me any more for this work. (negative, **s** is not added to the verb)
Need Sohan visit me any more for this work?
 (interrogative, **s** is not added to the verb; and infinitive has also not been used in both these sentences)
24. But **need** is also used in the senses of “**in need of**”, and in that sense, it takes present tense, third person, and singular number. For example—
 The book **needs** re-binding.
 This matter **needs** to be investigated with prudence and insight.
25. **Methinks** (it seems to me; or it appears to me) is now only used in poetry and not in prose. Its past tense is **methought**. For example—
Methought I am elf to heaven and hell. (Thomas L. Peacock—A Love Song, iii)
26. **Quoth** is also now used in poetry alone, and not in prose. For example—
 “I follow,” quoth he, “not you but thee”.

ASSIGNMENT 1

Fill in the following blanks by choosing the appropriate *modal verb* given within brackets:

1. It is very hot today; it rain. (may/can)

2. Tomorrow be Sunday, a holiday. (will/shall)
3. I think hesucceed this time. (will/shall)
4. You keep your promise. (should/would)
5. I promise I help you in time of your financial strignencies. (will/shall)
6. The teacher told him that he be truthful in his life. (should/would)
7. He not succumb to threats and such other unfounded blackmails. (would/should)
8. If I were you, I help you a lot. (would/should)
9. I fly an aeroplane when I was in the Indian Air Force. (could/would)
10. Had I been your friend, I have encouraged you not to give up this noble mission of serving others. (would/should)

ASSIGNMENT 2

Fill in the following blanks with the correct modal verbs from amongst those bracketed hereunder aganist each sentence:

1. This vehicle accommodate only six persons. (may/can)
2. If you do not care a fig for your future career, you miss every opportunity. (can/may)
3. I come in, Sir. (may/can)
4. This task have been finished long back. (ought to/should/must)
5. He read two pages within thirty minutes very easily. (can/may)
6. You worry; your work will be done in time. (needn't/daren't)
7. I get some money? (shall/will)
8. He have to work hard in case he does not improve (will/would/should)
9. How he oppose his mentor? (dare/need)
10. If he worked hard, he get very good marks. (would/will/ought)

ASSIGNMENT 3

Correct/improve the following sentences:

1. We eat that we should live.
2. We shall all die.
3. He has offered him many presents that he should win his favours.
4. Shall he enjoy peace and prosperity !
5. Could he live long to see the brilliant success of his children !
6. Need he to remind me for this work again and again?
7. This house need to be repaired
8. He dares not to challenge me.
9. Sohan dares Hari to abuse.
10. We are working hard lest we might fail.

ASSIGNMENT 4

Correct or improve the following sentences:

1. Now and then a lion will roar.
2. He will help you if he were you.
3. She will have saved you from this predicament provided she had any administrative powers invested in her present office.
4. He will mend his ways.
5. He will solve this problem in no time.
6. I will write a letter the next week.
7. Will we help others?
8. I promise I shall help you.
9. He has threatened that he will harm his friend in many ways.
10. He shall buy a book the next year.

ASSIGNMENT 5

Fill in the following blanks with suitable modal verbs given within brackets:

1. you wait till Mohan comes back?
2. If I had sufficient money, I have purchased a car.
3. I do this work at all costs, although you forbid me.

4. I help you in dire situations and critical junctures of life.
5. I be glad, if you visit me the next month.
6. You get a prize, rest sure.
7. They study diligently that they improve their career.
8. I visit you, if I were allowed.
9. Unless he is regular, he not pass the test.
10. I work hard, if I get an opportunity.

(B) CONDITIONAL SENTENCES

(CURRENT PATTERNS AND CORRECT USAGES)

1. **Present Indefinite Tense** in the **if clause** or conditional or subordinate clause and **Future Indefinite** in the main clause form parity in a conditional sentence (a sentence showing or indicating a condition). For example—

- (a) *If you work hard, you will get good marks.* (Here in this sentence, **if you work hard** is the subordinate clause, and **you will get good marks** is the main or principal clause. **Present Indefinite** has been used in the subordinate clause and **Future Indefinite** in the main clause. Hence, both these clauses have got a perfect tense **parity** and make a set conditional sentence, which is very much used in daily composition).
- (b) *If he does not study regularly, he will not get through the examination.*
- (c) *He will visit me, provided I invite him.*
- (d) *The examination will commence at the right time, if the examinees call off their strike.*
- (e) *I shall help you a lot, in case I have sufficient money.*
- (f) *The country will make a speedy advance, if we maintain discipline.*

Note: The above condition is popularly known as the first condition in English Grammar.

2. Past Indefinite Tense in the **if clause** or subordinate clause and **Imaginative Past** in the main clause form parity in a conditional sentence. For example—

- (a) *If you worked intelligently and diligently, you would finish your course in time.* (Here the main clause is an **Imaginative Past**; whereas the dependent clause in **Past Indefinite Tense**. This has, therefore, formed a **parity and consistency**).
- (b) *The yield would be bumper, if it rained at the right time.*
- (c) *The mother would nurse her child well, in case she got sufficient time.*
- (d) *If I had sufficient money, I would help the poor.*
- (e) *If wishes were horses, beggars would ride them.*
- (f) *If I were you, I would bring about many changes in the society.*

Note: The above condition is popularly known as the second condition in English Grammar.

3. Past Perfect Tense in the **if clause** or subordinate clause and **would+have+III form of the main verb** tense-form in the main clause may form a perfect parity in a conditional sentence. For example—

- (a) *If she had worked hard, she would have got the gold medal.* (Here the dependent clause is in **Past Perfect Tense** whereas the main clause in **would/should/could/might+have+III** form of the main verb tense form).
- (b) *I might have purchased a car, if I had had sufficient money.*
- (c) *The father would have guided his son satisfactorily, provided he had sufficient time at his disposal.*
- (d) *India would have progressed a lot, if we had worked responsibly.*
- (e) *The student would have got through, in case he had studied punctually.*
- (f) *I might have been your friend, if I had been convinced of your behaviour.*

Note: The above condition is popularly known as the third condition in English Grammar.

4. A condition may also be indicated through **imperative mood** and compound sentence. For instance —

- (a) *Don't waste your time and you will succeed.*
 (b) *Work while you work.*
Play while you play.
That is the way,
To be happy and gay.
5. By using **had** in the beginning of the dependent clause of III condition, the sense of a conditional word is fully implied. For example—
Had he worked hard, he would have got a prize.
 This sentence stands for the following sentence with conditional word explicit:
If he had worked hard, he would have got a prize.
6. By using **were** in the beginning of the dependent clause of II condition, the sense of a conditional word is fully implied. For example—
Were I you, I would help him.
 This sentence stands for the following sentence with conditional word explicit:
If I were you, I would help him.
7. Conditions may be formed with the help of such conditional words as *if, provided, provided that, unless, until, even if, in case, so long as, supposing, supposing that, if only, but for, on condition, etc.*, For example—
 He will study, **if** he gets time.
 Mohan would come, **provided** he had time.
In case, you fail, he will help you.
8. **Until** and **Unless** are negative in sense; hence don't use any negative word with them. For example—
Unless you work hard, you cannot pass.
Until it is 5 o'clock, he will not return.
9. **But for** is followed by a noun phrase in a conditional phrase without the verb and is usually followed by a main clause. For instance—
But for his hard work, he would have failed. This sentence may be replaced by the following:
If he had not worked hard, he would have failed.
10. **Provided** is more emphatic than **if**, but **so long as** merely indicates time. For instance:
 He would have topped the class, **if** he had had more facilities.

He would have topped the class, **provided** he had had more facilities.

So long as he is ill, he cannot be marked present.

11. But sometimes the tense parity between the main and the subordinate clause is generally not maintained, and in such case, the guiding factor is the intention of the doer. For example—

- (a) If **I am** a rich man, I **have** an opportunity to go abroad.
- (b) Unless you **pay** all your dues, you **are** likely to be punished.
- (c) If your teacher **cannot teach** you now, why **was** he **trying** to waste your time the last week?
- (d) He **must be** promoted, provided he **fulfils** the essential qualifications.
- (e) If they **misbehaved** with their teacher last time, how **can** we **guarantee** their good behaviour this time?

Note: In all these conditional sentences, tense-parity has not been observed, because in them the factors of mood, modal verbs, reference to past action, habit, manners etc., are involved. So we cannot observe the rigid trammels of tense-parity in these conditional sentences, and we have to be a little bit more flexible in such situations than the rest.

ASSIGNMENT 1

In the following sentences, a particular condition out of the three conditions explained above has been indicated. Now use the rest two conditions in these sentences and write them separately:

1. I shall go to Bombay the next month, provided I get sufficient time.
2. The mangoes will be cheaper this year, provided there is no lightning and thunder.
3. India would progress day by day, if we stood united and worked nothing which went against the interest of the country.
4. This book would be cheaper than others, in case, the writer got a subsidy on it.

5. The students would have got more marks, if they had had sufficient time.
6. The teacher might have worked harder, if he had got more co-operation from the students.
7. If you persist in your subversive activities, the University will punish you.
8. Until it is 6 o'clock, the train will not arrive.
9. Unless he works hard, how can he get good marks ?
10. If you are sincere, success will lick your feet.

ASSIGNMENT 2

A. Complete the following conditional sentences:

1. If you don't attend your classes regularly
2. There can be no peace in the society
3. I would not have behaved like that
4. Had he left by the morning train
5. If you work hard,

B. While completing the clauses, use the following verbs:

6. So long as you (has) a good memory, you might not have failed in your tests.
7. He would stay there, if it (be) not much dark.
8. He must have worked hard if he (be) interested to score good marks.
9. But for your timely help, she (feel) very frustrated.
10. Walk daily if you (want) to keep fit.
11. It (rain) today, if the winds do not blow harshly.
12. If you work hard, you the examination. (pass)
13. Had he reached the station in time, he the train. (catch)
14. If she sang more sweetly, she a prize. (get)
15. I would have come to you, if I sufficient time. (have)
16. But for his timely help, she the examination. (not pass)
17. Unless he hard (work), he cannot get success in life.
18. Until it 5 o'clock (be), he will not get up.

C. Complete the following clauses by filling in the given blanks with the help of the verbs provided within brackets:

19. If he (has) sufficient money, he would have purchased a car.
20. (be) I an orange, I would be juicy and spherical.
21. Let them play in the field, if they (want) to do so.
22. Don't step in a rushing train, if you (be) really interested in the safety of your life.
23. He (failed) last year, how can he pass the same difficult test now?
24. If it is cloudy today, it (rain).
25. If wishes were horses, beggars (ride) them.
26. He (learn typing), provided he did not work by fits and starts.
27. Who (be) to be blamed now, if he does not improve himself?

ASSIGNMENT 3

Frame three conditional sentences each using the following conditional words:

1. Provided
(a) (b) (c)
2. Supposing
(a) (b) (c)
3. In case
(a) (b) (c)
4. Unless
(a) (b) (c)
5. Until
(a) (b) (c)
6. So long as
(a) (b) (c)
7. if
(a) (b) (c)

ASSIGNMENT 4

Correct/improve the following sentences and write them afresh:

1. I would be happy, if I can visit you.
2. In case, she meets with an accident, she would not come to her office.

- 3. In case, a pen had been weaker than a sword, everybody would like the latter.
- 4. The army would march ahead, if it will be forceful enough to launch an offensive.
- 5. He would help you, if he will get an opportunity to help you.
- 6. If I was you, I would help you.
- 7. If wishes are horses, beggars would ride them.
- 8. If I was a king, I had rewarded you.
- 9. I shall write a letter to you, if I would get time.
- 10. I shall be right, if I will know a thing.

ASSIGNMENT 5

- 1. Change the following sentence in II condition:
If you work hard, you will succeed.
- 2. Change the following in III condition and use **Unless** in place of **if**:
If you do not study properly, you will not pass.
- 3. Change the following conditional using preposition but followed by a phrase:
Had he not come in time, he would have been fined.
- 4. Change the following sentence using past forms of the verbs:
If I am late, I shall not come to you.
- 5. Change the following sentence into interrogative sentence:
If she does not speak well of him, he will not speak to her.
- 6. Change the following sentence into an imperative mood, compound clauses:
If he does not make haste, he will not reach there in time.
Complete the following conditionals:
- 7. Don't miss the train and
- 8. In case, you feel nervous,
- 9. Had I been abroad,
- 10. Were I you,

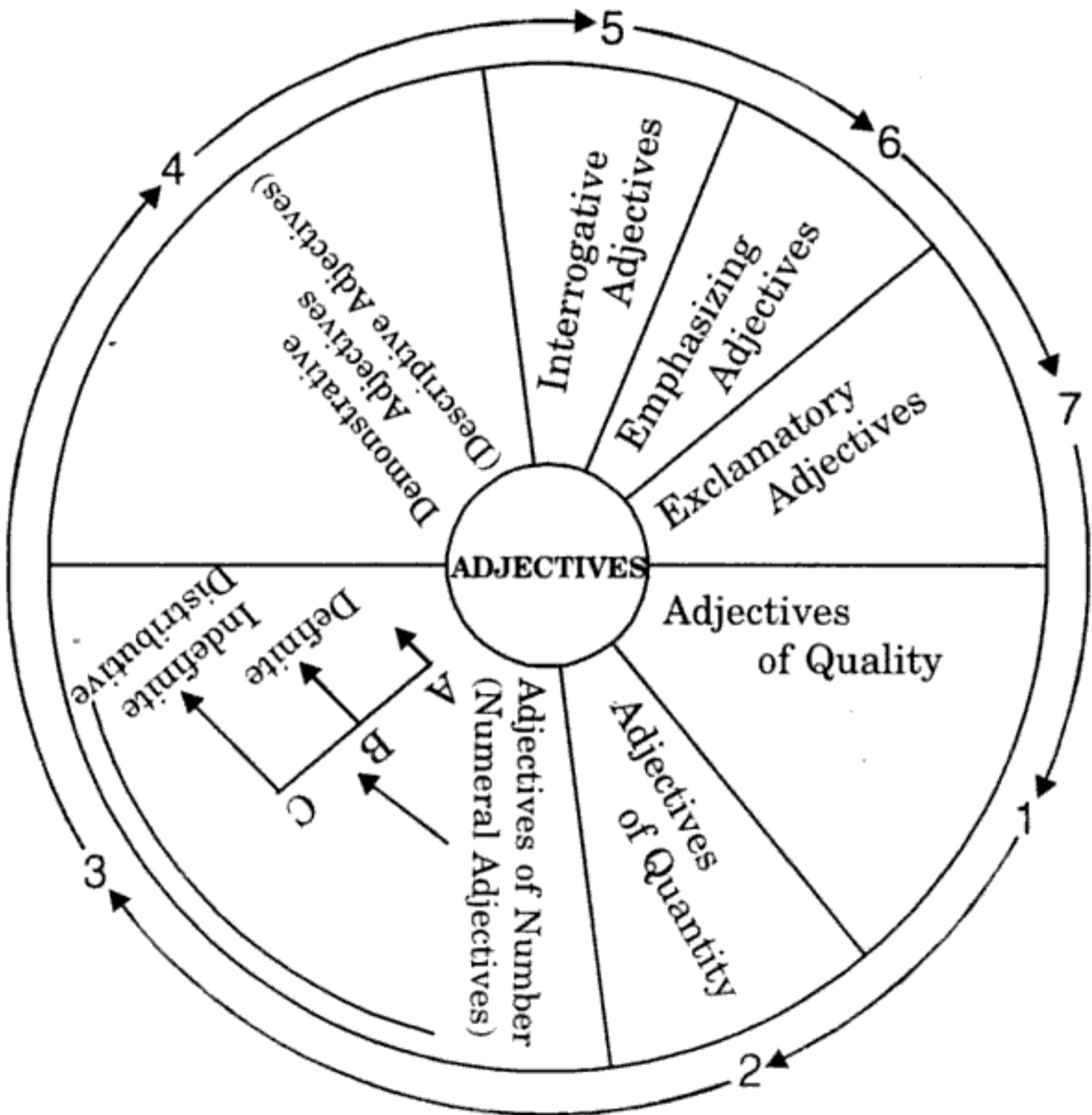
8

Adjectives, Adverbs and Conjunctions

(A) ADJECTIVES

(CURRENT PATTERNS AND CORRECT USAGES)

1. Adjectives add something extra to the meaning of the nouns which they qualify. They are classified into



umpteen kinds in accordance with their functions. Of their major kinds—*viz.*, **Adjectives of Quality** or **Descriptive Adjectives** (used as Proper Adjectives when formed of Proper Nouns such as Australian sheep, American clothes etc.); **Adjectives of Quantity**; **Adjectives of Number** or **Numeral Adjectives**; **Demonstrative Adjectives**; and **Interrogative Adjectives**, the most significant kind is that of **Numeral Adjectives**, which may further be divided into three sub-divisions, namely—Definite Numeral Adjectives, Indefinite Numeral Adjectives, and Distributive Numeral Adjectives. Adjectives and their kinds may further be elaborated by the following diagram:

2. **Adjectives of Quality (Descriptive Adjectives)** indicate the **quality** of a noun; **Adjectives of Quantity** show quantity; **Adjectives of Number (Numeral Adjectives)** express number; **Demonstrative Adjectives** reckon number; and **Interrogative Adjectives** ask questions. For instance—
 - Nainital is a **cold** place. (Adjectives of Quality)
 - The **Canadian** pronunciation is not standrad. (Proper Adjectives)
 - He has done **sufficient** work. (Adjectives of Quantity)
 - I have read **many** novels. (Adjectives of Number)
 - This book is quite voluminous. (Demonstrative Adjectives)
 - Which road will lead to your hostel? (Interrogative Adjectives)
3. **Cardinals** in **Definite Numeral Adjectives** show exact number; whereas **Ordinals** indicate order of things serially. For example—One, two, ten, twenty, etc., (**Ordinals**)
 - First, Second, third, fourth, fifth etc., (**Ordinals**)
4. Of the other kinds of **Numeral Adjectives**, **Indefinite Numeral Adjectives** indicate an indefinite number; whereas **Distributive Numeral Adjectives** allude to each one of a number.
 - For example—
 - Many** flowers are destined to blush unseen. (Indefinite Numeral Adjectives)

Each examinee must abide by the rules.

(Distributive Numeral Adjective)

Note : 1. Many, all, no, any, certain, several, sundry, etc., are Indefinite Numeral Adjectives; whereas each, every, either, neither, etc., are Distributive Numeral Adjectives.

2. This, these, that, those, such, yonder, nearby, etc., are Demonstrative Adjectives; whereas which, what, whose, etc., are Interrogative Adjectives.

5. Own and very are Emphasizing Adjectives; whereas what is Exclamatory Adjective. For example—

He has spent his **own** money. (Emphasizing Adjective)

He is the very boy who stood first.

(Emphasizing Adjective)

What a pity to see such an ignoble spectacle.

(Exclamatory Adjective)

6. Positive, Comparative and Superlative degrees of Adjectives should prudently be used. For example—

She is an intelligent girl. (Positive)

Pantnagar is colder than Delhi (Comparative)

He is the tallest student of the class. (Superlative)

7. Absolute Superlative should be used carefully. For example—

It is a **most** horrible scene.

Indeed, a most tremendous loss !

8. Latter and last allude to position; whereas **later** and **latest** to time; **nearest** shows distance; whereas **next** shows position; **elder** and **eldest** indicate age—seniority of persons (particularly of the same family); whereas **older** and **oldest** indicate seniority of persons and things alike; **farther** means more distance; whereas **further** signifies extra or additional. For example—

The **latter** arrivals of books are quite costly. (position)

The **last** book seems to be fully torn. (position)

She is **later** than they expected. (time)

The **latest** edition of the book is voluminous. (time)

The **next** boy has no book. (position)

The **nearest** place to the bus stand is about 2 kilometers far from here. (distance)

- My **elder** brother is a Professor. (person of the same family)
- Sohan is his **eldest** son. (person of the same family)
- Sohan is **older** than Shyam. (person)
- Delhi is one of the **oldest** cities of India. (things)
9. Two objects should carefully be compared. For example—
 Gold is costlier than any metal. (wrong)
 Gold is costlier than any **other** metal. (correct)
10. Some comparatives like **inner, outer, former, latter, elder, hinder, upper, utter**, etc. do not take 'than' with them. For example—
 The inner decoration of this building is not satisfactory.
 He has proved to be an utter failure in business.
11. **Junior, Senior, prior, anterior, posterior, superior, and inferior** are followed by **to**; whereas **interior, exterior, minor, ulterior, and major** may be used in positive sense and do not take either **than** or **to** with them. For instance—
 Shyam is **junior** to his friend in rank.
 This chair is **inferior** to that.
 He has no **major** problem to solve at present.
 He had an **ulterior** motive in cajoling his officer.
12. **Square, round, perfect, eternal, unique, universal**, etc., are such Adjectives, which are usually not used in comparisons. They are, therefore, to be used in superlative forms only. For example—This is the most **square** peg Mohan ever possessed.
13. Due care should be taken in making an interchange of comparisons. For example—
 The Pantnagar University is the **largest** University of Asia. (superlative)
 No other University in Asia is as **large** as the Pantnagar University. (positive)
 The Pantnagar University is **larger** than any other University of Asia. (comparative)
14. **Little** means **not much** or **hardly any**, and has a negative meaning; **a little** means **some, though not much**, and has a positive sense; and **the little** means **not much, but all there is**. For example—
 Students have little regard for their teachers. (not much, a negative sense)

A **little** learning is a dangerous game.

(some, a positive sense)

The little scholarship that he possesses is not enough.

(not much, but all there is)

15. **Some** is used in affirmative sense; whereas **any** is used used in negative or interrogative sense. For example—
I shall have **some** books.

Will you have **any** pen?

Note: In questions having commands or requests, **some** may also be used. For example—

Will you please give me **some** time?

16. Adjectives may be used as nouns. For example—

The **rich** should help the **poor**.

The **future** is always uncertain.

He does not want to sell his **valuables**.

Note: **Nobles, criminals, liquids, totals, solids, mortals, minors, seniors, juniors, Australians, Indians, etc.,** are such other **Adjectives** which may be used as **nouns**.

17. **The long and short, from bad to worse, before long, in general, in future, in short, right or wrong, for good, through thick and thin, etc.,** are some phrases composed of **Adjectives** which may be used as nouns. For example—

The long and short of the matter is that he is guilty.

He has left this University **for good**.

18. In certain phrases, Adjectives are always used after nouns. For example—

Since time **immemorial**, there has been a constant struggle between virtue and vice.

Note: **Body politic, God Almighty, heir apparent, President elect, notary public etc.,** are such other phrases, in which Adjectives are always used after nouns.

19. Many Adjectives qualifying the same noun are generally used after it. For example—

The millionaire, **greedy** and **unpatriotic**, suffered from great humiliation.

20. **Every** is more emphatic than **each**. Due care should, therefore, be taken in their use. For example—

Every one of us has a moral duty to fulfil.

Each was given a prize.

- 21. Prefer and preferable** are comparatives in themselves, and are, therefore, followed by **to** and not by **than**. For example—
Death is **preferable** to begging.
- 22. Less** refers to quantity only, whereas **fewer** denotes numbers. For example—
No **fewer** than fifty students were present in the class.
He bought **less** than five kilograms of rice.
- 23. Both and whole as Adjectives** should be used with great care. For example—
Both teachers rebuked him. (wrong)
Both the teachers rebuked him. (right)
He wept whole day. (wrong)
He wept the whole day. (right)
- Or
- He wept all day. (right)
The **whole** India mourned the death of her beloved leader. (wrong)
The **whole** of India mourned the death of her beloved leader. (right)
- 24.** When two **Adjectives** refer to the same noun and one of them is in comparative degree, the other should also be in the same degree. For example—
Nainital is **colder** and **more enchanting** than Delhi.
Virtue is **preferable to** and more weightier than vice.
- 25.** Comparisons should only be made between the two corresponding things, objects or persons. For example—
The population of Nainital is not greater than other big town in India. (wrong)
The population of Nainital is not greater than that of any other big town in India. (right)
- 26. Two first** should be replaced by **first two**. For example—
The **two first** chapters of this book are interesting. (wrong)
The **first two** chapters of this book are interesting. (right)

ASSIGNMENT 1

Correct or improve the following sentences:

1. This is a worth-seeing movie.

2. The whole U.P. abounds in natural resources.
3. I have read only the three first lessons of this book.
4. Milk is more preferable than tea.
5. The natural fauna and flora of this place is better than Delhi.
6. The rich people should help the poor people.
7. Few lectures that he delivered on Monday last were quite scholarly.
8. I did not give him some guidance.
9. The officer should deal with his junior officer with little of courtesy and tactfulness.
10. I liked both lectures.

ASSIGNMENT 2

Correct/improve the following sentences:

1. My older brothers is an M.P.
2. The later chapter of this book has been written with great care.
3. The Pyramids are supposed to be the eldest structures in the world.
4. Iron is stronger than other metal.
5. The inner part of this house is fairer to that.
6. He is junior than him in rank.
7. He is the most perfect model of nobility.
8. The criminal people should be treated with great caution.
9. The cruel and honest thief was hanged.
10. Not less than five hundred students were present on the Republic Day.

ASSIGNMENT 3

Rewrite the following sentences after changing them to positive and superlative degrees:

1. Mohan is less proud than Shyam.
2. This building is less low than that.
3. This book is cheaper than yours.
4. I am taller than you.
5. This mountain is higher than that.
6. Virtue is stronger than vice.
7. A pen is mightier than a sword.

8. A wolf is more powerful than a ewe.
9. Prevention is better than cure.
10. A bird in hand is better than two in the bush.

ASSIGNMENT 4

Fill in the following blanks with the right Adjectives given within brackets:

1. In words, he narrated the full episode.
(a few/few/the few)
2. boys were playing in the field.
(a few/few/the few)
3. learning is a dangerous thing.
(little/a little/the little)
4. courage that he showed was emulative for others.
(little/a little/the little)
5. He is the man of this town.
(rich/richer/richest)
6. Gold is the metal of all. (costly/costlier/costliest)
7. She is the beautiful girl of this university
(much/more/most)
8. Delhi is from Nainital than Pantnagar.
(further/farther/farthest)
9. No justification for this blunder was given.
(farther/further/farthest)
10. The news from his friend is very encouraging.
(latest/latter/last)

ASSIGNMENT 5

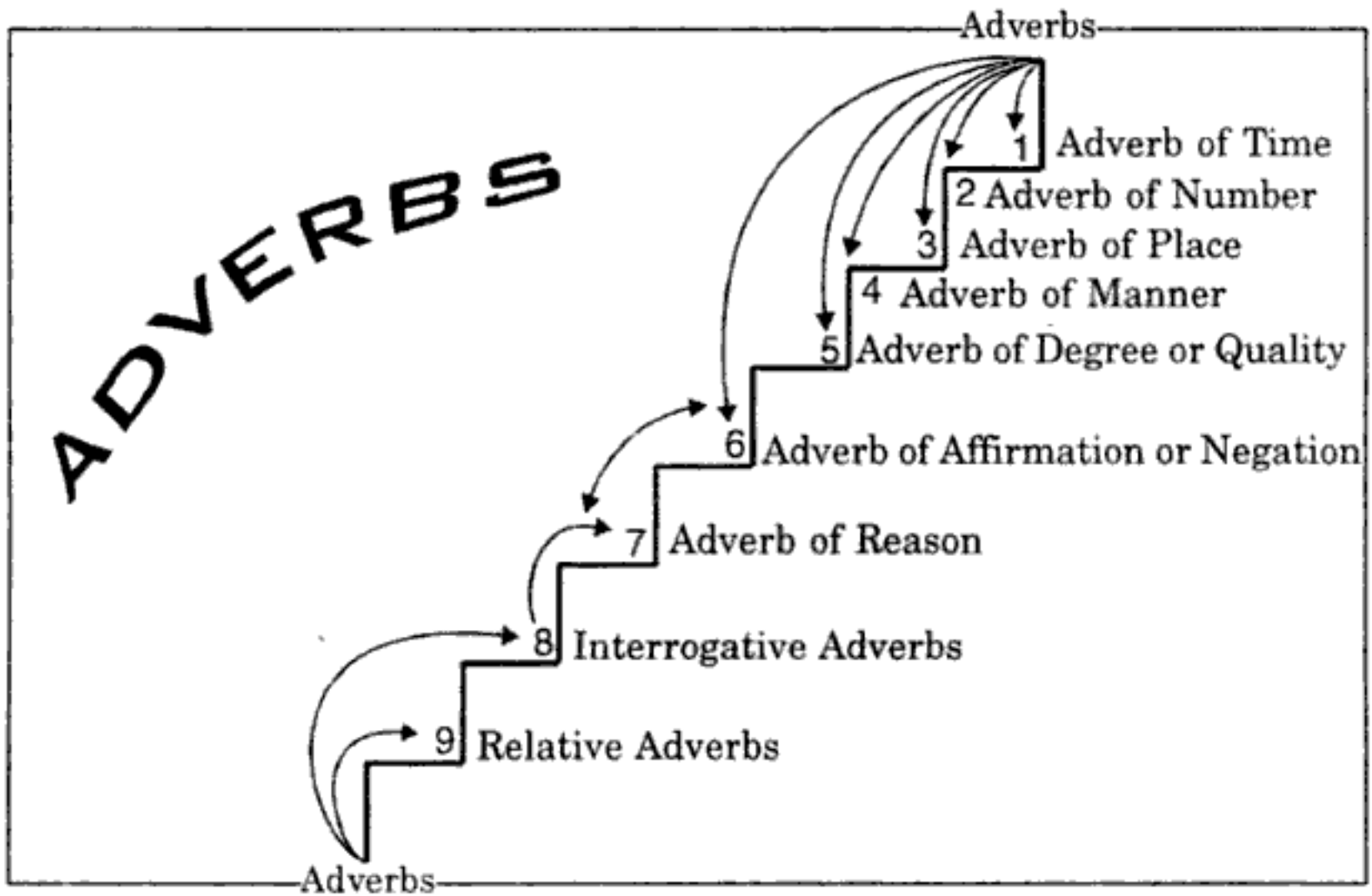
Supply appropriate comparatives or superlatives to each blank:

1. Milk is to coffee.
2. Calcutta is the city of india.
3. Mohan is scholarly and than his friend.
4. Who is poet, Wordsworth or Tennyson?
5. Our teacher is orator in the university.
6. Which is hil-resort of our country?
7. A bad man is than a bad name.
8. Apples are than Bananas these days.

(B) ADVERBS

(CURRENT PATTERNS AND CORRECT USAGES)

1. **Before, now, ago, lately, formerly, never, since, already, yesterday, etc.**, are known as **Adverbs of Time**; whereas **twice, once, seldom, often, again, frequently etc.**, are **Adverbs of Number**. Likewise, **here, there, everywhere, out, within, in, away, etc.**, are regarded as **Adverbs of Place**; **so, slowly, clearly, swiftly, carelessly, moderately, rationally, well, etc.**, are **Adverbs of Manner**; **too, fully, quite, partly, altogether, rather, very, etc.**, are **Adverbs of Degree or Quantity**; **surely, certainly, not, etc.**, are **Adverbs of Affirmation or Negation**; **hence, therefore, so, etc.**, are **Adverbs of Reason**; **where, when, why, how, etc.**, are **Interrogative Adverbs**; and **where, but etc.**, are known as **Relative Adverbs**. The following diagram may fully illustrate the above division:



2. Some **Adverbs** may be used as **Nouns** after prepositions. For example—
By then the thief ran away.
 (Here **by then** means **by that** time)
Thence he came yesterday.
 (Here **thence** means **from there**)

3. Comparison of **Adverbs** of Manner, Degree and Time should wisely be made. For example—

Of all the boys, he worked **most diligently**.

(Superlative Degree)

He wrote more legibly than Mohan.

(Comparative Degree)

He came **steathily**.

(Positive Degree)

4. Some **Adverbs** are formed of **Prepositions** plus Nouns. For example—

abed, ahead, abrord, asleep, besides, to-day, tomorrow, overboard, etc.,

5. Mixing of **Prepositions** with **Adjectives** and **Adverbs** also forms another Adverbs. For example—

Along (Preposition+Adjective)

aloud (—do—)

behind (—do—)

below (—do—)

beyond (—do—)

without (Preposition+Adverb)

beneath (—do—)

within (—do—)

hitherto (—do—)

thereupon (—do—)

whereof (—do—)

thereon (—do—)

6. Conjunction **and** may joint two Adverbs. For example—
now and then, far and wide, first and foremost, off and on, out and out, over and above, to and fro, far and near, etc., For example—

He was warned **again and again**.

Now and then, there was a lightning in the clouds.

People came to visit the temple from **far and near**.

7. Adverb **enough** is usually placed after the word it modifies. For example—

He is clever **enough** to argue his case.

He is intelligent **enough** to understand the problem.

8. **Firstly** is never used in the beginning in an enumerative sense. For example—

Firstly we should read a book and then comment.

(wrong)

First we should read a book and then comment. (right)

9. **Rather** indicates emphasis in a comparison. For example—
Sohan is **rather** very intelligent.
10. **Adverbs of Time** such as **always, ever, often, never, seldom, sometimes, frequently** etc., are placed before the **verb** they modify. For example—
- (i) *Incorrect*—Mohan comes **frequently** to my residence.
Correct—Mohan **frequently** comes to my residence.
- (ii) *Incorrect*—Barking dogs bite **seldom**.
Correct—Barking dogs **seldom** bite.
- (iii) *Incorrect*—I feel **sometimes** bored with my life.
Correct—I **sometimes** feel bored with my life.
- Note:** But these verbs are placed after the verbs of 'to be'; as—
- (i) *Incorrect*—Ram **always** is hopeful of getting good marks.
Correct—Ram is **always** hopeful of getting good marks.
11. Adverb '**else**' should be followed by '**but**'. For example—
- (i) *Incorrect*—It is nothing **else than** pride.
Correct—It is nothing **else but** pride.
- (ii) *Incorrect*—Call him anything **else than** a fool.
Correct—Call him anything **else but** a fool.
12. '**Ever**' is sometimes misused for '**never**'. '**Seldom or never**' and '**seldom if ever**' are both correct; but to use '**seldom or ever**' is incorrect. For example—
- (i) *Incorrect*—Mohan **seldom or ever** visits my house.
Correct—Mohan **seldom or never** (or **seldom if ever**) visits my house.
13. We should not use '**Double Negative**' in a sentence. **Negative Adverbs** should not be used with those words which have a sense of negation in them. For example—
- (i) *Incorrect*—The teacher could not teach **nothing** to the boy.
Correct—The teacher could not teach **anything** to the boy.

Or

The teacher taught **nothing** to the boy.

- (ii) *Incorrect*—I **hardly** found **no one** in the college.
Correct—I **hardly** found **any one** in the college.
 (**hardly** in negative)
- (iii) *Incorrect*—Mohan **scarcely** went **no** where.
Correct—Mohan **scarcely** went **anywhere**.
 (**scarcely** in negative)
14. **'So'** as an **Adverb of Degree** must not be used absolutely. (*i.e.*, without a correlative). For example—
- (i) Mohan is **so** weak. (Incorrect)
 Mohan is **very** weak. (Correct)
- (ii) Mohan is **so** weak **that** he cannot study. (Correct, for the adverb **'so'** is followed by its **Correlative 'that'**).
15. As a general rule, the words **'only'** or **'even'** should be immediately placed before the word it intends to modify. For example—
- (i) Mohan solved **only** three problems. But to say—
 Mohan **only** solved three problems. is incorrect.
- (ii) He cannot speak even correct English. But to say—
 He cannot even speak correct English, is wrong.
16. **'Of course'** should be used to denote a natural or an inevitable consequence. It must not be used for certainly. Certainly emphasizes a fact that has just been discovered or ascertained. For example—
- (i) *Incorrect*—**Of course**, Mohan is the ablest boy in the class.
Correct—Mohan is **certainly** the ablest boy in the class.
- (ii) *Incorrect*—**Of Course**, Ram has stood first in the class.
Correct—Ram has **certainly** stood first in the class.
17. **Perhaps, Probably:** **Perhaps** means **'possibly'**; **probably** means **'most likely'**. **Perhaps** is often used incorrectly giving a sense of vagueness or uncertainty or what ought to be a definite statement. For example—
- (i) *Incorrect*—Where is the book? **Perhaps** it is on the desk.
Correct—Where is the book? **Probably** it is on the desk.

- (ii) *Incorrect*—Is Mr. Sharma at home? He is **perhaps** reading.
Correct—Is Mrs. Sharma at home? He is **probably** reading.
18. Adverb '**too**' denotes '**some kind of excess**'. It means '**more than enough**', something '**that**' goes **beyond what is proper or reasonable**; '**very**' stands for '**truly**' or '**to a great extent**'; as—
- (i) *Incorrect*—Mohan walks **too slowly**.
Correct—Mohan walks **very slowly**.
- (ii) *Incorrect*—Ram is **too** sympathetic to help me in every way.
Correct—Ram is **very** sympathetic to help me in every way.
19. The use of **never** for **not** is incorrect. For example—
- (i) *Incorrect*—I **never** remember having seen him in the way.
Correct—I **do not** remember having seen him in the way.
20. **MPT** is the normal order of **Adverbs**, wherein **M** stands for **Manner**, **P** stands for **Place**, and **T** for **Time**. For example—
- The surgeon operated the patient this morning well in the emergency ward. (incorrect)
- The surgeon operated the patient well (M) in the emergency ward (P) this morning (T). (correct)
21. **ODMY** is the normal order of **Adverbs of Time**, wherein **O** stands for o'clock, **D** for days, **M** for month, and **Y** for year. For example—
- The writer was born in the year 1902 at 8 a.m., on March 5. (incorrect)
- The writer was born at 8 a.m., (O) on March 5 (M) in the year 1902 (Y). (correct)

ASSIGNMENT 1

Correct or improve the following sentences:

1. It was much hot yesterday.
2. He is enough wise to understand this problem.
3. He seldom or ever cares to meet his superiors.
4. Seldom he thinks about the lamentable lot of the down-trodden.

5. No one hardly knows his whereabouts.
6. He always is merciful for the needy.
7. I never saw much an idiot this week.
8. He cares a straw for his instructions.
9. Firstly you should work hard, and secondly clamour for promotion.
10. He wanted nothing else than position.

ASSIGNMENT 2

Correct or improve the following sentences:

1. I feel very weak to walk.
2. Your house is too much big for me.
3. Shortly, they reached their destination.
4. You are at all wrong.
5. Everybody does not like singing.
6. Your speech was too long and also difficult to hear.
7. I could not find my book nowhere.
8. This citadel was practically destroyed by fire.
9. He is much thankful to you.
10. Your teacher will be too glad to hear of your unexpected success in this examination.

ASSIGNMENT 3

Place the bracketed Adverbs in their proper places in the following sentences:

1. The grocer charged fifty rupees for ten kg. sugar. (only)
2. The four brothers are alike. (nearly)
3. The organisation has resolved to implement their demands. (sincerely)
4. He comes to me so that he may learn something. (generally)
5. He is late to his office and that is why he was reprimanded last time by his boss. (always)
6. He did not like to enter into any arguments with his friends. (indeed)
7. You will miss a dramatic feat by being absent that day. (certainly)
8. He is a clever student. (rather)
9. He has money to support his family. (enough)

ASSIGNMENT 4

Rewrite the following sentences with the given Adverbs:

1. They are reading a map. (now)
2. I eat an egg with milk. (generally)
3. The teacher has come in. (just)
4. The Nainital Express is late during the winter. (usually)
5. We try to get A grade. (always)
6. She has seen a mountain. (never)
7. They will have to desert their friends. (never)
8. I don't wear a coat in the summer. (usually)
9. They have seen him properly dressed. (hardly ever)
10. She has to do it herself. (nearly always)

(C) CONJUNCTIONS

(CURRENT PATTERNS AND CORRECT USAGES)

1. **Conjunction 'both'** is always followed by its proper correlative '**and**' and not by '**as well as**' or by any other Conjunction. Apart from it, both should be nearly attached to the word it refers; as—
 - (i) *Incorrect*—**Both** Ram **as well as** Sohan are coming.
Correct—**Both** Ram **and** Sohan are coming.
 - (ii) *Incorrect*—The teacher **both** fined Ram **and** Shyam.
Correct—The teacher fined **both** Ram **and** Shyam.
2. **Both** cannot be used in **negative sense**; '**neither.....nor**' is a subtle replacement of '**both**' in a **negative sense**. For example—
 - (i) *Incorrect*—**Both** Ram and Sohan are **not** coming.
 - (ii) *Correct*—**Neither** Ram **nor** Sohan is coming.
3. **Though** is always followed by **yet** and not by **but**. For example—
 - (i) *Incorrect*—**Though** he is poor, **but** honest.
 - Correct*—**Though** he is poor, **yet** honest.
4. **Hardly** or **scarcely** is followed by '**when**' or '**before**' and not by **but**, **than** or **that**. For example—

- (i) *Incorrect*—Mohan had **scarcely** reached the college **that** it began to rain.
Correct—Mohan had **scarcely** reached the college **when (before)** it began to rain.
- (ii) *Incorrect*—**Hardly** had the teacher reached the station, **than** the train started.
Correct—**Hardly** had the teacher reached the station **when (before)** the train started.
5. **'No sooner'** is followed by **'than'** and not by **'but'**. For example—
- (i) *Incorrect*—**No sooner** had the boy entered the class-room **but** the teacher called him.
Correct—**No sooner** had the boy entered the class-room **than** the teacher called him.
6. **'As'** is not followed by **'so'** except for the sake of emphasis. For example—
- (i) *Incorrect*—**As** I am ill, **so** I cannot attend the college.
Correct—**As I** am ill, I cannot attend the college.
- (ii) **As** you sow, **so** shall you reap. (Correct, for **'so'** is here used for the sake of emphasis).
7. **'As'** in positive degree after an Adjective denotes **equality**; whereas, **'than'** in comparative degree denotes **inequality**. Hence, due care should be taken not to use **than** in place of **as**. For example—
- (i) *Incorrect*—This is as good, if **not better than that**.
Correct—This is **as good as**, if not better than that.
8. After **name, call, appoint, elect, make, choose, think, consider, 'as'** or **'to be'** is not used. For example—
- (i) *Incorrect*—Ram called Sohan **as a** fool.
Correct—Ram called Sohan **a** fool.
- (ii) *Incorrect*—He thinks me **as** very wise.
Correct—He thinks me very wise.
- (iii) *Incorrect*—He was appointed **as** lecturer in the college.
Correct—He was appointed lecturer in the college.
- (iv) *Incorrect*—Mohan considers me **as** an honest man.
Correct—Mohan considers me an honest man.
9. After **regard, describe, represent, portray, depict, mention, define, treat, 'as'** is always used. For example—
- (i) *Incorrect*—Please treat this letter **most** urgent.
Correct—Please treat this letter **as most** urgent.

- (ii) *Incorrect*—Mohan has regarded me his brother.
Correct—Mohan has regarded me **as** his brother.
- (iii) *Incorrect*—President Lincoln has defined Democracy, the Government of the people, for the people, and by the people.
Correct—President Lincoln has defined Democracy **as** the government of the people, for the people and by the people.

10. **'Lest'** is used as **Subordinate Conjunction** and denotes a negative purpose. It is, therefore, not to be followed by **'not'**. For example—

- (i) *Incorrect*—Study carefully, **lest** you should not fail.
Correct—Study carefully, **lest** you should fail.
- (ii) *Incorrect*—He is walking attentively lest he should not fall down.
Correct—He is walking attentively lest he should fall down.

11. **'Unless'** means **'if not'** and, therefore, it should not be used in a sentence or clause, which is already negative. For example—

- (i) *Incorrect*—**Unless** you **do not** study carefully, you will be unable to follow your teacher.
Correct—**Unless** you study carefully, you will be unable to follow your teacher.

Or

If you **do not** study carefully, you will be unable to follow your teacher.

12. **'Because'** and **'therefore'** should not occur in the same sentence. **'Because'** expresses **cause** or **reason**. Purpose is expressed by **'in order that'** or **'so that'**. For example—

- (i) *Incorrect*—**Because** he is poor, **therefore** he cannot be elected to the post.
Correct—**Because** he is poor, he cannot be elected to the post.

Or

He is poor, **therefore** he cannot be elected to the post.

- (ii) *Incorrect*—Students go to the library **because** they may get new things.
Correct—Students go to the library in order that they may get new things.

13. The use of **Present Tense** after '**as if**' and '**as though**' should be avoided. For example—

(i) *Incorrect*—Ram appears **as if** he **is** wise.

Correct—Ram appears **as if** he **were** wise.

(ii) *Incorrect*—Sohan acts **as though** he **is** fully expert in such things.

Correct—Sohan acts **as though** he **were** fully expert in such things.

14. '**When**' **while**, **before**, **till**, **after**, etc. **when** they are used in subordinate sentences and point to future occurrence, are never followed by future verb, does not matter the verb of the **Principal Clause** is in **future**. For example—

(i) *Incorrect*—**When** you **will** come, **I shall** reward you.

Correct—**When** you come, **I shall** reward you.

(ii) *Incorrect*—**Before** Mohan **will** come, **I will** return.

Correct—**Before** Mohan **comes**, **I will** return.

15. The proper **correlative** of '**not only**' is '**but also**'. The part of speech which is qualified by '**not only**' should always be qualified by '**but also**'. For example—

(i) He is **not only** honest, **but** intelligent. (Add '**also**' before '**intelligent.**')
 He is **not only** honest, **but also** intelligent.

(ii) He not only forgot his book **but** also his pen. (wrong, for '**not only**' is followed by **forgot**, which is a verb and '**but also**' by 'his' which is a pronoun. The intended correction, hence, will be by placing '**not only**' before his book thus:
 He forgot **not only** his book, **but also** his pen.

16. '**Such**' and '**same**': when they work as adjectives, they are followed by **Conjunction** '**as**' or '**that**'. But when we speak of things, '**as**' is used; and when of persons '**that**' is frequently used. **Relative Pronouns**—**who**, **which** or **whom** are never used with '**such**' and '**same**'. For example—

(i) There is no **such** book **which** you refer to. (wrong)

There is no **such** book **as** you refer to. (correct)

(ii) He is the **same** boy **whom** I saw yesterday. (wrong)

He is the **same** boy **that** I saw yesterday. (correct)

(iii) He is **such** a teacher **who** cannot be criticised.

(wrong)

He is such a teacher **that** cannot be criticised.

(correct)

17. **'Such'**: when it is used as a pronoun in the beginning of a sentence, it is followed by the **Conjunction 'that'** and not by **'as'**. For example—

(i) **Such** was the result **as** could never be changed.

(wrong)

Correct—**Such** was the result **that** could never be changed.

18. **'Either or'** and **'neither nor'** are correlative pairs. They should always be placed before words of the same part of speech. For example—

(i) **Either** Ram **or** his brother has gone to the city.

(ii) **Neither** Sohan **nor** his friend has stolen the book.

19. **That** should never be used in place of **though, if, when, whether, etc.**, For example—

(i) *Incorrect*—Mohan doubts **that** he will pass the examination.

Correct—Mohan doubts **whether** he will pass the examination.

(ii) *Incorrect*—Ram asked Shyam **that** he would obey him.

Correct—Ram asked Shyam **if** he would obey him.

20. **Conjunctions 'that', 'when', 'why'** etc., should accompany such nouns as **'moment', 'instant', 'time', 'way', and 'reason'** in case, these nouns are followed by **Subordinate clause**. For example—

(i) The **moment** the boy saw the teacher, he ran away.
(Insert **'when'** or **'that'** after **'moment'**)

(ii) This is the **factor** they got such a bitter defeat.
(Insert **'why'** after factor)

21. **When** refers to a point of time; **'since'** refers to **cause** or reason. **When**, therefore, should not be used in place of **since**. For example—

(i) *Incorrect*—**When** you do not obey me, I must not instruct you.

Correct—**Since** you do not obey me, I must not instruct you.

22. If **'suppose'** is used in the beginning of a sentence to denote a **command** or **request**, it is not followed by **'if'**. For example—

- (i) **Suppose if** you fail, what shall happen with you?
(omit if)
- (ii) **Supposing if** the teacher teaches you well, how can you disobey him? (omit if)

ASSIGNMENT 1

Correct or improve the following sentences:

1. The teacher works hard lest he should not weaken his knowledge.
2. Both the student as well as his friend are wasting their precious time in gossiping.
3. Both Ram and Shyam are not participating in the ensuing debate.
4. Though he is intelligent, but lazy.
5. Though he is poor, but honest.
6. Scarcely did he reach there, that a thief chased him.
7. Scarcely had he entered the room, that a snake bit him.
8. Hardly had the doctor arrived, than the patient passed away.
9. Hardly had he started writing, than his friend came to him.
10. No sooner had he visited me, when it began to rain.

ASSIGNMENT 2

Correct or improve the following sentences:

1. No sooner did he return from America, but another country invited him to deliver five lectures at a stretch.
2. As the office is not honest, so he cannot command respect from the public.
3. This is as god, if not better than that.
4. India is as powerful a nation, if not better than Australia.
5. They appointed him as a Staff-Counsellor, Science and Humanities Society of this faculty.
6. Some people consider him as a great incorrigible.
7. He treats me his younger brother.
8. Smoking is regarded a bad habit.
9. Unless he does not improve, he cannot get through this test.
10. Unless you do not work regularly, you cannot be appointed to this post.

ASSIGNMENT 3

Correct or improve the following sentences:

1. Because he is ill, therefore he cannot attend this meeting.
2. Because he is a great scholar, therefore he is given invitations from abroad every year.
3. Sohan appears as if he is completely exhausted after hard work.
4. She acts as though she is not yet tired.
5. He reads the chapter as if he is a beginner.
6. When he will come, his father will give him some money.
7. He is not only lazy but liar.
8. He is not only a scholar but a reputed teacher.
9. There is no such way which may give you instant success in life.
10. He is the same boy whom I saw yesterday walking along the road.

ASSIGNMENT 4

Correct or improve the following sentences:

1. He is such a fellow who can never be relied upon.
2. Such was the problem as could not easily be solved.
3. The teacher doubts that he will be appreciated by his pupils.
4. The wolf asked the lamb that he would kill him.
5. The moment the teacher saw him copying in the examination hall, he caught him and snatched his answer-book.
6. When you cannot listen to me, I cannot narrate a story.
7. Suppose if you are appointed a Reader in English, what changes will you bring about in the existing teaching systems and patterns?
8. This is the reason I do not lend money to others.
9. She was both rewarded and appreciated for her hard work.
10. Thirty years passed since my friend left for the U.S.A.

9

Pragmatic Dimensions of Written English Communication

(A) Synthesis

(CONDENSED WRITING)

A. Simple Sentences

1. Synthesis means combination of sentences. It is just the opposite of Analysis. We can combine a number of simple sentences into another simple, compound or complex sentences. There are various ways or methods of synthesis. following are the methods of combining many simple sentences into another simple sentences:

(i) by using a Noun or a Phrase in Apposition. For example—

1. Akbar had immense religious tolerance. He was the great Mughal Emperor.

Solution. Akbar, the great Mughal Emperor, had immense religious tolerance.

2. This university was once a vast stretch of dense forests. It is now a panoramic sprawling campus.

Solution. This university, once a vast stretch of dense forests, is now a panoramic sprawling campus.

(ii) by using a Preposition with a Noun or Gerund. For example—

1. The sun rose. They did not arrive till then.

Solution. The sun rose before their arrival.

2. He heard the news of his failure.

He felt greatly disturbed.

Solution. On hearing the news of his failure, he felt greatly disturbed.

(iii) By using a Participle. For example—

1. He was tired of hard work. He wanted to retire to bed.

Solution. Being tired of hard work, he wanted to retire to bed.

(iv) by using Nominative Absolute Construction. For example—

1. The teachers entered the examination hall. The examinees became silent.

Solution. The teachers having entered the examination hall, the examinees became silent.

(v) by using an Infinitive and an Adverb or an Adverbial Phrase. For example—

1. He is short-sighted. He cannot see clearly.

Solution. He is too short-sighted to see clearly
(*Infinitive*)

2. He takes nourishing diets. He wants to recuperate from illness quickly.

Solution. He takes nourishing diets to recuperate from illness quickly. (*Infinitive*)

3. The sun set. The actor has not completed his acting.

Solution. The actor has not completed his acting by sunset. (*Adverb*)

B. Compound Sentences

2. By the use of co-ordinate conjunctions, we can combine simple sentences into compound sentences. Co-ordinative conjunctions are of four types, viz., Cumulative, Adversative, Alternative and Illative.
3. Conjunctions which cumulate or add one statement to another are known as Cumulative Conjunctions. For example—and, both.....and, not only.....but also, as well as etc.,
4. Conjunctions which indicate contrast or difference between

- two statements are known as Adversative Conjunctions. For example—still, yet, nevertheless, however, but, etc.,
5. Conjunctions which indicate a choice between two statements are known as Alternative Conjunctions. For example—*or, either.....or, neither.....nor, etc.,*
 6. Illative conjunctions are those Conjunctions from which an inference or conclusion is drawn. For example—*for, so, hence, therefore, etc.,*
 7. Below have been given some illustrations in which the above kinds of Co-ordinative Conjunctions have been used:
 1. He is very lethargic. He cannot get A grade in all the courses during the next trimesters.

(use Illative Conjunction)

Solution. He is very lethargic, so he cannot get A grade in all the courses during the next trimesters.

2. He felt disappointed. He maintained his usual composure.

(use Adversative Conjunction)

Solution. He felt disappointed, nevertheless (yet, still) he maintained his usual composure.

3. He is a hypocrite. He is an obstinate fellow.

(use Cumulative Conjunction)

Solution. He is not only a hypocrite but also an obstinate fellow.

or

He is both a hypocrite and an obstinate fellow.

or

4. Work hard. You will lag behind.

(use Adversative Conjunction)

Solution. Work hard or you will lag behind.

5. Do not be a gambler. Do not be a pratter.

(use Adversative Conjunction)

Solution. Neither a gambler nor a pratter be.

or

Don't be a gambler or a pratter.

C. Complex Sentences

8. Synthesis of two or more simple sentences into a single complex sentence can also be made by the use of subordinate clauses. These subordinate clauses are—Noun

clause, Adjective clause and Adverb clause. A detailed mention of these subordinate clauses had been made elsewhere. However, some illustrations have been given below in order to make their uses understandable:

1. He is not proficient in English. Otherwise he is quite competent to teach degree classes. (*use Noun clause*)

Solution. Except that he is not proficient in English, he is quite competent to teach degree classes.

2. You are a lazy fellow. That disqualifies you for the post.

(use Noun clause)

Solution. That you are a lazy fellow disqualifies you for the post.

3. He read Charles Dickens's David Copperfield. It was a voluminous novel.

(use Adjective clause)

Solution. He read Charles Dickens's David Copperfield which was a voluminous novel.

4. The farmer has purchased a costly implement. It is very useful.

(use Adjective clause)

Solution. The farmer has purchased a costly implement, which is very useful.

5. The teacher was not present in his chamber. I spoke to his servant for that purpose.

(use Adverb clause)

Solution. As the teacher was not present in his chamber, I spoke to his servant for that purpose.

6. A patient should take care of himself. He cannot get quick relief.

(use Adverb clause)

Solution. If a patient does not take care of himself, he cannot get quick relief.

ASSIGNMENT 1

Synthesise the following sentences as directed:

1. The sun rose. The fog disappeared. (single simple sentence, by using Nominative Absolute Construction).
2. He gave them his advice. He helped them liberally. (single simple sentence, by using a Preposition with a Noun or Gerund).
3. The harvest is plenteous. The labourers are few. (single compound sentence, by using Adversative Conjunction)
4. He is foolish. He is also obstinate. (single compound sentence, by using Cumulative Conjunction).

5. The rose is the sweetest of flowers. This is certain. (single complex sentence, by using Noun Clause).
6. A man once had a goose. The goose laid a golden egg every day. (single complex sentence, by using an Adjective Clause).
7. Let him sow anything. He will reap its fruit. (single complex sentence, by using an Adverb Clause).
8. He was going school. He found a purse. It had thrity rupees. *(simple)*
9. You can have books. You can have pens. You cannot have both the items. *(compound)*
10. Othello is one of the most famous tragedies. It was written by William Shakespears. *(complex)*
11. He topped the list of the successful candidates for I.A.S. He had studied day and night for it. *(simple)*
12. He has gone to America. He will do his Ph. D. there. He will come back after 3 years. *(compound)*
13. The train arrived. All the passengers stood up. *(complex)*
14. He was going to shcool. He was hit by a stone. It was Saturday. *(simple)*
15. The crop must be bumper. There is good rain this year. *(compound)*
16. (a) The work came to an end.
(b) The workers were completely fatigued. (simple, use participle).
17. (a) I saw him in great difficulty.
(b) I promised him to help. (compound, use any conjunction).
18. (a) Subhash Chandra Bose was a great patriot.
(b) He died early. (complex adj. clause).

ASSIGNMENT 2

Combine the following sentence as directed:

1. He was tired of excessive reading. He stopped reading. (simple, use participle)
2. This place was once a seat of higher learning. It is now a common place. (simple, use Noun or a Phrase in Apposition)
3. His father died. He heard the news. He became mad. (simple, use Nominative Absolute)

4. He is a scholar. He is worldly-wise. (compound, use cumulative conjunction)
5. He was tried. He continued his work. (compound Adversative)
6. Do not be a borrower. Do not be a lender. (compound, Alternative)
7. He is suffering from fever. He cannot go to school. (compound, Illative)
8. He will pass. That is certain. (complex, Noun Clause)
9. We wish to live. We eat for that purpose. (complex, Clause Adversative)
10. Ram topped the list. He is a rich boy. (complex Adjective Clause)
11. Mr. Bannerjee lives in Gorakhpur. He is a Collector. It is a large town. (simple)
12. He endeavoured to hide the traces of the crime. He had committed it. The reason is not difficult to see. (complex)
13. You may be wrong. Ram be right. You cannot both be right. (compound)
14. The cage contains a tiger. The cage was strongly built. It was built for this purpose. (simple)
15. There is a will. There is a way too. This is generally true. (complex)

ASSIGNMENT 3

Synthesise the following sentences as directed:

1. The sun rose. The dew-drops vanished.
(single simple sentence, by using Nominative Absolute Construction).
2. He gave them his advice. He encouraged them nicely.
(single simple sentence, by using a Preposition with a Noun of Gerund)
3. The harvest is plenteous. The storage is poor.
(single compound sentence, by using Adversative conjunction).
4. He is foolish. He is also disobedient.
(single compound sentence, by using Cumulative Conjunction).
5. The child is the sweetest of creations. This is certain.
(single complex sentence, by using Noun Clause).

6. A man once had a dog. The dog used to keep a vigil every day. (single complex sentence, by using an Adjective Cl).
7. Let him do anything. He will get is return in the end. (single complex sentence, by using an Adverb Clause).
8. He was looking for a bus. He found a book. It had thirty pages. (*simple*)
9. You can have sweets. You can have oranges. You cannot have both the items (*compound*)
10. Macbeth is one of the most interesting tragedies It was written by William Shakespeare. (*complex*)
11. He stood first. He had studied day and night for it. (*simple*)
12. He has gone to Australia. He will do his M.Sc. there. He will come back after 10 years. (*compound*)
13. The bus arrived. All the passengers hurried up. (*complex*)
14. He was climbing a tree. He was hit by a stone. It was Monday. (*simple*)
15. The wheat must be bumper. There is good irrigation arrangement this year. (*compound*)

ASSIGNMENT 4

Combine the following sentences as directed:

1. He flew down the road. He fobbed me off with promises that he never intended to keep. (use a *participle* simple sentence)
2. The robber has committed crimes many a time. He does not yet leave his ignoble acts. (use a Preposition with a Noun or Gerund.)
3. India is inhabited mostly by illiterate voters. India is the largest democracy in the world. (use a Noun or a Phrase in Apposition, simple sentence)
4. The gentleman saw him in distress. He approached him in order to find out the cause of distress. He talked to the distressed fellow very sympathetically. In the end, he promised him his full help including his whole property. (compound sentence, using any Co-ordinative Conjunction)
5. I met a drunkard in the town. I had never seen such an

itinerant drunkard before in my life dancing and acting in tune with the gushes of alcohol in his body.

(complex sentence, Adjective clause)

6. Don't feel proud of your ill-gotten wealth and position. You will soon be divested of all your pomp and show.

(complex sentence, Adverb clause)

7. He is less-educated, less experienced and a man of peevish temperament. Otherwise he is quite suitable to be elevated to the office of Prime Minister.

(complex sentence, Noun clause)

8. The sun set. The labourers had not completed their work.

(simple sentence, use an Adverb or an Adverbial Phrase)

9. The weather was pleasant. They enjoyed the picnic.

(simple sentence, use Nominative Absolute)

10. It is raining very heavily. We cannot continue our studies.

(compound sentence, use Illative Conjunction)

ASSIGNMENT 5

A

Complete the following sentences as required:

1. He is not so clever (adverb clause)

2. Mary had a little lamb (adjective clause)

3. Pay careful attention to (noun clause)

4. Though he is poor (compound sentence)

5. My belief is (noun clause)

B

Combine the following sets of sentences into a simple sentence as instructed:

6. The votes on each side were equal. The Chairman gave his casting vote. (using participle)

7. Tiger is my faithful dog. I love him. (using apposition)

8. I got money from my father. I bought the pen. (using preposition and gerund)

9. Mohan is very tired. He can't walk. (using infinitive)

10. It was a very hot day. He could not go out. (using nominative absolute)

(B) Transformation

(ALTERED WRITING)

Transformation means change in the structure-pattern of sentences without any changes in meaning. For understanding transformation, a thorough knowledge of the kinds of sentences as well as of the clauses is paramountly inevitable. Of the kinds of sentences—Simple, Negative, Interrogative, Optative, Imperative and Exclamatory; and of the clauses—Noun Clause, Adjective Clause and Adverb Clause, the most memorable thing is that the kinds of sentences should stand in consonance with the kinds of clauses. They should also be compatible with other methods of transformation, which have been listed below:

A. *By using or eliminating adverb 'too'. For example:*

1. He is too weak to walk.
2. She is too dull to pass the test.

On eliminating 'too', we shall find the following *solutions*:

He is so weak that he cannot walk.

She is so dull that she cannot pass the test.

Other illustrations:

3. It is raining so heavily that you cannot protect yourself even with the help of an umbrella. (*too eliminated*)
It is raining too heavily to protect yourself with the help of an umbrella. (*too used*)
4. English is too popular the world over to ignore it completely. (*too used*)
English is so popular the world over that it cannot completely be ignored. (*too eliminated*)
5. India is not so prosperous that she can afford costly nuclear experiments. (*too eliminated*)
India is not too prosperous to afford costly nuclear experiments. (*too used*)

B. *By using comparative degree. For example:*

1. Delhi is not so cold as Nainital is.
2. Nainital is colder than Delhi.
3. Delhi is hotter than Nainital.
4. Delhi is less cold than Nainital.
5. He is not as tall as his friend.
6. His friend is taller than he.

Note: For detailed study, consult chapter on *Adjectives*.

C. *By using conditions. For example:*

1. He will pass the test *in case* he works hard.
2. He will pass the test *if* he works hard.
3. He would have returned by now *provided* he had sufficient time at his disposal.
4. *Were* I you, I would help you.
5. *If* I were you, I would help you.
6. Until it is 6 o'clock, he will not get up.
7. Unless he works hard, he cannot improve himself.

A condition may be expressed by using a *participial phrase*: such as

1. Supposing it were a lie, we would not feel disturbed.

An imperative mood may also express a condition; as—

1. Persist and you will win.
2. Run fast and and you will gain strength.

A condition may also be expressed by using preposition but followed by a clause as object. For example—

But that she is late today she would be present by now.

D. *By indicating a concession or contrast, we can transform a sentence. but for this, we should use the conjunctions *though* or *although* as, even if; the preposition *notwithstanding* followed by a noun clause; the relative adverb *however* followed by some adjective or adverb; the relative pronoun *whatever*; the phrase—*all the same* and the *absolute participle* followed by a noun clause. For example—*

1. *Although* he is poor, he is honest.
2. He is intelligent *though* a pleasure-seeker.
3. *Notwithstanding* that he is industrious, he does not get much.
4. *However hard* he may work, he does not get a good division.
5. My friend does not believe *whatever* I ask him to believe.
6. Vile *as* he was, he was punished.
7. She is absolutely disgusted with the present plan; *all the same* she will help us.
8. People would not pardon you, *even if* you were justly fighting.
9. *Admitting* that a wicked fellow often gets success, he cannot succeed all the time.

E. *Interchange of active and passive voice*

We can transform a sentence by an interchange of active and passive voice. For example—

1. Ram was writing a letter. (Active)
A letter was being written by Ram. (Passive)
2. One should keep one's promises. (Active)
Promises should be kept. (Passive)
3. Mohan is killing a snake. (Active)
A snake is being killed by Mohan. (Passive)

F. *Interchange of Affirmative and Negative sentences*

Transformation can also be fructified by an interchange of Affirmative and Negative sentences. For example—

1. Calcutta is more populous than Delhi.
Delhi is not so populous as Calcutta.
2. The teacher was doubtful if his students could do better in English.
The teacher was not sure if his students could do better in English.

G. *Interchange of Interrogative and Assertive sentences*

We can also transform a sentence by interchanging interrogative and assertive sentence. For example—

1. Why waste time in gossiping?
It is extremely unwise to waste time in gossiping.
2. What though she has committed a crime?
It does not matter much though she has committed a crime.

H. *Interchange of Exclamatory and Assertive sentences*

We can also transform a sentence by interchange Exclamatory and Assertive sentences. For example—

1. How handsome is the youth!
The youth is extremely handsome.
2. How sluggishly he walks on the road!
He walks very sluggishly on the road.

I. *Interchange of one part of speech for another*

By interchanging one part of speech for another, we can transform a sentence. For example—

1. I do not approve of your proposal.
I do not accord approval to your proposal.
2. Sita examined her records diligently.
Sita examined her records with diligence.
3. In all probability, he will win the match.
He will probably win the match.

J. *Interchange of simple to compound sentences*

We can transform a Single sentence to a Compound sentence in case we lengthen a word or phrase into a co-ordinate clause. For example—

1. The master scolded the servant for his negligence.
The servant was negligent, and so the master scolded him.
2. Having robbed the poor passenger, the dacoits butchered him.
3. The dacoits not only robbed the poor passenger, but also butchered him.

K. *Conversion of Compound sentence to Simple sentence*

By converting compound sentences to simple sentences, we can transform sentences quite interestingly. For example—

1. He acquired the requisite proficiency, and started his own business.
Having acquired the requisite proficiency, he started his own business.
2. He must not grudge hard work or he will be declared unsuccessful.
In the event of his grudging hard work, he will be declared unsuccessful.

L. *Transformation of Simple sentences to Complex and viceversa*

A simple sentence may be converted into a complex one by using subordinate clauses such as Noun, Adjective or Adverb clauses. Likewise, a complex sentence may be changed into a simple sentence by contracting such clauses into a word or phrase. For example:

1. On the rising of the sun, the fog will disappear. (Simple)
The fog will disappear as soon as the sun rises. (Complex)
2. He studied studiously to get A grade. (Simple)
He studied studiously that he might get A grade. (Compound)
3. According to the notification any employee found guilty of dereliction of duty will be sacked. (Simple)
It is notified that any employee found guilty of dereliction of duty will be sacked. (Compound)

4. He remarked how diligent the pupil was.
(Compound)
He remarked on the pupil's diligence. (Simple)
5. Except that he stammers, he is fit for the post.
(Complex, Noun clause)
Except for his stammering, he is fit for the post.
(Simple)
6. We came across a building which was built magnificently.
(Complex, Adjective clause)
We came across a magnificently built building.
(Simple)
7. The Vice-Chancellor who was the most scholarly of his times is dead.
(Complex, Adjective clause)
The Vice-Chancellor, the most scholarly of his times, is dead.
(Simple)
8. When the cat is out the mice will play.
(Complex, Adverb clause)
In the absence of the cat, the mice will play.
(Simple)
9. He was so disappointed that he could not stay there.
(Complex, Adverb clause)
He was too disappointed to stay there. (Simple)
10. As you sow, so shall you reap.
(Complex, Adverb clause)
You shall but reap the fruits of your sowing.
(Simple)

M. *Interchange of Principal and Subordinate clauses*

We can also transform a sentence by an interchange of Principal and Subordinate clauses. For example—

1. Mohan did not reach there until it was 7 o'clock.
Mohan did not reach there before it was 7 o'clock.
2. No sooner did he enter the hall than all the students stood up.
All the students stood up as soon as he entered the hall.

N. *Conversion of Compound Sentences to Complex and vice-versa.*

A sentence can also be transformed by converting a Compound sentence to a Complex and vice-versa. For example—

1. He apprehended the calamity and stopped making any apparent resistance to it. *(Compound)*
When he apprehended the calamity, he stopped making any apparent resistance to it. *(Complex)*
2. He wishes to recuperate from illness, so he is not working hard. *(Compound)*
He is not working hard, that he may recuperate from illness. *(Complex)*
3. Although he was defeated, many times, he did not feel dejected. *(Complex)*
He was defeated many times but not dejected. *(Compound)*
4. Work hard and you will achieve your goal in life. *(Compound)*
If you work hard, you will achieve your goal in life. *(Complex)*
5. He struggled hard and won the covetous prize. *(Compound)*
He struggled hard so that he might win the covetous prize. *(Complex)*

ASSIGNMENT 1

Rewrite the following sentences in the pattern as indicated within brackets:

1. He is so miserly a fellow that he cannot be respected in the society. *(using adverb too)*
2. He can get good marks in the examination. He has to study hard for it. *(express a condition by using if)*
3. He read a lot during this trimester. He failed. *(express concession or contrast by using yet)*
4. He is strong. He is timid. *(express contrast by using however)*
5. Promise should be kept. *(use active voice)*
6. There is no smoke without fire. *(affirmative sentence)*
7. It is a very novel idea. *(exclamatory sentence)*
8. I cannot approve of your wrong deeds. *(interchange one part of speech for another)*
9. We must eat or we cannot live. *(simple)*
10. He owed his success to his political mentor. *(complex: Noun clause)*

11. Bombay is the most populous city in India.
(change into comparative degree)
12. Is there anything greater than the sacrifice of a patriot?
(change into Assertive sentence)
13. O' that I were wise again!
(change into Assertive sentence)
14. Hardly matters that we have achieved nothing this time.
(change into Interrogative sentence)
15. It is sad to think that a beautiful thing should decay.
(change into Exclamatory sentence)

ASSIGNMENT 2

Transform the following sentences as directed:

1. He is too honest to accept a bribe.
(remove Adverb 'too')
2. Bombay is the best seaport in India.
(change into comparative degree)
3. Is there anything greater than the love of a mother?
(change into Assertive sentence)
4. Where there is hope there is life.
(change into Negative sentence)
5. O ther I were brave again!
(change into Assertive sentence)
6. It hardly matters that we have lost the field.
(change into Interrogative sentence)
7. It is sad to think that youth should pass away.
(change into exclamatory sentence)
8. He has disgraced his family).
(change any part of speech for another)
9. Everyone present in the assembly was listening to the speaker. (negative)
10. The Taj Mahal is the most beautiful building in India. (positive)
11. It is very nice of you to have helped me in difficulties. (exclamatoory)
12. He is so poor that he cannot afford two times meals every day. (use too)
13. No sooner did the teacher enter the class than all the students became silent. (affirmative)

14. No one ever saw a higher peak than this. (interrogative)
15. Calcutta is more populous than any other city. (superlative)
16. He is very weak. He cannot walk. (use too)
17. You are too fond of money. (remove too)
18. Ram is richer than Shyam. (negative sentence)
19. Why waste time in gossiping like this? (assertive)
20. It is extremely foolish to walk here idly. (interrogative)
21. I wish that I were young again. (exclamatory)
22. What a beautiful scene this is! (assertive)
23. Ram is taller than his sister. (negative)
24. What a piece of work is man! (assertive)

ASSIGNMENT 3

Rewrite the following sentences in the pattern as indicated within brackets:

1. It hardly matters that we have spent our youth. (change into interrogative sentence)
2. It is sad to think that beauty should pass away. (change into exclamatory sentence)
3. He has disreputed his country. (change any part of speech for another)
4. Honour should be kept. (use active voice)
5. She can accord permission to go there. (Interchange one part of speech for another)
6. He owed his success to his father. (complex: noun clause)
7. It is sad to think that wisdom should go waste. (change into complex : noun clause)
8. He is too honest to accept an offer. (remove adverb 'too')
9. Delhi is the best city in India. (change into comparative degree)
10. Is there anything greater than the emotions and attachment of a mother? (change into assertive sentence)
11. O that I were handsome again. (change into assertive sentence)
12. He can achieve a good success in life. He has to work hard for it. (express a condition by using if)
13. He worked hard on that project. He failed. (express concession or contrast by using yet)

14. He is diligent. He is not witty.
(*express contrast by using however*)
15. The plane took off as soon as I reached the airport.
(*negative*)
16. It is unwise to waste time in gambling. (*interrogative*)
17. What a shame to betray the motherland in distress!
(*assertive*)
18. As a student, Gandhiji was too shy to mix with his classmates.
(*avoid 'too'*)
19. The Qutab is regarded to be the tallest structure in India.
(*comparative degree*)

ASSIGNMENT 4

Transform the following sentences as directed:

1. The sun is so hot for us that we cannot go out at present.
(*use adverb too*)
2. But that I saw it, I could not have believed it.
(*use an if condition*)
3. If I were you, I would not give him any help.
(*transform in such a way as conjunction if remains merely understood or implied*)
4. Had they not been diligent, they would have lost their A grades.
(*use preposition but followed by a phrase or a clause as object*)
5. Though the teacher was always right, he did not often speak to the point.
(*use an Absolute Participle followed by a Noun clause*)
6. We must endure what we cannot cure.
(*use passive voice*)
7. Where ignorance is bliss, it is folly to be wise.
(*use interrogative form of the sentence*)
8. He succeeded in his adventure last year.
(*use another part of speech in lieu of the underlined word i.e., succeeded*)
9. Newton was the greatest scientist of England.
(*use comparative degree*)
10. What a costly part of engine it is!
(*use an assertive type of sentence*)

ASSIGNMENT 5

Transform the following sentences as required:

1. It is too evident for some critics to see possible health hazards from nuclear power. (*remove too*)
2. Man must learn to live with his new found technological capacity to achieve his most human goal.
(*conditional complex sentences*)
3. The U.S. space programme has entered an entirely new stage of development. (*passive*)
4. The nuclear industry is the highest amongst the safe industries in America. (*change degree*)
5. What about the environmental effects of atomic power?
(*change parts of speech*)
6. To face the nuclear age and turn it from an age of anxiety to one of peace and prosperity is a goal for which we should all try. (*simple*)
7. There is a wide spread concern about cost factor in the aerospace industry now a days. (*complex*)
8. A fresh vision of the great implications of quest in space was imparted by the Swedish born scientist. (*compound*)
9. There is no smoke without fire. (*affirmative*)
10. Platinum is as heavy as gold. (*comparative degree*)
11. It is unwise to waste time in idle gossips.
(*interrogative*)
12. The players had hardly reached the play ground when it started raining. (*negative*)
13. Gandhi was greater than any other leader in India.
(*positive degree*)
14. He is so simple that he cannot make a successful politician.
(*use too*)
15. It was really kind of you to help him in his need.
(*exclamatory*)

10

Sentence Structure and Paragraph Writing

Sentence Structure and Paragraph Writing

I

Coherence and unity of a sentence; kinds of a sentences; affirmative; negative; interrogative; imperative; optative; exclamatory; noun clause; adjective; clause; adverb clause; fragmented sentence; parallel comparisons; connective; antecedents; modifiers; squinting construction; split infinitive; mood and tense; dangling participles, gerunds & infinitives; ellipsis.

II

Definition of a paragraph; etymological significance; chronological method; spatial method; inductive method; Deductive method; linear method; interrupted method; CFS² prescription; C + J² + W formula; OCPE formula; tree diagram; classification of sentence; criticism of a paragraph; exercises; assignments.

I

COHERENCE AND UNITY OF A SENTENCE

Types

In a chapter elsewhere, important grammatical prerequisites of technical writing were discussed in detail. In the present chapter, it has been shown how student and technical writers commit mistakes in certain areas of sentence-structure

and how they fail to develop an effective paragraph on the basis of sentence structure. Much of sentence-structure has been dealt with side by side of paragraph-writing as and when such a treatment is inevitable. What essential still on sentence-structure remains out of the preceding chapter as well as of the collective treatment of the present one unattended to, has been dealt with here in the following paragraphs.

As a matter of fact, unity and coherence of sentences determine the overall structure of a paragraph. A lot of confusion arises because of the fact that we fail to classify sentences properly and place due stress on the parts of the sentences we want to make prominent; and that demands some knowledge of grammatical rules. For this, the first stage of understanding is to use the right type of sentence for your desired expression and meaning. For example, use a simple or affirmative or assertive sentence for an affirmative statement:

Incorrect—How fatigued was he after finishing his work.

Correct— He was very fatigued after finishing his work.

For an interrogative type of sentence, it is wise to make the tone of questioning quite prominent. For example:

1. *Incorrect*—What he was doing, and what he was thinking, why he got hoodwinked?

Correct— What was he doing and thinking when he got hood winked?

2. *Incorrect*—You are still feeling nervous having got success in the test?

Correct— Are you still feeling nervous after your success in the test?

Make a negative statement clearly:

Incorrect—He will not study biochemistry until he is not of the age of 30.

Correct— He will not study biochemistry until he is 30.

It is always wise to use the appropriate kind of sentence for imperative, optative and exclamatory types of sentences. For example:

1. *Incorrect*—The mechanic suggested why to let not him conduct the test on the machine.

Correct— The mechanic suggested to let him conduct the test on the machine. (Imperative)

2. *Incorrect*—The people wished may we not like to see our soothsayer live for long.

Correct— The people wished for longevity for their soothsayer. (Optative sense)

3. *Incorrect*—The navigator cried, we have got the lost ship. (Direct narration)

Correct— The navigator cried, "Hurrah! We have got the lost ship." (Exclamatory)

While making a proper classification of sentences, proper care should also be taken of the marks of punctuation as explained in the foregoing chapter.

Clause-subordination

An equally important thing to remember about sentence-structure is the clause-subordination. Noun clause, adjective clause, and adverb clause should be properly classified and meaningfully made clear. For example:

1. *Incorrect*—He is a gifted scientist, is a well-known fact.

Correct— That he is a gifted scientist is a well-known fact. (noun clause subordination)

2. *Incorrect*—Peach is an important fruit of India and is grown in the subtropical temperate regions of the country.

Correct— Peach is an important fruit of India, which is grown in the subtropical temperate regions of the country. (adjective clause subordination)

3. *Incorrect*—Sugar but is a new crop grown over ridges and flat beds and is germinated on hypocotyle length and proper soil moisture.

Correct— Sugarbeet is a new crop grown over ridges and flat beds where hypocotly length and soil moisture are available. (adverb clause subordination)

Fragmented Sentence

A sentence should not be left as a *fragmented clause*. For example:

Fragment—The steel industry in India is getting losses rapidly. Although sales are as high as in the previous years.

Correct— The steel industry in India is getting losses rapidly even though the sales are as high as in the previous years. (The second sentence has been made a subordinate clause in place of a fragmented independent sentence.)

Parallel Comparisons

Parallel comparison is always needed to make a sentence coherent. For example:

1. *Incorrect*—Iron was used for some of the parts, but some other parts were made of brass. (Wrong parallel)

Correct— Iron was used for some of the parts, and brass for others.

2. *Incorrect*—The shockers and engine plates were examined by the assistants, while the mechanic repaired the accelerator of the scooter. (Wrong parallel)

Correct— While the mechanic repaired the accelerator of the scooter, his assistants examined its shockers and engine plates.

3. *Incorrect*—The mechanic requires hammer, chisel, screws, nails, glue, paint, plates and iron-rods to repair the car.

Correct— The mechanic requires screws, nails, plates, iron-rods, glue, paint, a hammer, and a chisel to repair the car.

Elements of a Series

Elements of a series should be parallel in form. For example:

Incorrect—A driver should learn the use, the upkeep and how to drive a car.

Correct— A driver should learn the use, upkeep and driving of a car.

Connectives

Connectives should specify their thought relationship very clearly:

1. *Incorrect*—As the powdery mildew of peas gets infected, its yield decreases. (ambiguous)

Correct— When the powdery mildew of peas gets infected the yield decreases. (clear)

2. *Incorrect*—While the atmosphere was becoming more cloudy, the wind was still blowing hard. (unclear)

Correct— Although the atmosphere was becoming more cloudy, the wind was still blowing hard. (clear)

Antecedents

Pronoun and its antecedents should clearly be specified. For example:

1. *Incorrect*—The proprietor mentioned the chief engineer that he was being assigned a new job. (unclear antecedent)

Correct— The proprietor informed the chief engineer of the fact that he was being assigned a new job by him (proprietor). (clear antecedent)

2. *Incorrect*—Scooter-mechanics are not required to attend to the defective vehicles, when *they* are tired and fatigued. (ambiguous antecedents)

Correct— When scooter-mechanics are fatigued, they are not required to attend to the defective vehicles. (clear)

3. *Incorrect*—The anthropologist had been discovering facts on gerontology for years, which should enhance his importance to the society. (vague idea)

Correct— The facts on gerontology the anthropologist had been discovering should enhance his importance to the society. (vague idea)

4. *Incorrect*—Although *it is* not overburdened with books on the fifth floor of the library, *it is* not quite spacious. (vague)

Correct— Although the fifth floor of the library is not overburdened with books, it is not quite spacious. (clear)

Modifiers

Modifiers should not be misplaced. For example:

1. *Incorrect*—The mechanic *always* is at fault to pinpoint the defect in the vehicle. (misplaced modifier)
Correct— The mechanic is *always* at fault to pinpoint the defect in the vehicle.
2. *Incorrect*—The industry *almost* seemed ready to declare itself an insolvent. (misplaced modifier)
Correct— 'The industry seemed *almost* ready to declare itself an insolvent.
3. *Incorrect*—The car impressed the buyers, running 80 mph on the road. (misplaced modifier)
Correct— Running 80 mph on the road, the car impressed the buyers. (clear)

Squinting construction and split infinitive

Squinting construction and *split infinitive* should be used intelligently and meaningfully. For instance:

1. *Incorrect*—The aircraft which had been flown in *immediately* sprayed medicine on infected plants. (squint construction, where *immediately* modifies two objects)
Correct— The aircraft, which had immediately been flown in sprayed medicine on infected plants.

Or

The aircraft which had been flown in sprayed medicine on infected plants immediately.
2. *Incorrect*—The nitrogen application hastens to *quickly* mature a maize plants. (split-infinitive)
Correct— The nitrogen application hastens *quickly* to mature a maize plant.

Comparisons

Comparison should be meaningful and relevant. For example:

1. *Incorrect*—The cost of a piece of gold is higher than an iron-piece.
Correct— The cost of a piece of gold is higher than that of an iron-piece.
2. *Incorrect*—The engineer is as rude to him as, if not ruder than the mechanic.
Correct— The engineer is as rude as the mechanic to him, if not ruder.

Mood and tense

Mood and tense should consistently be used. For this, please consult chapter no. 3 for detailed study. However for illustration's sake, an example has been given below:

1. *Incorrect*—Triticale varieties in alkaline soils would grow satisfactorily, if nitrogen does. are applied properly. (Inconsistent mood and tense)

Correct— Triticale varieties in alkaline soils will grow satisfactorily, if nitrogen does are applied properly.

Dangling Participles and Gerunds

Dangling participles and gerunds should be avoided as far as possible. For this, please see chapter no 3 where sufficient illustrations of dangling participles and gerunds have been provided. However, the examples provided below will make the idea clearer here also:

1. *Incorrect*—Having prepared well for the expedition, the mountaineers' decision was unlikely to alter. (dangling participle)

Correct— Having prepared well for the expedition, the mountaineers were unlikely to alter their decision.

Or

Since the mountaineers had prepared well for the expedition, they were not likely to alter their decision.

2. *Incorrect*—On making the basis of net curd weight, the evaluation of potential progenitors is not possible in cauliflower breeding because the same plants are full or parts of curd left for seed. (dangling gerund)

Correct— On making the basis of net curd weight, one's evaluating of potential progenitors is not possible in cauliflower breeding because the same plants are full or parts of curd left for seed.

Dangling infinitives should be avoided as far as possible. For example.

Incorrect—To observe the development of fungus, live

specimens of nematode larvae isolated from soils must be maintained. (dangling infinitive)

Correct— To observe the development of fungus, one must maintain live specimens of nematode larvae isolated from soils.

Ellipsis

Ellipsis should be used meaningfully. For instance:

Incorrect—While making experiments, the problem of bacteriology of drain water puzzled us. (misleading ellipsis)

Correct— While we were making experiments, the problem of bacteriology of drain water puzzled us.

It is also advised to consult the foregoing chapter to learn other methods of sentence-structure.

II PARAGRAPH WRITING

Definition

The etymon of the word paragraph is basically rooted in the Greek language, composed of two fragments, viz., *paragraphos* meaning “written alongside” and *graphein* meaning “to write” respectively. In the Middle Ages, it carried the connotation of a sign *ll*,* and, now it has undergone a considerable semantic change and has become a paramount segment of any kind of writing. According to J. E. Morris, “A paragraph is a unit of coherent ideas studded in various sentences.”† Theodore A. Sherman says, “The function of a paragraph is to group together sentences that concern the same topic and combine to form a thought unit.”‡ “A paragraph should embody,” write Charles William Strong and Donald Edison, “one stage of the development of an idea. The standard paragraph begins with a topic sentence, a sentence that tells the reader what idea is to be developed in the paragraph. The

* *Chamber's Twentieth Century Dictionary*, p. 781.

† *Ibid.*,

+ *Principles of Scientific and Technical Writing*, p. 81.

idea is developed by logical division into its parts, by definition by analogy with similar ideas, by comparison or contrast with other ideas, or by giving concrete examples of the idea.”* Thus a paragraph is a combination of many sentence in the form of an independent unit, pregnant with meaning, having to borrow a sentence from Aristotle, the old Greek philosopher, though spoken of in respect of a tragedy, “a beginning, a middle, and an end.” In technical writing, which is now chiefly objective and which has very little to do with fond likes or the visceral dislikes or the hubiristic arrogance of a writer, paragraph writing is of vital significance. However, where sentences alone in themselves form paragraph, objectivity is in itself bound to emerge. But such independent single-sentence-paragraphs rarely occur.

In any form of concerted and sustained writing such as essay, treatise, thesis, reports, etc., every paragraph epitomises a minutia of a big idea or a complex theory. Every paragraph stands as a cog in a vast machine and helps the reader understand the complete idea, bit by bit. Generally speaking, a paragraph has three inseparable constituents; first, a topic sentence that stands as a mirror for the whole idea in the paragraph; second connectives which create proper subordination of ideas and clauses; and third, development, which include the facts in a logical manner.

Methods

A technical writer is naturally expected to have much artifice and expertise to write effectively. Proper paragraphing is one of the devices which help him achieve this goal. Some quite feasible and well-known methods frequently used to organise a paragraph on logical and scientific lines as under:

1. Chronological method,
2. Spatial method,
3. Inductive method,
4. Deductive method,
5. Linear method, and
6. Interrupted method.

Chronological method implies exposition or organization

* *A Technical Writer's Handbook*, p. 14.

of a paragraph in such a way as tells the historical background of an idea; spatial method stands for a detailed description of some idea; inductive method proceeds from a particular case to a general conclusion; deductive method tells about an object starting from a general proposition to its particular consequences; linear method deals with a case in a family-root-pattern; and interrupted method skips over a detailed presentation of the past and exclusively deals with the synchronizing event.

Diction, Syntax, Tangibles, Connectors

While organising a paragraph, proper care is also to be taken of other aspects, which not only embellish it but also make it meaningful and logical. Punctuation and syntax, diction, tangibles, connectors and classification are such essential aspects of a sentence as require an assiduous practice to write a paragraph. Good punctuation is vital to all good writing; and for technical writing, it is paramountly needed, for it classifies the relationship between ideas and is intimately linked with the use of connectives—conjunctions, prepositions, and other segments that closely bear this proximity as has been made sufficiently clear in the preceding chapter. Syntax deals with the structure of sentences into simple, compound and complex pattern, parallel structure, introductory elements, restrictive modifies, dangling modifiers (modifying wrong words), agreement and voice, already dealt with in foregoing account. For diction, a technical writer should inevitably follow the Fowlerian prescription, *VIZ.*, *CFS*² :

- c*—prefer concrete to abstract word;
- f*—prefer familiar to the far-fetched word;
- s*—prefer short to the long word;
- s*—prefer single to the indirect expression.

But the above Fowlerian prescription is not sufficient to write effectively. In addition to the above, one has to know the following formula also:

$$C + J^2 + W$$

wherein

- c*—avoid cliches (dead words);
- j*—avoid jargons;

j—avoid jingles (tongue twisters);

w—avoid wrong words.

Tangibles are composed the following:

O + C + P + E

wherein

o—objectivity

c—coherence;

p—pace;

e—emphasis

For achieving the desired effect of tangibles, constant practice of writing is needed on the part of the students.

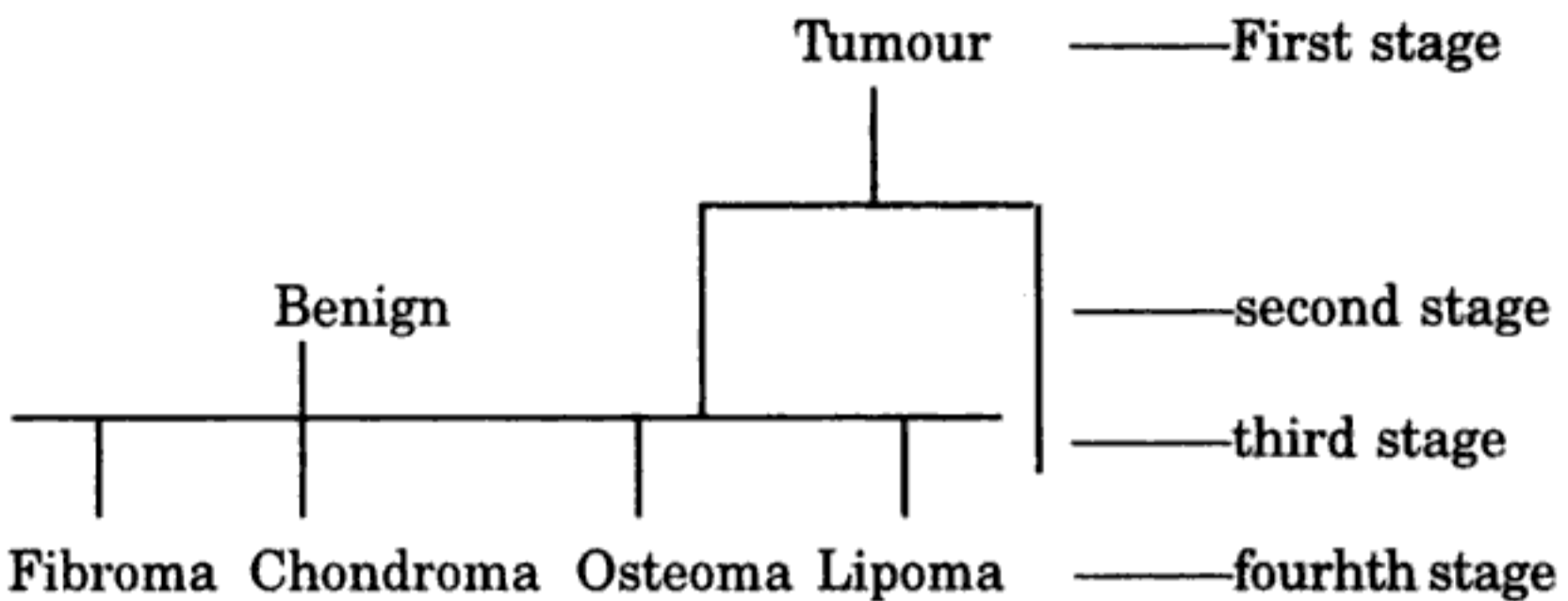
In a chiselled and poised type of technical and scientific writing, connectors serve as an embellishing device. They become of different kinds as and when they are used in different situations. However, in their normal position, such connectors as—namely, specially, haplessly, eventually etc., are illustrative connectors; while, whereas etc., are contrastive connectors; hence, therefore, thereby etc., are consequential connectors; likewise, similarly etc., are connectors of contrast: equally, indeed, in fact etc., are emphatic connectors; in spite of, after all, yet, however, nevertheless etc., are connectors of contrast; shortly, presently, permanently etc., are connectors of time and firstly secondly thirdly, finally etc., are enumerative connectors. Students are advised to use them accurately and meaningfully.

Classification

Classification adds to the clarity of technical paragraphing. Logical division is the process of breaking a category into sub-categories. For example, the category of 'living things' is divided by the biologists into two kingdoms—(i) animal, and (ii) plant, which are further divided into a variety of phyla, which themselves may further be classed into:

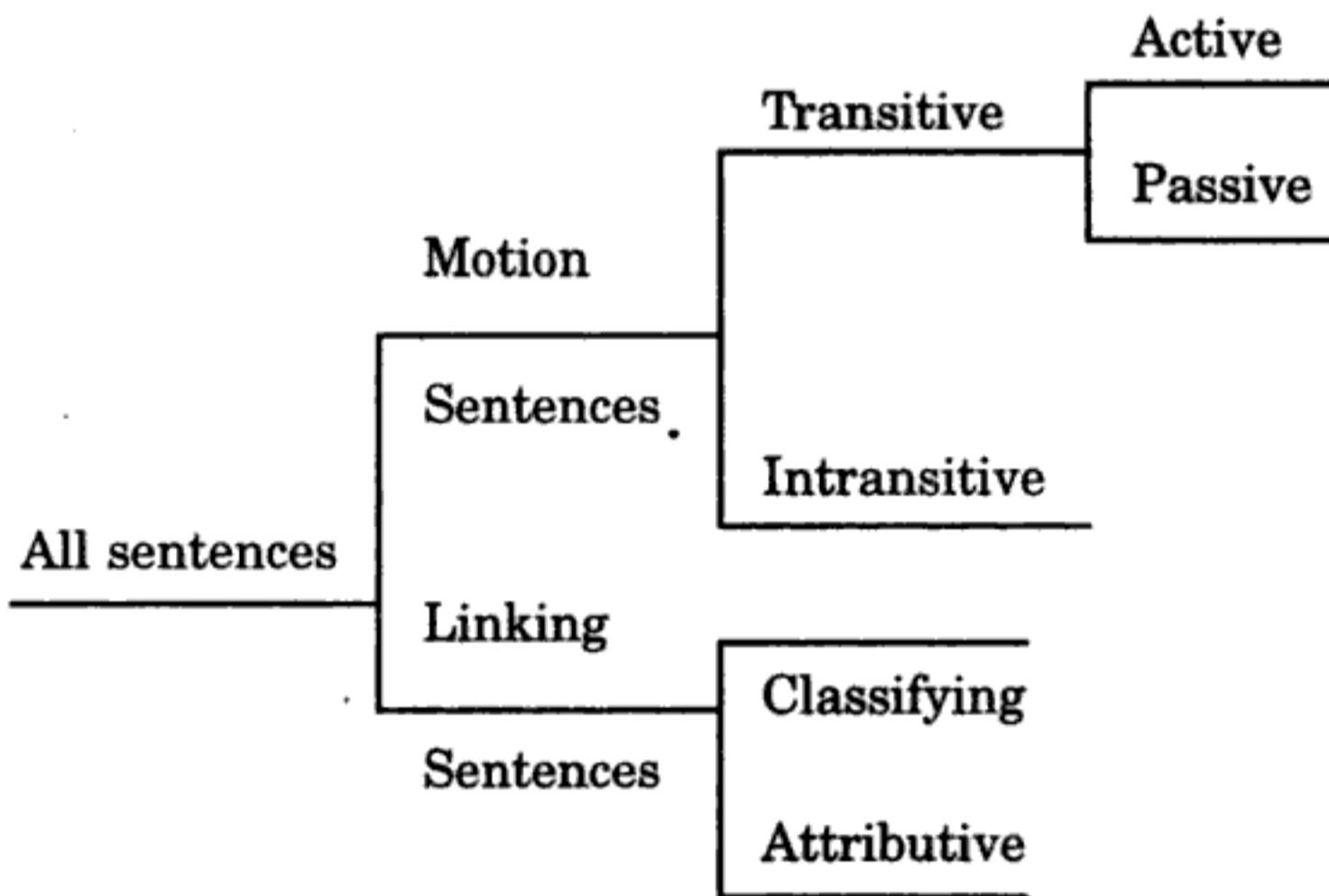
phylum	:	chordata
class	:	manalia
order	:	primates
family	:	hominidae
genus	:	homo
species	:	sapiens

In order to make the point a little illustrative, a tree diagram based on "tumour" is given under:



Such other classifications and their logical exposition into paragraphs is expected of the students themselves in other cases. Classifications may vary, yet they should have some solid evidence and base to stand on their own.

For proper understanding of the students, below is given another such simple classification of sentences:



Criticism of A Paragraph

Let us now examine the following paragraphs from the above-enumerated standpoints:

Example 1: The structure of the penicillin molecule was elucidated in 1943. In these structural studies X-ray crystallographic methods were used extensively, and the speaker pointed out that the penicillin molecule was the first case, and therefore, one of great historical interest in which the structure of a natural product could be determined completely by physical techniques. The crystallographic studies on penicillin were

carried out by Dorothy Hodgkin with whom the speaker and his colleagues closely collaborated and she was awarded a Nobel prize in 1963.*

The above paragraph is systematically constructed into a complete and organic whole. The topic sentence stands as a mirror to the entire paragraph and the ideas are linked up logically. A proper method of exposition has been used; the Fowlerian prescription has been followed in to to cliches, jargons, jingles have been avoided; tangibles have been achieved; connectives have nicely been used; and finally, the whole paragraph epitomises a complete segment of a big idea.

Example 2: Aortography is of value in outlining intra-abdo-minal vessels for the purpose of studying vascular disease such as atheroma and obstruction and nature and extent of the anastro-motic circulation. The whole of the abdominal aorta is visualized together with the common iliac arteries. When the medium is injected high up in the abdominal aorta various vessels are shown including the splenic, hepatic, renal and measenteric arteries. The most important of these are the renal arteries because by filling the blood supply to the kidneys the resulting nephrogram will reveal certain pathological changes such as eysts. The injection may be made either by the direct (percutaneous) route or by means of a catheter passed through the femoral artery or through the radial artery. Before the injection of the contrast medium in translumbar aortography it is necessary to ascertain that the point of the needle lies within the lumen of the aorta and a test injection of a small quantity of the medium is advisable.†

This paragraph has been logically arranged. Connectors have suitably been employed. Chronological as well as deductive methods have been used. Tangibles and classifications—the two distinct devices of technical writing—have also been made clear. On the whole, this paragraph may be regarded as a perfect specimen of good scientific and technical paragraph.

Example 3: You will notice that I am too polite to call Demos a windbag or a hot air merchant; but I am going to ask

* Shapiro, benyamin (ed.) : *Impact of Basic Sciences on Medicine*, M/s, Academic Press, New York, 1966, p. 323.

† *M & B Medical Products*, May & Baker Ltd., Dagenham, England, (seventh edition), 1970, pp. 146-47.

you to begin our study of Democracy by considering it first as a big balloon, filled up at the sky whilst other people are picking your pockets. When the balloon comes down to earth every five years or so you are invited to get into the basket if you can throw out one of the people who are sitting tightly in it; but as you can afford neither the time nor the money and there are forty millions of you and hardly room for six hundred in the basket, the balloon goes up again with much the same lot in it and leaves you where you were before. I think you will admit that the balloon as an image of Democracy corresponds to the parliamentary facts.*

This paragraph has been written with more rhetoric and with less objectivity; and hence tangibles are not well-sustained. Even the description of an idea, though consistent and coherent, smacks of Shaw's visceral dislike and deep-rooted conviction, which may ultimately lead to a warped judgment. From the very diction used in it, it is evident that it is a good literary prose-piece and not a technical one.

Example 4: The agricultural and pastoral character of the people upon whom the town depended for its existence was shown by the class of objects displayed in the shop windows. Scythes, reap-hooks, sheep shears bill-hooks, spades, mattocks, and hoes at the ironmongers's; beehives, butterfirkins, churns, milking stools and pails, hay-rakes, field-flagons, and seed-lips at the cooper's; cart-ropes and plough-harness at the saddler's; carts, wheelbarrows and mill-gear at the wheelwright's and machinist's; horse-embrocations at the chemist's at the glover's and leather-cutter's, hedging-gloves, thatchers, knee-caps, ploughmen's leggings, villager's patterns and clogs.†

The above passage is a good specimen of a scientific prose coupled with literary insight. It is true Hardyian style of writing.

ASSIGNMENT 1

Correct/improve/re-cast the following sentence:

1. Why the mechanic not cleaning the equipment?
(interrogation)

* Shaw, G.B.: *The Apple Cart*, M/s Oxford, London, 1950, Preface, vii.

† Hardy, Thomas: *The Mayor of Casterbridge*, M/s A Signet Classic. (The New American Library), New York, 1962 (Vth, ed), p. 36.

2. What a costly part of engine is it! (exclamatory)
3. He will not learn engineering until he is not of the age of 28. (negative sentence)
4. The engineer suggested why to let not him carry on his experiment. (imperative type)
5. The workers wished to recover his owner of the factory a quick recover. (optative type)
6. It is an age of nuclear explosion that is well-known to all. (noun clause subordination)
7. Guava is an important fruit of India and is grown in the temperate regions of the country. (adjective clause subordination)
8. Soyabean is a new crop grown over flat beds and in proper soil moistures are available. (adverb clause subordination)
9. The jute industry in India is getting losses rapidly. Although sales are as high as in the previous year. (fragmented sentence)
10. Metal was used for some parts of the spade, but some other parts were made of wood. (wrong parallel)

ASSIGNMENT 2

Correct the sentences given below in accordance with the directives given within brackets at the end of every sentence. The directives given within brackets serve as clues to the type of mistake to be corrected or else the students may take a lot of time to determine the type of error given in the sentence:

1. The wheels of the engine were tested by the mechanic, while its brakes were repaired by the assistant. (wrong parallel)
2. A scientists should know how to conduct experiment, the use of machinery and to conclude analysis. (parallel series of elements)
3. As the crops are ripened, they must be harvested without further delay. (use of connective)
4. The mechanic mentioned the assistant that he was being given a hard job. (unclear antecedent)
5. Car-drivers are not supposed to drive the vehicles, when

- they are worn out and fatigued. (ambiguous antecedents)
6. The pathologist had been discovering facts on plant-pathology for years, which should increase his importance to his department. (vague idea)
 7. The scooter always is short of petrol. (misplaced modifier)
 8. It impressed the visitors, running 100 mph on the road. (misplaced modifier)
 9. The spraying machine which had been brought in immediately finished the work in time. (squinting construction)
 10. The electronics have to quickly minimise the vision problems. (split infinitive)

ASSIGNMENT 3

Correct the following sentences as required within brackets:

1. The cost of a bag of wheat is less than two. (faulty comparison)
2. The manager is as soft to his assistants as, if not softer than, the proprietor. (faulty comparison)
3. This engineer is one of those engineers in the country who has won many prizes for his work. (faulty mood and tense)
4. Having prepared well for the test, the student decision was unlikely to change. (dangling participle)
5. On buying the equipment, it was felt by them that the price of it was incompatible with its worth. (dangling gerund)
6. To record improvement in the experiment, many lacs of rupees were spent from their own pocket. (dangling infinitive)
7. While testing the nitrogen application on wheat growth, the problem of disinfecting them also worried them. (misleading ellipsis)
8. The machine engine almost seemed ready to collapse. (misplaced modifier)
9. The car which was arranged at once helped them reach their destination (squinting construction)

10. Although it is not terrific on the seventh floor of the building, it is not quite clean. (vague idea)
11. Define a paragraph ?
12. What are the various methods of preparing a paragraph?
13. What do you understand by-
 - (a) CFS²
 - (b) C + J² + W
 - (c) C + C + P + E

11

Thesis and Assignment Writing

Thesis and Assignment Writing

Essential fundamentals—planning the assignment; limiting the problem; time allocation; source material; a working bibliography; arranging notes; outlines and first draft; planning the thesis; topic-selection; literature-review; study-design; chapter-planning; general format; the preliminaries—title page; specimen of title page (assignment and thesis); preface (forward); table of contents; specimen illustration; tables; figures; plates; quotations; ellipses; interpolations; footnotes; format of figures; pagination and margins; abbreviations and symbols; referencing (bibliography and documentation); specimen illustrations final draft; specimen illustrations of technical essays and articles—Should India Go Nuclear ? Solar Energy; Space Flight; Oil Crisis (essays); Troposcatter; Neutron Bomb; Impact of Industrialization on Present-day Society (articles); assignments.-

ESSENTIAL FUNDAMENTALS

A lot of problem is faced by the students while completing or writing their theses and other assignments. Even at the tertiary level, a significant thing one may note is that very few students pay proper attention to the obvious techniques of thesis and assignment writing. Essays, articles, reports, proposals, tutorial papers, dissertations and theses are written not only by the students but also by the professionals. There may be a difference of opinion regarding the level of technical style suitable for thesis and assignment writing. But there cannot be any difference of opinion regarding the fundamental techniques or mechanics of thesis and assignment writing. However, due observance of the fundamental techniques or

mechanics such as planning, format, use of quotations, footnotes, tables and figures, referencing, appendices, editing, revaluation and final draft are some of the technical things that are essentially needed for thesis and assignment writing. A technical report or essay, thesis or dissertation, even excluding the variety of style or diction, cannot be said to be of satisfactory kind, if the above-cited fundamentals are not given due weightage. In the words of Prof. Theodore A. Sherman, “*It would be foolish to pretend that there is an easy way of organizing a complex mass of facts and ideas, and equally foolish to maintain that such a result may be accomplished by only one method.*”*

Assignments and theses writing are the two distinct kinds of writing which entail specific techniques. Assignments may include essay, paragraph, tutorial paper, abstract, report, proposal etc., and for each of them, techniques vary from the techniques of thesis and dissertation writing. Whereas essay writing needs more detailed treatment than that of a paragraph, tutorial paper, abstract or proposal, report writing needs entirely a different technical and scientific setting. Likewise a dissertation is less detailed a treatment than a thesis writing; and, hence each of them requires a different kind of technical treatment. In a word, assignments and theses writing may require different types of technical formalities of format and set-up, yet there are some fundamentals common to all. These basic or fundamental facts create coherence and organic unity both in an assignment and in a thesis.

PLANNING THE ASSIGNMENT

The first problem to be encountered with during the course of preparing an assignment is the planning of the assignment. For this, one has to learn the use of dictionary and then he has also to weigh his problem through all these stages:

- (a) *Analyse and Compare*:— Consider the pros and cons of the problem; its inter-relationship with other problems; and then compare it with other similar objects or problems.
- (b) *Contrast and Define*:— The second stage is of making a subtle contrast of your problem or topic or essay with others and then try to define it.

* *Modern Technical Writing*, p. 31.

- (c) *Describe and Discuss*:—Now give an account of the problem and discuss it in proportioned details, making specific paragraphs.
- (d) *Enumerate and Evaluate*:—List other similar problems and then try to make a fair and untraced judgment of your own.
- (e) *Examine and Illustrate*:—Examine critically the problem and then try to illustrate it. Draw a picture, or prepare a table or supply figures wherever necessary.
- (f) *Prove and Summarise*:—Prove your point of view by logical argument and finally summarise the main points succinctly and convincingly.

Limiting the Problem

An equally important point to remember while preparing an assignment is to limit the problem. According to Jonathan Anderson (et al.), "*The mistake of casting the net wide is an understandable one because a common reaction when starting an assignment is to wonder how one is possibly going to write the required number of words.*"* So one has to limit one's problem or assignment taking into consideration all the main points relevant and logical. But it does not mean that the points should unnecessarily be reduced. For instance, if you are writing about 'Space Technology' or 'the Armament Race', you will have to decide, in the very beginning, as to how many words you are going to write. These topics are so engaging and controversial that you can write a lot about them. But it would be quite prudent on your part to limit your problems only to a few points quite relevant to your discussion. The following may be your guide-points:

'Space technology' can be outlined as under:

- (a) What do we mean by space technology ?
- (b) Its past historical development.
- (c) Its present status.
- (d) Space technology and human welfare.
- (e) Space technology and world peace.

Likewise 'the Armament Race' can be outlined as under:

- (a) What do we mean by the Armament Race ?
- (b) The Origin and necessity of the Armament Race.

* Anderson, J: *Thesis and Assignment Writing*, p. 9.

- (c) The role of the super powers.
- (d) The role of the philanthropists.
- (e) The future of humanity.

Time Allocation

A wise counsel is to allocate time to your assignment in an appropriate way. Students fail to observe the rigidity and discipline of time allocation while preparing their assignment. A professional such as an engineer or a veterinary surgeon who cannot limit and budget their time can never reach the pinnacle of their professional glory. A judicious way to allocate time to your assignment may be as under:

- | | |
|---|------|
| (a) Defining and limiting problem, consulting source material and collection of information | 60 % |
| (b) First draft | 20 % |
| (c) Revising, footnoting, writing the final draft and proofreading | 20 % |

Source Material

A select bibliography provided at the end of books is an authentic source of references. One should intelligently evaluate the right books for final consultation out of a medley of given books. Secondly, one has to take help of other kinds of information books such as encyclopedias, handbooks, yearbooks, indexes, abstracts, atlases, newspapers, journals, articles, and other academic and professional journals.

A Working Bibliography

“A bibliography for a written assignment”, says J. Anderson, *“is an alphabetic list of all source material to which reference has been made.”* * Various methods of referring to books, journals and other documents may be adopted. However, following are the essentials for all types of references:

1. Author's surname and initials. (If the author is a woman, it is usual to spell out her first name.)
2. The name of the book/journal/article/document.
3. The place of publication, publisher and the date of publication, year, page number etc.
4. Also specify volume/volumes number (s) and the edition of the book/journal/document.

* Anderson, J.: *Thesis and Assignment Writing*, p. 11.

While preparing a working bibliography, the following facts should invariably be kept in mind:

1. The call number of the book or journal or document, as the case may be.
2. The place/library where the book/journal/document etc., may be located and verified.
3. A brief mention or the topic sentence for indicating the contents. For example the following illustration will serve this purpose:

Specimen Card	For general use
808. 0665 A 547 T: 4 210532	Call number
Sharma, S.D.: <i>Technical Writing</i> . Bareilly (India), 1982, p. 63.	Author, title, place date, page
G.B. Pant University Library, Pantnagar	Place
Thesis & Assignments; uses of source material etc.	Contents

Cards, to be used for preparing a working bibliography, may be of 3" × 5" size and they may be alphabetically and serially arranged and adjusted according to the need and convenience of the reader.

Arranging Notes

For arranging notes and recording them appropriately, cards of 4" × 6" size or 5" × 8" size may be used. But for taking down notes, a few points should always be kept in mind. For every independent idea, fact or concept, a fresh card should be used. On every card, a heading suggestive of the whole idea should be inserted intelligently. Appropriate space should be devoted to make each fact easily understandable. The last stage should be the proportion of borrowing verbatim or quoting only in part. It should clearly be specified. Make certain that the portions you have quoted are duly identified. It should not be mixed with your own version of facts and should distinctly be made evident. The following specimen card will be quite suggestive:

Specimen Card

Report and Proposal Writing 882 . 569 S 7896 p	Heading and Identification
Requirement: For every professional report and proposal are of immense value for career making.	A whole idea has been suggested independently
Kinds of Reports: Formal and Informal, Blank form, Memorandum, etc.	
Proposals: Kinds and utility.	
Quote: "Since a thesis is much more elaborated than a report or proposal writing, it must well be kept in (your) mind that thesis writing requires comparatively more expertise and knowledge than either reports or proposal writing."	Quoted verbatim except one word—your—inserted.

Outlines and First Draft

Different assignments need different formats according to the prevalent practices at different places. However, there are no two opinions about the fact that any kind of assignment should have, to quote Aristotle (though he spoke of this golden mean in the case of a tragedy), "*a beginning, a middle and an end.*" From this, it can safely be inferred that an assignment should have an introduction beginnings main body (middle exposition), and an end (conclusion). With these outlines, one should then try to prepare one's first draft of the assignment. For illustration's sake, an assignment (an essay, for instance) on *Nuclear Weapons* may be sketched in outlines as Under:

Specimen Outline

A. Beginning	(Introduction)	
	What do we mean by nuclear weapons ?	I Part
B. Middle	(Main body)	
	(i) Nuclear weapons and the world position today (ii) Horrors of nuclear weapons (iii) Their brutal use in the past (iv) Their danger in future (v) The Role of super-powers in the race of nuclear weapons (vi) Remedy to control and restrict this danger	II part
C. End	Conclusion: Future of nuclear warfare	III part

PLANNING THE THESIS

Topic-selection

Selection of topic or problem for thesis is quite significant. Much care should, therefore, be taken in this regard. While selecting a topic, one must make sure that there is adequate supervision ; that there is significant importance of the problem ; that there are sufficient equipment available for research ; and finally, that there are adequate library facilities. Above all, one must invariably think deeply whether or not one can make his investigations really feasible within the specified time. Many a thesis remains incomplete because of one or many of the above reasons. Once a wrong selection of the research topic or problem is made, the researcher feels it rather a Herculean task to finish his thesis. Many have often suffered almost a nervous break-down because of the inadequacy of supervisory facilities.

Literature-review

After selecting the topic, one should come to the second significant stage of literature-review. It can be divided into three stages:

- (a) primary sources,
- (b) secondary sources, and
- (c) tertiary sources.

By primary sources, we mean sources of information which include first-hand account of experimentation and investigation: Articles in professional journals, monographs, doctoral theses, interviews, questionnaires, original letters, diaries, eyewitness accounts, poems, novels, autobiographies, reports such as the proceedings of Parliament, court-testimony, reports from the government departments and agencies, annual reports and minutes etc.,— all are to be included in primary sources of literature-reviews. By secondary sources, we mean information gathered from summaries, translations, encyclopaedia articles, abstracts, guide books, commentaries etc. Textbooks are examples of tertiary sources. One has to take help of all these above-enumerated sources of information in order to complete his thesis within the stipulated time.

Study-design

Study-design or the method to prove the facts is of great

significance in writing a thesis. For this, one has to go through the following invariable stages:

- (a) Statement of hypothesis ;
- (b) Statement of assumption ;
- (c) Statement of limitation ;
- (d) Terms defined ;
- (e) Rationale of the study-design ;
- (f) Postulates ; and
- (g) Validity and justification.

As a matter of fact, hypothesis suggests a problem; assumption operates upon it ; limitation defines the scope; term definition limits the circumference ; and study-design justifies all these. Postulatum sets a new finding established ; and validity and justification make it granted by others as a research-fact.

Chapter-planning

Chapter-planning mirrors the entire thesis at once to the reader. It has, therefore, to be prepared with a great deal of intelligence and diligence. A slight lapse on the part of a thesis writer in preparing the chapter-planning may lead to many confusing and misleading situations. The first chapter is usually based on the background of the problem; the second one on the empirical research study ; the third and the fourth may be based on procedures and techniques (hypothesis, sample, tests, research design etc.) ; the fifth one on the results of the study; and the last two chapters may be based on postulates and conclusions. In languages and literatures, the chapter-planning may be slightly different from this planning. In such a thesis, every effort should be made to include every aspect of the problem.

General Format

General format is of great help to the technical writer both in a thesis and an assignment. By limiting oneself to the framework of a general format, a writer may avoid irrelevance and capricious description. Though there are a number of formats to be practised and they often vary from institution to institution, yet there are three parts of a general format common to all varieties. They are:—

1. The Preliminaries
 - (a) Title page
 - (b) Preface (also includes acknowledgements)
 - (c) Table of contents
 - (d) List of tables
 - (e) List of figures or illustrations
2. The Text
 - (a) Introduction (chapters)
 - (b) Main body
 - (c) Conclusion
3. The Reference Material
 - (a) Bibliography
 - (b) Appendix
 - (c) Index

THE PRELIMINARIES

Title Page: (Written Assignments)

In a written assignment, the following method is to be followed:—

- (a) Title of the assignment
- (b) Name of the writer
- (c) Name and number of the course
- (d) Name of the department
- (e) Name of the university, college or institution
- (f) Due date

Specimen of Title Page (Assignment)

Title Page: (Thesis)

The following method should be used while preparing a thesis:—

- (a) Title
- (b) Designation of the faculty-member (researcher)
- (c) Name of the University/ Institution to which the thesis is being submitted
- (d) Degree to which the thesis is being presented
- (e) Name of the candidate
- (f) Date of submission of thesis

Specimen of Title Page (Thesis)

GREEN REVOLUTION

by

S.T. Kamath

Department of Agronomy
G.B. Pant
University of Agra. & Tech,
Pantnagar (U.P.) India

Oct., 25, 1982

A SOCIO-CULTURAL STUDY OF THE IMPACT OF GREEN REVOLUTION ON THE TARAI REGION

By

S.D. Sharma,
Prof. of English,
G.B. Pant University,
Pantnagar (U.P.) India

A Thesis submitted in candidature for the award of the
Degree of Doctor of Philosophy to the University of Delhi

Oct., 26, 2004

List of Tables, Figures, Illustrations and Plates

Proper care should be taken in including the lists of tables, figures, illustrations and plates. Maps and photographs should be numbered properly. Plates are usually numbered in capitalised roman numerals. Tables should be centred on a separate page by itself. For each table, the number of the table in Arabic numerals should appear alongwith the exact caption or title of the table and the page number.

Quotations, Ellipses and Interpolations

Proper care should also be taken while including quotations in the thesis or assignment. When to quote, and how to quote, are as important as what to quote. As a matter of fact, quotations should be put with inverted commas, as the occasion demands; and they should be quoted properly. But when the quotation is quite lengthy and there is no need to include the whole of it, some part of it is omitted indicating it by putting a few dots. This is done very accurately so that the main stress and beauty of the whole quotation is not deformed or mutilated even in the last. This procedure of reducing the unwanted part of the quotation is known as *Ellipses*. Often the tense of the quotation is incompatible with the tense the writer is using, a slight change in quotation is permitted. In another case, too, if a quotation does not have pronouns befitting the writer's objective, then the writer is permitted to make a change according to his own sense and intention. But the change in both these conditions is indicated by putting the change in square brackets, and not in parentheses. This procedure is known as *Interpolation*. Sometimes interpolation is indicated by using *sic* within an underlined square brackets.

Footnotes

According to Jonathan Anderson, "*Footnotes are conventional validatory and explanatory procedures which should be used sparingly and only when the material being presented clearly needs amplification or acknowledgement.*"* The best way of using the footnotes is that they should appear in the main body of an assignment or thesis. They are never used in an abstract. They usually appear at the foot of a page,

* Anderson, J. : *Thesis and Assignment Writing*, p. 73.

though in some manuscripts and papers, they appear at the end of each chapter or at the end of the paper. Too much use of footnotes is often seen as distasteful and distracting. It is, therefore, quite essential to think twice whether or not a particular footnote should be included. If it strengthens or validates a point of view ; if it explains, supplements or amplifies the conviction ; if it provides the reader an additional information; then the footnote should be used otherwise it may appear as a redundant appendage to the thesis or assignment. But once footnotes are used, it is necessary to see that they are quite exact and accurate ; that they are clear, concise and relevant ; and that they are placed in single-space. While using footnotes, one has also to check if or not they have full information particularly including the name of the author; title of the source ; exact page (s) of the source of reference; date of publication ; and publisher and place of publication. Footnotes may be placed at the end of a page; at the end of a chapter; or at the end of a paper, but in every case, one should be guided by one pattern. If the footnote is used in a particular way, the same should strictly be followed. If the footnote needs continuity or the repetition, *ibid.*, is to be used; *op cit.*, is used, if the footnote is already quoted, and another reference has been made to it again. *Loc. cit.*, is used if the reference is made to the same page as a preceding but not immediately preceding reference.

Specimen-Illustrations

(1)

1. Hardy, Elizabeth: *Evolution and Man*, M/s Macmillan & Co., London, 1968, pp. 50-51.
2. *Ibid.*, p. 101.
3. Hardy, Elizabeth, *loc. cit.*, p. 200.

(2)

1. Bowen, E. m.: *Technical Draft*; M/s Fabrew & Co. Inc., NewYork, 1980, p. 37.
2. *Ibid.*, p. 380.
3. Bowen, E. M.: *loc. cit.*, p. 225.

Tables and Figures

Tables and Figures make a thesis or an assignment

pregnant with authentic information. They also enhance their readability and authenticity. In a comparative study, their use is much preferred to a simple narrative study or presentation of facts. The term Table is usually restricted to information presented in a *tubular* form whereas Figures are used to designate any other illustrative material such as graphs, photographs, charts, diagrams, maps etc. Sometimes the term plate is used for photographic materials. But a Table or a Figure should not be used to indicate the information already contained or included in the main body of the assignment or the thesis. This will be tantamount to repetition and this practice should be avoided at all costs. The best way to place a table or figure is to use them just after their mention has been made. If it is not possible, then one has to see their length and size. If they cover more than half the page and are quite unweildy, it is always wise to place them on a fresh page. If both a table and a figure are to be used together, they should come alternatively. Sometimes, they are used in appendices, as for instance see table or figure number so and so for further reference. But if the information is urgently needed, then it is wise to use a table or figure in the body or else they may be included as an appendix. The urgency of the information has to be decided by the writer himself in accordance with the importance of the topic and also of the context. Numbering of a table and a figure should be done clearly and systematically. The usual practice to number tables is to use *Arabic* numerals such as 1, 2, 3, 4, 5 etc. The same method is used to number figures. Each table and figure should have an appropriate caption. Keywords are capitalised and there are no stops. If the length of the title is more than one line, it is double-spaced and centred like an inverted pyramid. Format of tables should contain the following components invariably:

- (a) the table number
- (b) the caption or title
- (c) the boxheads—the captions identifying the vertical columns
- (d) the stub, the first column in the table, identifying the row entries
- (e) the field, the columns data.

Specimen: Illustration

TABLE 1. COMMON ERROR ANALYSIS OF ENGLISH AT ENTRANCE LEVEL

<i>Sl. No.</i>	<i>Name of the Faculty</i>	<i>No. of Students Administered the test</i>	<i>No. of Students who went through with 80% of marks or more</i>	<i>No. of Students who scored between 60% to 79% of marks</i>	<i>No. of Students who scored below 60% of marks</i>	<i>No. of Students who secured below 40% marks</i>
1.	Faculty of Agriculture	150	20	30	80	20
2.	Faculty of Technology	120	40	50	10	20
3.	Faculty of V. M. (Veterinary Medium)	100	10	40	30	20
4.	Faculty of Home Science	80	20	30	20	10

Format of Figures

The format of figures should be as simple as the data presented permit. But while preparing a figure, a number of useful things should be well kept in mind. The American Society of Mechanical Engineers has suggested a number of workable guidelines on how figures should be drawn. However, a clear and meaningful figure has many useful data presented in a very comprehensive manner. In a figure, the general arrangement of a diagram in a case of a curve by selecting a vertical scal. Besides these, the other things to be remembered while preparing figures are that when curves are drawn on logarithmic co-ordinates, the limiting lines of the diagram should each be of some power of ten on the logarithmic scale. It is also advisable not to show any more co-ordinate lines than necessary to guide the eye in reading the diagram; and figures for the scale of a diagram should be placed at the left and at the bottom or along the respective axes. The title of a diagram should be made as clear and complete as possible. Subtitles or descriptions should be added if necessary to ensure clarity. If numerical data are not included in the diagram, it is better to give the data in a tabular form together with the diagram itself.

SPECIMEN FIGURE

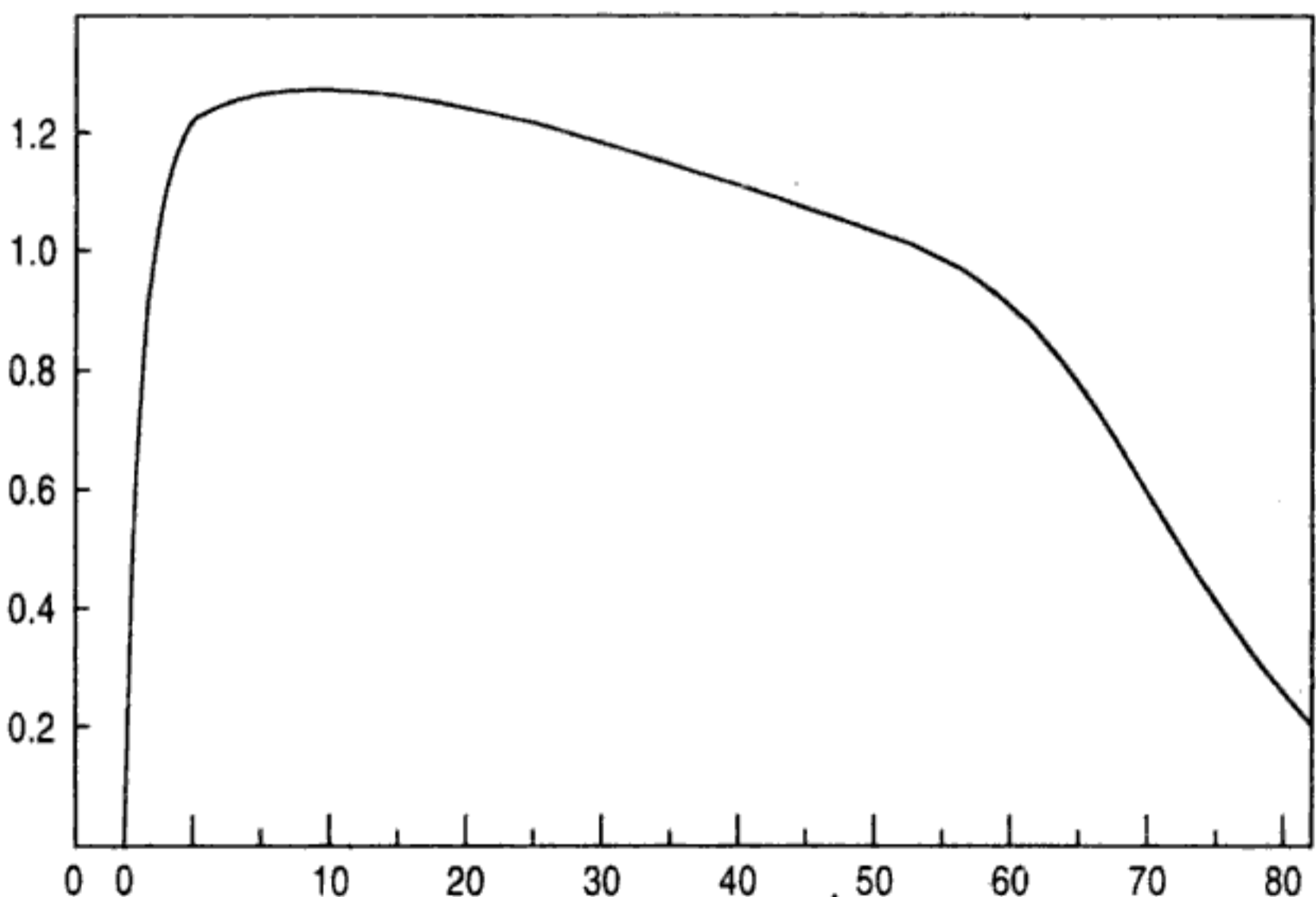


Fig. 11.1. Uteracy Growth

Pagination and Margins

An assignment or a thesis should systematically be numbered. Each table and figure, likewise, should be numbered. The page number should appear in the normal position, viz. at the top right-hand corner, one inch from the top and one inch from the side even when material is presented side-wise on the page or when the page is folded. There may be a slight deviation from this practice if the normal margins are not maintained. In the case of a table or a figure, if there is some blank space left on the bottom of the page, that should remain unnumbered and may be left unused. Narrow tables or figures may be spaced on the whole page in such a way that the appearance or the readability of the page does not look uncanny or deformed. Larger and extended tables and figures may be stretched even beyond margins, but while doing so, care should be taken that any of their parts is not destroyed while binding or trimming them.

Abbreviations and Symbols

Abbreviations and symbols are often used while writing thesis or preparing an assignment. Usually they are not used in the body unless otherwise inevitably needed. But in tables and figures, they are frequently used. They should, therefore, properly be defined. Symbols, too, are commonly used in figures and tables. In technical and mathematical writings, they are used too frequently. They should, therefore, be well defined and elaborated. For example.

> greater than

< smaller than

Other common symbols are: l ll $^{\circ}$ \cdot $l\lambda$ σ $—$ \div $+$ \times $=$ $\#$.

Likewise, there are some very common abbreviations, which occur too frequently in daily composition. Some very common abbreviation run as under:

anon.	—	anonymous
art.	—	article
aug.	—	augmented, enlarged
bk.	—	book
bull.	—	bulletin
c.	—	copyright
c. or ca	—	<i>Circa</i> [about or approximately, used to refer to date (s)]

cf.	–	confer ; compare
e.g.,	–	exempli gratia ; for example
et al.,	–	<i>et alii</i> ; and others (used to refer to co-authors when there are more e.g., Brown <i>et al.</i>)
<i>et alibi</i>	–	and elsewhere
<i>et seq.</i>	–	<i>et sequens</i> ; and the following
Fig.	–	figures
<i>ibid.</i> ,	–	<i>ibidem</i> ; in the same place or thing
<i>idem</i>	–	<i>the same</i> (used when a footnote refers to the same work and the same page)
<i>i.e.</i>	–	<i>id est</i> ; that is
<i>infra</i>	–	below (used to refer to the text)
<i>loc. cit.</i>	–	<i>loco citato</i> ; in the place cited
ms., mss.	–	manuscript, manuscripts
<i>n.b.</i>	–	<i>nota bene</i> ; note well
n.d.	–	no date of publication given
n.p.	–	no place of publication given
<i>op.cit.</i>	–	<i>opere citato</i> ; in the work cited
<i>passim</i>	–	here and there
<i>q.v.</i>	–	<i>quod vide</i> ; which see
[<i>sic</i>]	–	thus
<i>supra</i>	–	above (used to refer to text already cited)
<i>vid or vide</i>	–	see
viz	–	<i>videlicet</i> ; namely
vs	–	versus

Some other popular Technical Abbreviations

acoustic–acst	gallon–gal
air horse power–ahp	gallon per day–gpd
air speed indicator–asi	gram–gm
alternating current–a-c	horse power–hp
barometer–bar	international unit–in
barrel–bbl	jet propulsion–jp
calorie–cal	kilo–k
centigrade – C	kilovolt – kv
centimeter – cm	latitude – lat
circumference – circ	liquid –lq

counts per minute—cpm	logarithm—log
cubic—cu	miles per hour—mph
decimetre—dm	net weight—nt wt
degree—deg	optical—opt
electromotive force—emf	pound—lb
fahrenheit—F	power amplifier—pa
fluid—fl	radio frequency—rf
revolutions per minute—rpm	thousand cubic feet—mcf
second foot—sec-ft	vacuum—vac
square meter—sq. m.	video frequency—vdf
thermal— therm	wet bulb—wb

Referencing (Documentation)

Referencing is an important phase of assignment and thesis writing. Reference is made to bibliography which comprises reference of four kinds:

- (i) works cited,
- (ii) sources consulted,
- (iii) a select bibliography, and
- (iv) an annotated bibliography.

While referring to either of these kinds of bibliography, the writer should always keep in his mind that the author's name (surname first, alphabetically arranged) is written in the very beginning. If there are two authors, the name of the senior author will be written first and then the name of the second author. If the work is a quoted or edited one, then just after the name (s) of the author (s) as the case may be, should be abbreviatively indicated. Then comes the name of the book or journal. It should be underlined to make it quite clear that the name of the book or journal has been made quite conspicuous. Some books and journals (particularly the scientific and technical journals in America and elsewhere too) follow the pattern of giving the year of publication just before the name of the book or journal, but others follow the pattern (particularly in England and India) of giving the year of publication just after the name of publishers. In any case, whatever the pattern-system, one thing should be kept in mind that the year of publication is to be included invariably. Then the name of the publisher and there place of publication should be included. After this, the number of volume is to be written ; then the year of publication, and in the last, the page number (s) is to be included. The

following specimen-illustrations will make the entire idea of referencing quite clear:

Specimen -Illustrations

1. Bowen, Elizabeth: *Scientific And Technical Writing*, M/s Macmillan & Company, London, 1966, p. 47.
2. Hardy, Thomas: *The Mayor of Casterbridge*, M/s Harper & Co., London, 1970, pp. 212-13.
3. Sherman A. Theodore: *Modern Technical Writing*, M/s Prentic Hall, Inc., New Jersey, USA., 2nd. edn. 1966, p. 71
4. Hood William (ed): *Critical Insight Into Future*, M/s Cambridge University, Press, London, 1st. edn. 1970, pp. 101-2

Final Draft

Keeping in mind the foregoing points, the writer should finally see in his final draft that it is fully compatible with the following check-lists:

- (a) general formate,
- (b) headings and subheadings,
- (c) quotations,
- (d) footnotes,
- (e) tables and figures,
- (f) references and appendixes,
- (g) design, procedure and analysis,
- (h) final hypothesis.

While tallying these check-lists, the writer will finally find many things lacking in the end ; and these check-lists will provide him a chance to improve his assignment or thesis a lot before it is ultimately passed on for final typing.

Once the above guidelines are strictly followed, the students at undergraduate level will find them greatly helpful in preparing their assignments such as technical/semi-technical essays/articles/paragraphs etc. In a professional institution, technical assignments provide the students sufficient opportunity to improve their writing skills, in case they follow the above guidelines. Even at a higher level, research scholars and professionals will equally find these guidelines extremely helpful while submitting their theses or proposals or indepth or detailed reports about a particular project. For illustration's sake, some specimen essays and articles are given below with

a view to making the students familiar with the technical methods to write authoritatively and convincingly. Some more problems have been added in order to provide them more chances to test their expertise and knowledge to write reasonably well-developed and coherent essays and articles:

Illustrative Specimens

A. (Essays)

1. Should India go Nuclear ?
2. Solar Energy
3. Space-Fight
4. Oil-Crisis

B. (Articles)

5. Troposcatter
6. Neutron Bomb
7. Impact of Industrialization on the Present Day Society.

TECHNICAL ESSAYS

(1)

SHOULD INDIA GO NUCLEAR ?

India, due to its geopolitical status, sets social and political pace among the south Asian nations. The possibility of a desperate dictator holding sophisticated arms against us is always there. The threat to India from Pakistan and China has compelled the Government of India to give a second thought to its policy of exploitation of nuclear energy for peaceful purposes only.

It has been advocated that India should build up a stock of a few nuclear bombs of various capacities and thereby provide a suitable deterrent to Pakistan and China in this field. The Government of India has, however, always been averse to the manufacture of the nuclear bomb. No doubt, India is advanced in nuclear technology but her progress so far is confined to only peaceful uses. She is about two years behind China but given proper facilities and finance, it can make up and go faster. That India is capable of producing the bomb has been universally acknowledged. The only reason why she has not developed

nuclear weapons is her desire for peaceful utilization of nuclear energy and concentrated devotion to the economic advancement of the country for raising the standard of living of her people. Until recently she had nothing at stake. Since China's attack on India in October, 1962 and her subsequent withdrawal owing to political pressure from bigger powers, India reaffirmed decision to stick to peaceful exploitation of nuclear energy. The Indo-Pak conflicts of 1965 & 1971 has changed the whole situation. Also, China's exploding her atomic weapons so frequently and progressively has further changed the situation so far as India's aversion to produce atomic weapons is concerned.

No doubt, joining the nuclear club is going to be a costly affair considering the need for development in the economic field. But as, political indications go, nuclear bomb is a must for India. India's progress in the use of nuclear weapons will not only serve as a deterrent against attack from outside, it will also bring to our scientists a tremendous experience in the field of scientific research and simultaneously enable the country to divert that knowledge to the cause of peaceful uses and to the economic and technological development of the country in due course. It is worthwhile to consider some of the several alternatives which merit consideration as India has not yet arrived at any concrete decision on the subject.

Firstly, we adhere to a policy of non-alignment having no design against any one. As such, we should hope that we could sit back unprotected and in case of any nuclear attack from abroad be protected by any of the existing nuclear powers who would in their own interests not let India be victimized. As a neutral country, Switzerland enjoys the goodwill of all the countries since centuries. To keep its neutrality, it has not even enjoyed the U.N.O. where sometimes some political expression can lead to indication of partiality on any subject. The argument, therefore, does not hold good in the case of India which has definitely taken sides sometimes on political issues inside and outside the U. N. on matters of international importance like Vietnam or Rhodesia.

The other alternative which India could consider is to enter into a pact with major nuclear powers and ask for a guarantee, that if we do not manufacture the bomb, we will neither suffer attack nor be subjected to any kind of blackmail.

Whatever may be the consequences a treaty with friendly nuclear powers is advisable and desirable for India.

Freedom and sovereignty are new to this nation. Even after almost 34 years of sovereign existence, we are still learning the first lessons in exercising our sovereignty. Nothing else explains the kind of pervasive complacency over the nuclear issue. Considering all the pros and cons of the issue, the Govt. of India is not in favour of manufacturing nuclear weapons. And even if she may consider herself capable of doing that, one may ask whether it is worthwhile doing so in the present international circumstances. After all in the present world, any isolated activity of great magnitude has little meaning practically.

Thus India should not divert the nation's already meagre resources and energy from the objectives of economic development to those of Atomic or Nuclear weapons.

(2)

OIL CRISIS

A disastrous energy crisis is likely to engulf this country very soon. Infact, incipient beginning of this crisis is unfolding right now before our eyes.

The central fact of our oil situation is our heavy dependence on import. During 1980-81 our total consumption of petroleum products was likely to be of the order of 34 million tonnes Of this about 10 million tonnes of crude oil would come from domestic sources. If we do not have the disruption in oil production caused by the Assam agitation, the domestic contribution could have been higher.

The balance requirement of about 24 million tonnes would be met by imports. Of this, crude oil imports would be about 16.5 million tonnes and petroleum product import would be about 7.5 million tonnes.

It should be stressed that this heavy dependence on oil import is not a transient phenomenon. Unless some inevitably painful and drastic remedial steps are taken on war basis, this excessive dependence on oil import is likely to continue for a long time to come, with disastrous result for the country.

Regarding Bombay high way and other oil reservoirs which has been discovered so far, our total proved oil reserves are currently placed at around 366 million tonnes. Assuming normal production from Assam, our current level of production would be placed at around 13 million tonnes and it is planned to be raised to 25 million by arraund 1990.

It is then a matter of simple arithmetic that all our proved resources of 366 million would be exhausted within about 20 years from now.

An important implication of the official projection is that the domestic production may increase, at best, at the rate of about 1 million ton per annum to reach 25 million tonnes by 1990.

The Demand Side

Only five years ago, in 1975-76, our oil consumption was of the order of 23 million tonnes. Within 5 years, the oil consumption has gone up from 23 million tonnes to 34 million tonnes. Thus we have been increasing our oil consumption at the rate of 2 million tonnes every year. Against this background, let us look at the future. If the domestic production keeps on increasing at the rate of 1 million ton per year and if the total consumption continue to increase at the recent rate of 2 million tonnes per year, its implication as regard should be clear. Import would have to keep increase at the rate of 1 million ton per annum.

The planning commission has noted that, if the past trend continues, the consumption of petroleum product in India would reach 93 million tonnes by 2000 A.D., which, it rightly suggest, would be unsustainable. It then went on to recommend some oil conservation measure on the basis of which the consumption in 2000 A. D would be somewhat lower than 69 million tonnes.

Unsustainable Oil Import Bill

Only about 8 years ago (1973), oil was sold in the world market at around \$2 per barrel. By now the oil prices have increased 18 fold to arround \$ 36 a barrel. In 1978, the average export price of OPEC was \$ 13 per barrel. By now it rates at around \$ 36.

According to the authoritative Petroleum Economist leading America's business men are preparing to face on oil

price of \$ 300 per barrel to \$ 400 per barrel by the end of the current decade.

India's Oil Import Bill

	Quantum of import or crude and oil products (million tonnes)	Import bill (Rs. crore)	Export earning (Rs. crore)	Oil import bill as % of exp. ear.
Past Trends				
1970-71	12.8	137	1,535	9
1975-76	15.8	1,256	4,043	31
1980-81	24.5	6,000	6,700	90
Projections				
1981-82	23	7,000	7,400	95
1982-83	23	8,700	8,100	107
1983-84	23	10,900	8,900	122

From the India's oil import bill, it will be seen that our oil bill, even assuming no further increase in the imports, the levels of 23 million tonnes could increase to around Rs 11,000 crore in 1983-84.

Thereafter, our oil import bill will be exceeding our total export earning by an ever wider margin, unless the oil imports are cut down.

Thus within about 2 years time—when in the normal course, our demand for petroleum would increase to around 38 million tonnes, the availability may be no more than about 35 million tonnes.

Such a gap of about 3 million tonnes would only be the beginning of the oil crisis. A demand gap of 3 million tonnes would create a chaos in the economy –

(a) Crops in the field would be damaged, because they would not have diesel to run their pump, etc.,

(b) Thousand of trucks and passenger buses would be immobilised, and production of factories would be affected,

(c) It would be a nightmare for millions of house-wives to get kerosene for cooking.

Alternative

On the basis of above points one would like to stress:

1. We should start from today taking effective step to reduce our oil consumption, or at least to stop further increase in the oil consumption in a planned manner.
2. We drift along—as we have been doing all along—and then except, in an unplanned and chaotic manner, the inevitable reduction in oil consumption.

Crux of the Matter

The crux of the matter is the low prices of petroleum products. In fact, the government of India has been offering a concessional price for about one third of the oil consumed in the country today. For the remaining 2/3 of our oil requirement which is imported from abroad, the government paying \$ 36 per barrel. This price is passed on to public but, for the one third production domestically, the government charge only \$ 6 per barrel. This implies a concession of \$ 30 per barrel.

Package Proposal

One would like to conclude by repeating that there cannot be any significant reduction in our oil consumption so long as oil continue to be, in a relative sense, as cheap as it is today. What we urgently need, therefore, is to increase the price of oil by some 50% straight away and by another 50 % or so after a year or so.

Perhaps the most convenient way will be to increase excise duties on petroleum products in an appropriate manner. It would suggest that while increasing the burden of excise duty on petroleum by a few thousand crore, the government should also give relief of the same magnitude: (a) in respect of excise duties on a wide range of products which are free from production bottlenecks; (b) in respect of income taxes. If this so done, the overall purchasing power of the people would not suffer any reduction. There would only be pressure to reduce the consumption of petroleum products.

(3)

Solar Energy

Solar energy is one of the non-conventional sources of energy. The gigantic leaps that have been taken by man on the economic, technical and industrial fronts during the last few

centuries are awesome and create and unbounded faith in his continued ability to achieve almost all goals that may be set before him. This rapid industrialized growth of world and fast depletion of natural resources (which is given below in table) has put us in the age of energy crisis.

Table: Energy Resources

S.No.	Name of Reserve	Known reserves in world	Present Annual rate of production	Approximate years of lasting
A :-Non conventional sources :-				
(i)	Solar Energy	10^{18} kwh	-	10^{11}
(ii)	Uranium	42.9×10^5 tonnes	22.29×10^3 tonnes	195
B :- Conventional sources				
(i)	Coal	63.7×10^{15} tonnes	33.75×10^8 ,,	189
(ii)	Natural gas	61.213×10^{13} cubic meters	13.761 cubic meters	49
(iii)	Petroleum	81.6×10^9 tonnes	28.81×10^8 tonnes	28

It is estimated that if an alternate source is not discovered, we would soon run short of it to the extent that we may have to close down all industrial production. When such a situation was sensed, the stress was laid on the development of alternative sources of power.

Why solar energy system requires a large investment?

We see that there is an urgent need for an inexhaustible sources of energy, if the development all over the world is to be maintained.

Solar energy offers tremendous possibilities in this respect. Solar energy is the electromagnetic radiation from the sun at the effective temperature of 6000^0 K. The radiation is attenuated by atmosphere and reduced by geometric factors into the result that supply on the earth's surface is about 1.2 Kw/meter^2 . In other words, we can say that the earth surface received about 10^{18} Kwh of solar energy which is approximately five order of magnitude from all resources.

Some other factors which are also proved in favour of investment—

1. A long system life is necessary to protect the solar investment.
2. The actual investment value can be accurately calculated.
3. Solar energy system can be a good investment on existing structures.

Solar Energy has several inherent advantages. It is nonpollutant, inexhaustible and responsible. However, it is not inexpensive; the energy may be free but devices need to harness it are usually bulky and expensive. Then, there is no energy during about 16 hours of the day, and lastly one has to think of cloudy and rainy days. These are problems which are real but not insurmountable. Unless we have some paper technology to store the collected solar energy, it can be used as a supplement source of energy but not as replacement. At last, we can say that the sun is the only source of this energy. It will be useful for our country to start several industries and factories by this energy. So every man, scientist, technologist should come forward his to give kind co-operation for this purpose.

A. Conversion to Electric Power

It is obvious that the use of solar energy power for electric power production should be given priority. This conversion may be performed by thermal solar power plant, thermo electric, thermoionic, photo electric and Heliohydro-electric power generation.

(i) Silicon solar cells:

These are fabricated from single crystal silicon which is sliced into wafers of about 10 to 52 mm. thickness.

(ii) Cadmium sulphide solar cells:

These cells are developed by evaporating a thin layer of cad on metal foil base electrode.

B. Solar power for cooling

The principle of operation of this system is based on absorption cycle which use three fluid to avoid any moving part in the machinery. In our rural areas or wherever large size cold

storage is required, it should be possible to use solar energy for cooling.

C. House Heating

The principle of making house hotter during winter or at hill top is known as "House Hot effect". The heating of house is done by encapsulating the visible and near infra-red solar radiation in an absorbing surface.

D. Solar Distillation and water Heating

In many parts of world, sufficient quantity of water is a problem where the solid concentration of available water is too high. Solar stills can provide fresh water from salt water, contaminated water or even liquid wastes.

In case of water, heating is another application of solar energy. The simple and common method uses flat plate collector without tracking mechanism. Maximum water temperature available with this collector will be about 80.C only The flat plate consists of a box made of either wood or metal with black painted sheet inside the box. Black painted tubes of material diameter and spacing are soldered on the surface. Water to be heated flows through these tubes.

E. Solar power for Drying

Solar drying is particularly useful with agricultural crops. The basic principle of food drying is the heat flow by conduction-convection and radiation to the moisture of material. Water starts vapourising as the absorbed energy increases surface of temperature.

Solar energy can be utilized in many fields of science. This energy can replace all other types of energy as all other type of energy is exhaustible. Man can face extinction of energy sources if man does not utilize this vast source of energy. As we know that human-mind is creative by itself and thinks of future, it has started work on this energy source.

(4)

SPACE FLIGHT

The world's largest communication satellite 1930 Kg Intelsat-V, was launched on December 6, 1980. The seven meter satellite went into its transfer orbit 50 minutes after launching.

From the transfer orbit, Intelsat V—sponsored by the International Telecommunication Satellite Organisation of 105 countries—will move into a stationary orbit of 22300 miles height. It will be able to handle up to 12000 telephone calls and two television channels simultaneously, twice the capacity of any previous communication satellite.

Intelsat V, first of the planned nine similar satellites, was built by Ford Aeroplane Communication Corporation with some of the components manufactured in Britain, France, Italy, Japan and West Germany.

Computerlink Soyuz and Salyut

Three Soviet cosmonauts orbited the earth on November 29, 1980 after a computer was used for the first time to link a Soyuz space ship and the Salyut-6 orbit space station.

The computer system one of the major innovations in the Soyuz T-3 space craft worked perfectly during link up manoeuvre.

Valdimir Aksyonov, who had made the first flight in a soyuz-T space craft, described the success of the computer system as a “new step-forward in space technology,” a step into the future especially in terms of distance flight. Soyuz T-3 was blasted off from the Baikonur Space Centre in Soviet Central Asia on November, 27 and the computer took central as room as it entered earth orbit.

Voyager's Research on Saturn

Voyager- I began its close encounter with Saturn and icy moon with it by revealing yet another boggling mystery within the planets, complex and glimmering rings. The space ship sailed out and was away from Saturn on November 13, 1980 after sending hundreds of readings and pictures back to earth and leaving behind a trail of broken, scientific theories about Saturn.

Almost every preconception about the beautiful ringed planet fell as the 400 million dollar space craft passed within the 12400 Km. of yellow, brown and grey cloud tops of Saturn and turned its cameras on most of the 15 known moons and the mysterious rings.

Saturn giant moon Titan, appears to be a world of liquid nitrogen ocean with ammonia and methane icebergs too cold to

support and a kind of organic life. The scientist, who had hoped the space craft pass near Titan would provide clues to the origin of life on earth, said that all concept of what the moon might be like, appeared to be wrong. Astronomers had previously expected Titan's atmosphere to be made up of clouds of hydrogen, carbons—the basic chemicals building-blocks of organic life rained on to a surface of frozen water.

India Enters Satellite Telecamera

India entered the satellite era for domestic telecommunication when the Prime Minister formally inaugurated the Delhi Satellite Earth Station located at Sikandrabad about 70 Km. from New Delhi on November 14, 1980. In the first phase of the satellite project five remote areas Car Nicobar, Portblair, Kavasatti Leh and Aizewal—will have instant communication facilities with the rest of the countries through this satellite station. The domestic satellite project will be complete early in 1982 when India's own satellite—INSAT—is placed in orbit.

Manned Flights to Mark

A soviet scientist has said that it was possible to send a manned satellite to mark before the turn of the century, provided certain medical problems are solved by them. Other scientists were planning to conduct experiments on these problems also.

Bhaskara II

Work on the flight model of Bhaskara II, India's second earth observation satellite has begun. Prof. U. R. Rao, Director of Satellite Centre of Indian Space Research Organisation, said on October 26, 1980 that the first model to verify the integrated performance of the satellite was ready and going through final testing.

Cosmonaut Grow Taller in Space

Two Soviet cosmonauts Mr. Leonidpopov and Mr. Valery Ryumin grew taller by 3 cm. during their recorded six month space flight. Doctors who examined the cosmonauts after their return to earth found their muscular tissues and the cartilaoges slightly stretched.

Solar Flares on Sun's Edge

Scientist around the world teamed up to observe two large

solar flares on the sun's edge observations in 18 countries as apart from Australia and Brazil which concentrated on the same region of the sun and were rewarded in less than a week when two large flares erupted on consecutive days.

Rohini Record in Space

The Rohini I satellite put into a near earth orbit on July 18 from Srihari Kota Space Centre completed 100 days in space on October 25, 1980. Dr. Vasant Gowariker, Director of the Vikram Sarabhai Space Centre in Trivendrum, said on October 25, 1980 that the 35 Kg satellite had so far circled to earth near by 1500 times completing one orbit every 97 minute and was still sending powerful signals.

Indian Space Experiment

The Indian experiments have been accepted by the National Aeronautics Space Administration (NASA) and the European Space Agency (ESA) for their joint "Space Lab" to be launched frequently one in three months. Besides America and European countries involved in this project of numerous experiments, Japan and India are the only other countries whose payload would be put on board of "Space Lab".

New Record in Space

Soviet cosmonauts Leonidpopov and Valery Ryumin returned to earth on October 11, 1980 accomplishing the programme of work aboard the Soviet station "Salyu-6".

The two cosmonauts who went into the space on April 9 last, spent 185 days there, the longest space flight in the history of cosmonautics. The old mark of 175 days and 36 minutes was set last year by the Soviet cosmonauts.

TECHNICAL ARTICLES

(5)

Troposcatter between Indian and U.S.S.R.

World's first long-distance troposcatter telecommunication link between Delhi and Moscow was commissioned on Nov. 2, 1981. It is an important milestone in scientific and technological cooperation between India and Russia.

A troposcatter telecommunication link is an all weather

high fidelity voice channel link which will provide a reliable, round-the-clock high-quality transmission medium for telecommunication services between the two countries. It will effectively supplement the communication facilities now available via the Intelsat global satellite communication system and serve as a strategic diversity transmission medium during planned and unforeseen interruptions in the satellite communication system.

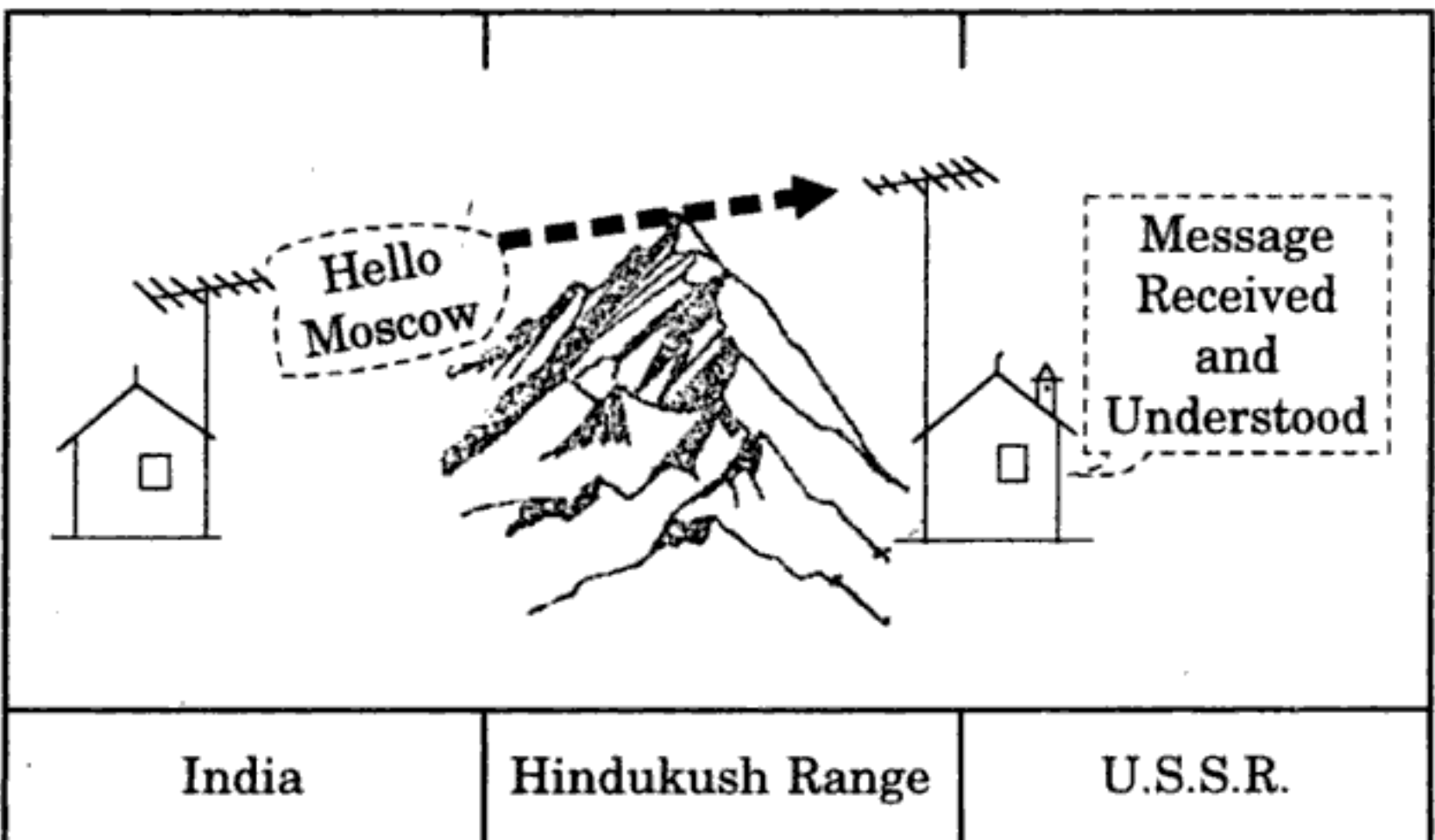
The troposcatter telecommunication link consists of a transmitter of 10. K.W., one antenna of 30 × 30 mts., two paraboloid reflectors and frequency band of $10^6 \times 800000$ Hz. Its path length or transmission distance is 690 Kms.

The troposcatter transmission bounces off signals from the troposphere over the peaks of Hindu Kush range and are directed in a beam from Charar-e-sheriff (about 25 Km. from Srinagar) to the receiving station at Dushanba in Soviet Union.

At present it is a 12 channel telephone link which is established between Srinagar in India and Dushanba in U.S.S.R. This 12 channel system can be increased to 24 channels if the volume of traffic goes up. Teles and Telegraph services can also use the channels.

Why troposcatter system between India and U.S.S.R.?

The troposcatter diffraction method was chosen for the direct link in view of very high altitude mountainous terrain between India and Soviet Union.



(6)
CONSEQUENCES
OF
NEUTRON BOMB

The manufacture of the atomic bomb and its use in World War II (on August 6, 1945) so as to hasten its end with the surrender of the Japanese, who suffered great disasters at Hiroshima and Nagasaki, was a land-mark in the progress of science, or rather of the weapons of destruction devised by man to kill fellow men. From the atomic to the hydrogen, and then to the nuclear, was a logical step towards greater sophistication. But the latest development in respect of a new weapon is the neutron bomb.

The neutron bomb marks a major technological break through, perfected by France in the summer of 1980. This bomb also described as an enhanced radiation weapon, kills military personnel and tank crews by radiation, but its blast and heat are reduced to limit the damage to nearby civilian installations. It is thus a part of the enhanced radiation weaponry. The distinguishing feature of this new weapon is that while it destroys all life within a certain radius, its effect on buildings and other structures is minimal.

Consequently, a neutron bomb will spare civilians and civilian buildings and other property outside the immediate war zone of active hostilities, while atomic and nuclear devices will destroy all life and property over long distances. The development of this type of bomb was a part of France's revised defence strategy for 1980 in its bid to strengthen its nuclear arsenal.

The initial assessment in Paris was that, when developed, the neutron-bomb would push up France into the third nuclear generation and that the entirely new type of weapon would make a major addition to France's sophisticated strategic nuclear arsenal.

The destructive power of a neutron bomb would extend over a surface of a maximum 600 meters in diameter.

A comparison of modern hydrogen bomb with the simple bombs used at Hiroshima and Nagasaki would be instructive. Those bombs were in the 20 Kilotonne range—20,000 TNT

detonation power—and were mere fireballs in contrast. They produced a blast in the range of 5 to 100 megatonnes—5,000,000 to 100,000,000, TNT. Some idea of the destructive power of nuclear bombs can be had from the disclosure that in the event of a full-scale nuclear war, about 100 million people would be killed in each Super Power Block. The millions who would survive would die a slow and painful death from radiation. The survival patterns would also be completely altered.

(7)

IMPACT OF INDUSTRIALISATION ON PRESENT DAY SOCIETY

India has come to occupy the tenth position in the industrialised world and third in respect of the technical personnel. India is thus on the threshold of an industrial revolution. Much of our achievement would depend on the industrial pattern that we build up. In spite of these successes, there are some impacts of industrialisation also.

The village and small scale industries, in contrast with the large scale sector, are labour-intensive and are estimated to provide full-time employment to about 2.8 million persons, according to current plan. They also impart diversified character to the entire industrial sectors. This only means that further concentration of economic power experienced during the first five plans would not aggregate.

Some questions arise about the investment pattern, and pattern of industrialisation. What has been the impact of the industrial investment pattern on the growth of industrial sector? The industrial policy followed for the last two or three decades resulted in a rapid and almost continuous growth in industrial production up to the end of the third five-year plan.

Growth Rate

The growth rate in the first decade (1950-51) to (1960-61) averaged to 7 percent per annum while in the next four years (1961-62 to 1964-65) it rose to 9 percent a year. The following decade, 1965-75, witnessed a lower growth rate of not more than 4 percent per annum. During 1974-75 to 1977-78, the

annual growth rate averaged to 6 percent. The fluctuations in the industrial growth trends are traceable to the trends in the total and public sector investments during the corresponding periods. The current plan says, "The most sensitive to the various components of industrial production to investment rates is the capital goods sector. Since the tempo of the investment in the capital goods sector in the first decade and the half of the planning era has been increasing, industrial production resistered a "rapid and almost continuous growth." The growth trends showed a decline as the investment fell.

Diversification of Exports

Diversification of exports and growing impact substitution owe other important effects of the investment pattern in the industrial sector. The change in the composition of exports involving engineering goods yielded foreign exchange earning of a sizable order (Rs. 600 crore). Considerable growth was also recorded by other goods like chemicals apparel, handicraft and so on. Forty percent of this increment in the production during 1973-74 to 1976-77 is accounted for by the expansion and divesfication of exports. Import substitution has contributed in too ways:

1. By solving the foreign exchange which was expanded in imports of capital goods, consumer goods, raw materials etc.
2. By utilizing optimally the indigenous resources.

The pattern of industries followed before the current plan suffered from this one great weakness and that is in regard to slow employment generation.

ASSIGNMENTS

1. What are the essential fundamentals of thesis and assignment writing ?
2. What do you mean by planning the assignment ?
3. What is the importance of the following while preparing an assignment:
 - (a) limiting the problem
 - (b) time-allocation
 - (c) source material
 - (d) a working bibliography

- (e) arranging notes
 - (f) outlines and first draft.
4. What is the significance of the following in a thesis-writing:
 - (a) topic-selection
 - (b) literature-review
 - (c) study-design
 - (d) chapter-planning
 - (e) general format.
 5. Describe, in brief, the preliminaries of a written assignment or a thesis ?
 6. What is the significance of the following in an assignment or a thesis:
 - (a) preface (forward)
 - (b) table of contents
 - (c) table of figures
 - (d) quotations
 - (e) ellipsis
 - (f) interpolations
 - (g) foot-notes
 - (h) format of figures
 - (i) pagination and numbers.
 7. Write down ten most common abbreviations and 4 symbols out of the list of abbreviations and symbols given in this chapter.
 8. What is the significance of documentation (referencing) in a thesis or an assignments ?
 9. Give ten illustrations using the method of referencing given in the chapter.
 10. How will you prepare the final draft of your thesis or assignment ?
 11. How will you apply the above rules of thesis and assignment writing on technical essay and article writing ?
 12. Write short articles on the following topics:
 - (a) Space-craft
 - (b) Should India go nuclear
 - (c) Agro-industries in India
 - (d) Mechanization in Dairying

- (e) Troposcatter
- (f) Wild-life preservation
- (g) Child education
- (h) Nuclear energy
- (i) Lathe machine.

13. Write technical essays on the following topics:

- (a) The role of an agricultural scientist or an engineer or a veterinary surgeon in the society.
- (b) India's cattle wealth
- (c) Poultry Farming as a profession
- (d) Leather-industry in India
- (e) Adult education
- (f) Epidemics and their effect on population
- (g) Nutritive value of food
- (h) Hybrid variety of wheat
- (i) India's fauna and flora
- (j) Techniques of food preservation
- (k) Food-control
- (l) If I were an engineer.....
- (m) 'Indian agriculture is no longer a gamble on monsoons'
- (n) NAM
- (o) Ninth Asiad
- (p) The SLV-3 D-2 rocket.

12

Report and Proposal Writing

Report and Proposal Writing

What do we mean by a report ? Cardinal characteristics of a report—objectivity and impartiality; accuracy and thoroughness; clarity and restraint; a judicious admixture of impersonality and formality; imagination and interest; avoidance of redundant material; mingling of reason and emotion; procedures in report writing; special elements in reports; kinds of reports; illustrative specimens—report on a blank form; report in letter form; progress report; report in memoranda form; periodic report in semiformal form; miscellaneous report; proposal writing—What is a proposal? divisions of a proposals; salient features of a proposal; suggestions for making a proposal effective (p^3+ACID formula); parts of a proposal; illustrative specimen; assignments.

What do we mean by a Report ?

Report writing is an important part of technical writing, for every professional has to write reports while on job. He is duty-bound to convey the progress of his work periodically to his superiors. It is his responsibility to communicate about his job to his employer. An engineer working on a dam site has to inform his seniors about the progress of its construction, because he would like to have frequent aids as well as necessary instructions from all sides. A veterinary surgeon will be held responsible, if he fails to report about the work he has been entrusted within his department. An agricultural scientist will have to feed data to the government or other agencies on many agricultural problems. Hence, a report is a written or an oral

information by a professional to his superiors or to his department or organization in a specified format or design in a responsible manner. In the words of Theodore A. Sherman, Professor of English, University of Idaho, "...a report is a communication in which the writer (or speaker, if it is an oral report) gives information to some person or organization because it is his responsibility to do so."* Reports are of great importance for a concern or an organization. They serve as connecting links between the employers and the employees on the one hand, and also between the research work and the practical application of its findings, on the other. They guide the top executives of an industry, a firm or an organization or a government department in carrying on many decisions successfully and lucratively.

Cardinal Characteristics of a Report

Like a thesis, an essay, an article or any other form of assignment, a report is composed of many essential elements and is characterised by many salient features of its own. If a report does not contain some specified qualities, it cannot be regarded as a good balanced report. To write a good and meaningful report is an art which requires constant practice and thorough expertise. The cardinal characteristics which go a long way to make a report effective and striking are as follows:

Objectivity and Impartiality: The first important characteristic of a good report is its quality of objectivity and impartiality. In a specified format of a report writing, particularly in a blank form report, there is not even the least possibility of being subjective and partial. Everything has, therefore, a fixed and objective treatment. In other kinds of reports also, if a writer maintains objectivity and impartiality, he will be able to produce a very good and meaningful report. Such a report will immensely benefit his organization or department.

Accuracy and Thoroughness: The second essential characteristic of an effective report is its quality of being accurate and thorough or complete in itself. By accuracy, we mean the accuracy of the presentation of facts and also of language and of other requisite information. By thoroughness, we mean the inclusion of all details. No aspect of a report should lack on any account, and it should be complete in itself. This is possible only when a report writer is fully well-acquainted with the job or

* *Modern Technical Writing*, p. 121.

responsibility he has been entrusted with and if he has been maintaining an accurate and thorough record of all facts and figures of his job. a Report lacking in accuracy or thoroughness may ultimately prove to be misleading

Clarity and Restraint: Another significant characteristic of a report is its quality of clarity and restraint. Clarity of thought and substance is as important as restraint both of substance and style is. Often ambiguity and unrestrained presentation lead to indecision and lack of enthusiasm. Every part of the report should be filled in clearly, and where there is any narrative portion, it should fully be expressed in a balanced and restricted method. Overtones or exaggerated facts should, therefore, be avoided, in order to steer clear of redundant expectations.

A Judicious Admixture of Impersonality and Formality: An equally important thing for a report is a judicious admixture of impersonality and formality. Since a report is a formal document, it is not wise to include one's own person or one's own liking and disliking into it. The element of '*I*' or '*we*' should, therefore, be avoided as far as possible. Though in certain unavoidable situations, the writer can suggest new things, yet he should do so only by making separate additions in the end. One should try to keep up the element of formality to the extent possible, because there is a specified format for every kind of report writing. As such, to use abbreviations or stereotyped and outmoded expressions in a report is not wise at all. For instance, to use T.V. for television or O.K. for satisfactory is not supposed to be a prudent way of using abbreviations in a report.

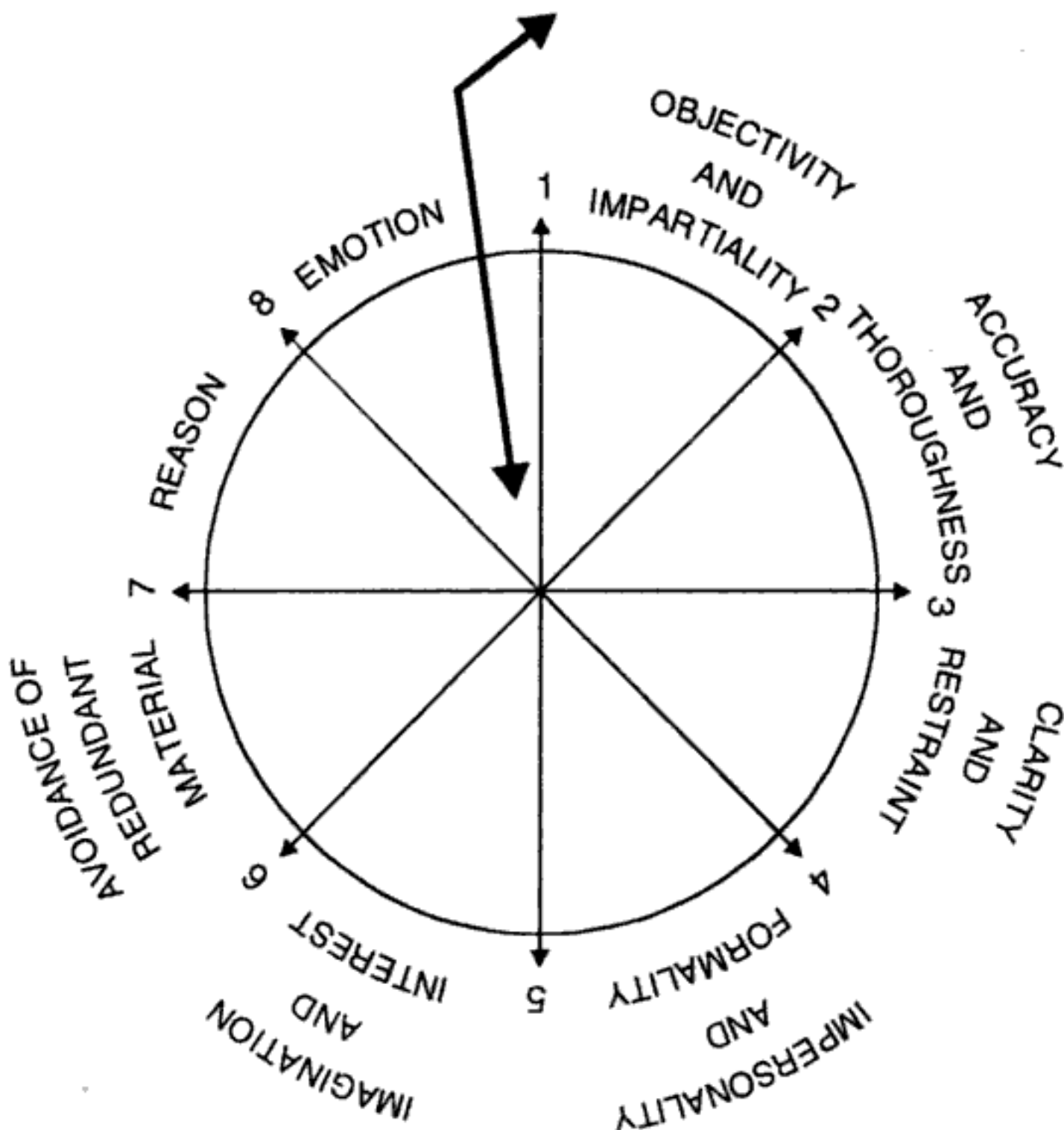
Imagination and Interest: It is true that a report writer observes complete detachment and impartiality or full freedom from bias, yet there are occasions when he has to make a copious use and wise display of his imagination. He should, therefore, be capable of visualising those situations which may keep up the interest of the readers as well as of his own organization or department. Interest in a report is maintained not by using an embellished or ornamental language, but by presenting the facts, his organization is interested in, in a most interesting and convincing manner.

Avoidance of Redundant Materials: A good report is

really a one that avoids redundant material. Inclusion of unwanted information makes a report not only misleading but also uninteresting. Heaping up of unnecessary details is as unconvincing in a truly balanced report as is deviating from the specified format. Though it is true that often it becomes difficult to resist the temptation of writing about many facts in a report, yet this temptation has to be intelligently and wisely controlled. Only those facts which have an advantageous bearing upon a concern or an organisation should be highlighted; and the facts and figures, which are absolutely redundant and unwanted, should be avoided in toto.

Mingling of Reason and Emotion: According to Prof, T. A. Sherman, "*Reports like other kinds of technical writing, should appeal to the mind rather than to the emotions.*"* But it does mean that emotions are altogether to be ignored in a

CARDINAL CHARACTERISTICS OF A REPORT



* *Modern Technical Writing*, p. 131.

report. Howsoever striking our appeal may be to reason or mind, we cannot ignore the emotional aspects of report-writing. By hurting the feeling of others whom we are writing for, we cannot win their favours for our concern or firm. A veterinary surgeon cannot win the favour of the farmers merely by appealing to their reason. An agriculture scientist has to prepare a report after a deep probe into the psychology of the food-growers. An engineer or any other professional, for the same perpose, cannot ignore the fact that he is writing for the human beings who have emotions and egos of their own to be satisfied.

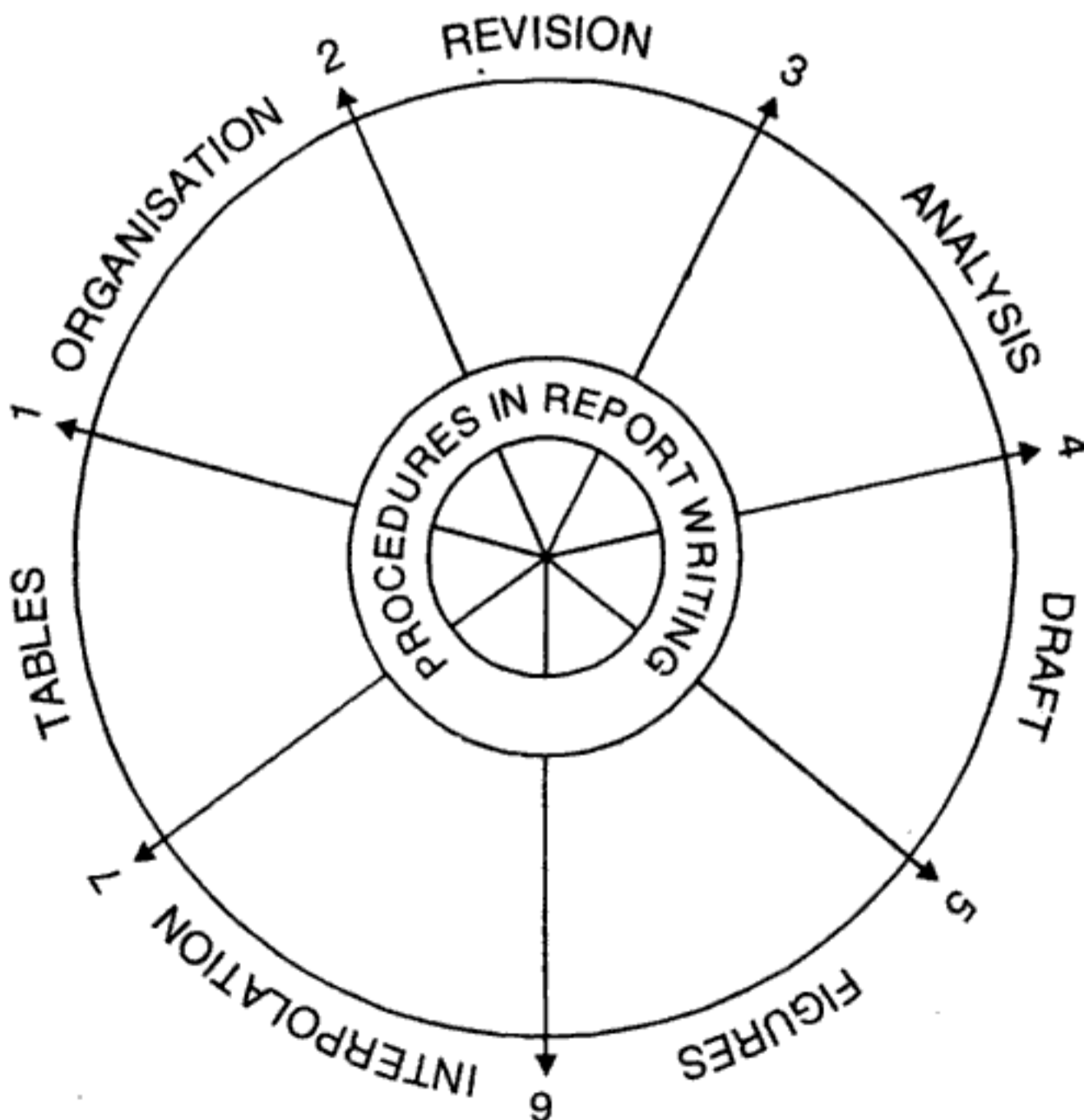
The above cardinal characteristics of a report may be shown succinctly as under with the help of a diagram :

Procedures in Report Writing

Report-writing is an art ; and as such, we will have to observe certain essential procedures. The best formula indicating procedures in report-writing is the *ORADFIT* formula, which is equal to the following points on solution:

- (a) O-Organization

PROCEDURES OF STAGES



- (b) R–Revision
- (c) A–Analysis
- (d) D–Draft
- (e) F–Figures
- (f) I–Interpretation
- (g) T–Tables

The above *ORADFIT* formula may be shown in the following manner with the help of a diagram:

Before embarking upon to write a report, it is essential to organize or plan the whole matter in such a way as not to put the writer to any inconvenience afterwards. Many a report remains ineffective because of the apparent lack of organization or planning. One should try to organize ideas logically and crystallize them again and again so that no essential information relating to the topic, which a writer is dealing with, is left untouched or unattended to. An equally important procedure or stage is that of revision. Points are to be revised thoroughly and systematically. The third necessary stage is that of analysis. Every aspect of the problem has to be analysed properly, and then the fourth stage of making a rough draft has to be undertaken. Thereafter figures and tables are relevantly to be included and properly shaped. Side by side, a judicious interpretation on all pros and cons of the topic has to be arrived at intelligently and objectively. In the end, a thorough revision has again to be made before preparing the final draft. Writing a report is a serious kind of writing and it is always a wise way to think, contemplate and make one's mind extremely clear about the problem or topic one is likely to write or prepare a report on. The *ORADFIT* formula is, therefore, the best formula strictly to be adhered to.

Special Elements in Report

Every kind of report requires special attention to be paid for its preparation by the report-writer. Of the many special elements to be taken care of, the title page, the table of contents, the use of headings, phraseology of headings, suggestions, abstracts, conclusions and recommendations are some significant elements which are inevitable needed. Reports in blank form may differ from reports in letter form, yet the above elements cannot be ignored in any case. An intimate analysis of the

reports that follow shows that all these special elements have been included. For instance, in the first illustration of blank form report dealing with a particular disease named *canine dirofilariasis in dogs*, a set proforma has been used and the whole report has been divided into the following parts:

- (a) Author's name;
- (b) subject's classification;
- (c) Number and date;
- (d) Title;
- (e) Abstract;
- (f) Conclusions;
- (g) Information prepared for;
- (h) Tests made by; and finally
- (i) Countersigned by X alongwith his designation.

But in the second illustration which is a report in *letter form*, dealing with *machinery management*, all the above parts of a blank form report, have not been included. It is in the form of a letter and is supposed to deal with a problem or theme alongwith some suggestions in the end. It is a little longer and more narrative than the blank form report.

The third illustration is an example of the progress report which deals with the problem of *mango malformation*. This type of report writing does not include many headings or points, yet it gives an idea of how some work has already been done and some it still awaited to be done.

The next illustration is of the report in *memoranda form*, which deals, with the problem of *genetic variability in sunflower*. The main purpose of this report is to remind one of a problem still thoroughly to be tackled; and also to know of all the investigations carried on periodically on that problem. This type of report is comparatively smaller than those of a letter form report and a progress report.

The next specimen is an illustration of the periodic report in semiformal form. It deals with the major theme or problem namely *drug addiction amongst students*. The type of report is divided into three main parts. *viz.*, objectives, contents and conclusions. It requires sufficient space and is supposed to be the biggest both in size and shape of all types or reports.

The last illustration serves the purpose of a miscellaneous type of report. Such a type of report is a one that cannot be

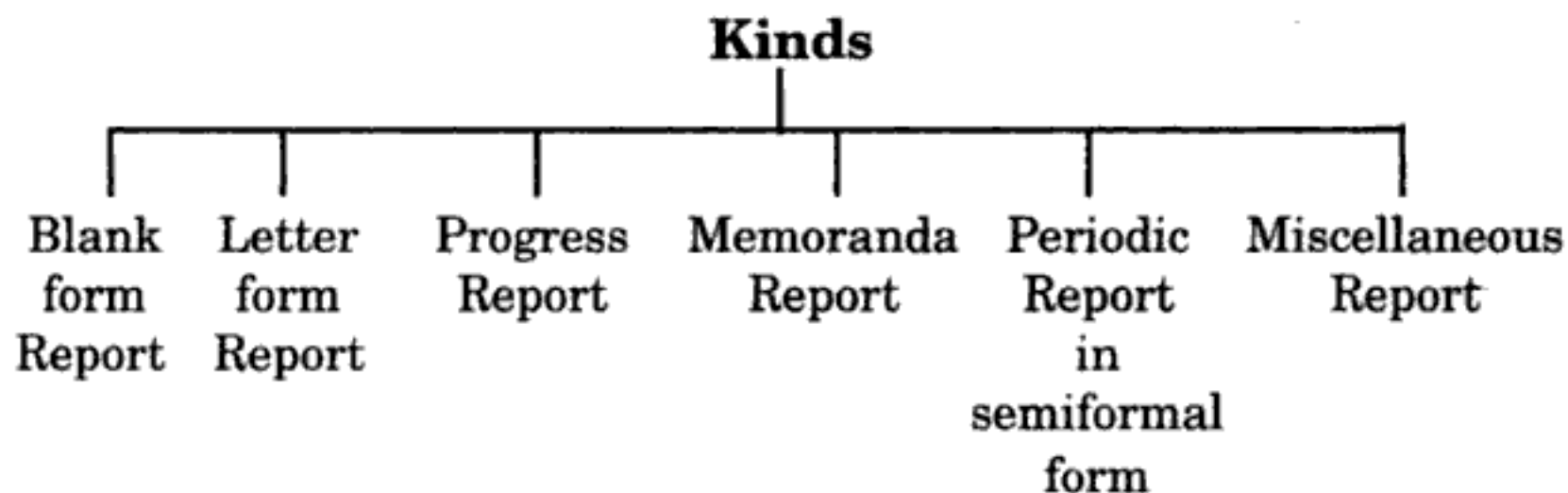
classified into any of the above types; and hence the report-writer enjoys a lot of freedom in matters of form and contents both while preparing this kind of report.

KINDS OF REPORTS

Reports may be divided into many kinds keeping in view the variety of techniques and the nature of the problems. However, the following kinds are quite practicable and easily understandable:

1. Report on a blank form;
2. Report in letter form;
3. Progress Report;
4. Report in memoranda form;
5. Periodic Report in semiformal form; and
6. Miscellaneous Report.

The above classification can be sketched out as under:



ILLUSTRATIVE SPECIMENS REPORT ON A BLANK FORM (CENINE DIROFILARIASIS IN DOGS)

Author	Subject classification CANINE DIROFILARIASIS	No. 246
Brown Smith	Among Dogs	Date: 12.11.2005

Title

An Analysis of Incidence of Canine Dirofilariasis in the Bhutia, Alsatian, Cocker-speniel, Mongrel and Pakingese dogs.

Abstract

An experiment was conducted on the Bhutia, Alsatian, Cocker-spaniel, Mongrel and Pakingese breeds of dogs to

determine the variance of the incidence of canine *Dirofilariasis* as well as the most significant causes.

Sl. No. 93 _____	Result copy attached at—	N. of pages.
Govt. class-None		12

Conclusions

Blood-samples of the Bhutia, Alsatian, Cockerspaniel, Mongrel and Pakingese breeds of dogs were taken and after due procedures and other requisite experiments, it was analysed with the help of microscope that the incidence of Canine *Dirofilariasis* varies from one another. It has been found that the mosquito-density affects this disease. The increased exposure also hastens this disease. The more the mosquito and exposure prone an area is, the more the chances are of the incidence of this disease. The Bhutia breed of dogs is more prone to this disease than other breeds because of the above factors.

Information prepared for : *Veterinary Surgeons' Unit*
 Tests made by : *Brown Smith & et al.*
 Countersigned by : *David Grierson*

Designation : Head, Veterinary Surgeons' Unit
 Pantnagar

REPORT IN LETTER FORM (MACHINERY MANAGEMENT)

HONOURABLE BOARD OF MANAGERS,

M/s Cooperative System Farming Co.,

39, Vijyanag,

CALCUTTA

Gentleman,

Report on Machinery Management

Your Board directed the General Manager (Farms), the Assistant Engineer (Machine tools), and the S.M.S. (Blocks) to submit a joint report on the machinery management and its effects on the wheat production on the 9th ultimo. In its previous meeting held on 2.10.'82, the Board also discussed the improved

techniques of machinery management vis-a vis wheat production of all the farms.

The General Manager, the Assistant Engineer and the S.M.S. are of the unanimous opinion that big as well as small machinery management is the surest way of increasing wheat production.

Big Machines-Combines etc

Big machines such as combines add to the wheat production provided they are designed and managed with meticulous care. For instance, a combine with 100 HP and a cutter bar width of 4.2 m and another with 85 HF and a cutter bar width of 3.2 m would require specially long hours and wide fields of wheat crops where they do not take long in making turn. The additional requirements would be as follows:

- (a) Bagging arrangement with the combines.
- (b) Grain unloading device for delivery into a trailer.
- (c) Tractors with trolley for transportation.
- (d) A stopwatch to record observation.

Smaller Machinery-Tractors, spades, harrow etc.

Smaller machinery such as tractors, spades, harrow etc., can also increase wheat production provided they are managed properly. Spades and harrows do not require much care in their upkeep, yet tractors take a lot of meticulous care in their proper maintenance.

Suggestions: Big machines should be used only when wide crop fields are to be harvested. It will yield to an additional percentage of wheat increase. Big machines such as combines should be verified at their original sources so as to be assured of their quality and it should be properly sheltered and lubricated. Like-wise, tractors and other smaller machinery be also maintained well. The design and occasional greasing of these tools will enhance field efficiency implicitly connected with the wheat production. Their use and purchase is, therefore, recommended, which the Board would like to see to itself whether or not any further action in the matter is solicited.

Very truly yours

1. N.Brahim

General Manager

× × ×

2. (Mrs.) C. Fatima
Asstt. Engineer
× × ×
3. D. Baruha
S.M.S.

PROGRESS REPORT (MANGO MALFORMATION)

Director, Horticulture Dept.,
U.P. Government,
Lucknow

Dear Sir,

On your request, there follows a brief progress report on the mango malformation characterized by twin symptoms – (i) vegetative malformation, and (ii) floral malformation.

Often this disease is reported to be physiological in nature, and sometimes as a viral one. It has also been found that often a species of eriophyid mite also causes this disease. Yet other scientists regard it as completely fungal.

Further researches in this regard have led to very interesting facts. The non-graft transmissibility of the agent has eroded the myth of its being viral or mycoplasmal in nature.

Further investigations have also revealed that the isolated tissues with their pathogenicity show clear effects of fungus on them.

Further investigations are still in progress. On getting further results, the report will be sent to you without any delay.

Your very truly,
Nitin Basu,
Horticulturist,
Delta Ranges

REPORT IN MEMORANDA FORM (GENETIC VARIABILITY IN SUNFLOWER)

Department of Horticulture
(Office Memorandum)

Date: Nov., 10, ' 2005

To

Agriculture officer

× × ×

From

Director, Agriculture Dept.

× × ×

Subject: Genetic Variability in Sunflower

As you requested in a memorandum dated August 5, 1982, we have begun deeper investigations and intensive researches in the genetic variability in sunflower so that the new investigations and researches may still more benefit the farmers of your district than they are doing now.

25 randomly chosen varieties of sunflower were evaluated almost a year back in randomized block designs with 5 replications in 7 row plots each of 5m length.

The spacing between the rows was 60 cm and between the plants 20 cm. Satisfactory investigations were made on plant height, head diameter, 800-seed wieght, husk-contents and maturity-rate upto 75%.

The recent investigation reveals that the genetic variability in them was encouraging. Genotypic and phenotypic coefficients-variability has also been found in them through this experiment.

Further investigation is likely to be concluded within a period of one month and the next report will be available towards the end of Dec., 1982.

Yours faithfully,

× × ×

PERIODIC REPORT IN SEMIFORMAL FORM (DRUG ABUSE)

Periodic report in semiformal form concerns topic of major interest and covers a study that has been continuing for some months. It can better be used in projects or laboratory experiments which have been existing for some time. It is divided into the following main parts:

- (a) Objectives,
- (b) Contents, and
- (c) Conclusions.

In the very beginning, objectives are made clear pointwise; in the very middle, contents are categorically mentioned in detail; and in the end, findings are written very specifically.

Such topics like a project on adult education, a survey of a nearby area to study the socio-cultural changes, a laboratory experiment on any disease, or a study of a disease affecting cattle in a certain area—are suitable themes for a periodic report in a semiformal form.

A periodic report in semiformal form on *Drug Addiction (Abuse) Among the Students of Pantnagar University* has been given on pages 25 to 28 as an example. It has been divided into three distinct parts, viz., —objectives, contents, and conclusions. In the very beginning, objectives have been written pointwise; in the middle, contents have been categorically mentioned in detail, and in the end, findings have been explained as per requirements.

DEPARTMENT OF ANTHROPOLOGY

(A SURVEY OF DRUG ABUSE)

Period: January 10, 2005–April 30, 2006

by

Brown Smith

Social Scientist

The project has the following objectives:

1. To Study the magnitude and pattern of prevalence of drug addiction among students.
2. To study the socio-cultural and demographic background of drug users.
3. To examine the causes of drug use.
4. To determine the structural and cultural conditions that generate tendencies for drug consumption.
5. To identify potential students who may take to drug use.
6. To analyse attempts to withdraw or abstain from drugs.

CONTENTS

Page

- I. Scope, Analysis Extent
- II. Course background, Nature, Frequency.
- III. Social characteristics—age, education, type, medium, income, religion etc.
- IV. Initiation, etiology, motivational factors.
- V. Sources, theory, problems.

CONCLUSIONS

- I. Control and suggestions.

I. Scope, Analysis, Extent

The study was conducted on over 2,000 students of this university batch-wise. The intensive survey in the second stage was made on five batches consisting of 500 students each; and etiological hypotheses were explored. 80% students were undergraduates and 20% postgraduates and researchers, out of the total strength. Classification was made as non-users of drugs, past-users, and current users. Drugs were classified as alcohol ; sedatives including pain-killers, tranquilisers and barbiturates; stimulants including amphetamines; narcotics including cannabis, cocaine, pethidine and opium ; hallucinogens including LSD ; and nicotine which include tobacco (cigarettes, bidi, snuffs etc).

II. Course background, Nature, Frequency

An analysis of the background has revealed that the highest incidence of drug-use was amongst the senior students at undergraduate level from the faculties of Technology and Engineering, Agriculture and Veterinary Sciences. The percentage of drug users among the girl was almost negligible. But one fact of interest and curiosity has been revealed that alcohol and tobacco were more common than depressants, narcotics, stimulants and psychodelics. The least used drugs are cocaine and pethidine, opium and hallucinogens.

III. Social characteristics –age, education, type, medium, income, religion etc.

The total number of students whose cases were studied were in 5 batches in 5 different age groups, ranging from 16–

19, 19–21, 21–23, 23–25, and 25 and above age groups. The last two age-groups were found more prone to the drugs than the rest age-groups. Educational standard also determined the incidence of drug use, as the percentage of grown ups at postgraduates and research level among drug users is much less than the students of the same age-group at the undergraduate level. A significant finding has been that the students with the public school education background have been more drug-addicts than others. Income also influences its incidence. Sikhs, Brahmins, and Jainis are less prone to drugs than those students belonging to other religions and castes.

IV. Initiation, Etiology, Motivational Factors

Friendship has initiated drug use. Often knowledge and curiosity have also initiated many students to drug use. Etiology of drug use has shown that four causes have been the dominant factors—psychological causes like relieving tension, easing depression, satisfying curiosity, getting kicks, intensifying perception, removing boredom etc.; physical causes like staying awake, heightening sexual experiences etc.; social values ; and miscellaneous causes. Family background and over-indulgent atmosphere in the family also determine the incidence of drug use.

V. Sources, Theory, Problem

The investigation showed that the drugs were obtained from various sources such as market, friends, physicians, drug-peddlers etc. Four theories viz, —physiological, psychological, sociopsychological, and sociological were concluded after the survey was fully analysed. Drug abuse gives birth to various problems such as the danger to social tranquillity, law and order situation psychological disorders etc.

Conclusions

Control and Suggestions

The investigation has revealed that alcohol and tobacco are consumed by pleasure-seekers ; tranquilisers, cannabis, cocaine, pethidine, opium and pain-killers by those seeking escape from unbearable and miserable life; and hallucinogens by those who rebel against the structure and culture of society. From this, a number of suggestions emerge—drug should only be restrictively available; contraband drugs be completely

banned ; strictness be observed in the university premises on drug use; education on drug be imparted to all concerned ; and too much prescription of drugs be avoided by the doctors. It is anticipated that in addition to the above, this study will reveal still more interesting facts, which will be communicated later.

MISCELLANEOUS REPORTS

There are some reports which by their very nature cannot be classified into any kind. They, therefore, elude any sort of classification. We may term them as miscellaneous reports. In such reports the individual element remains preponderant and a particular part of a problem becomes more significant than others. Their size and shape may also vary from one report to another and their contents, too, may differ accordingly. Sometimes report-writer may use many headings and sub-headings as and when they are really required. He is also free not to use any heading or sub-points for the completion of such a report, if he is sure that his objective in doing so will be quite understandable to the readers. For example, in case of a laboratory experiment which had been carried on for long, a report-writer would definitely use such points or headings as *summary*, *description* and *nature* of the problem, *conditions* and *similar experiments existing elsewhere too*, *detailed mention* of the test carried on, *findings* with relevance to allied problems, and finally the acknowledgments. But if the writer wants to be brief and also does not like to include the above headings, he may write making appropriate paragraphs pointwise. However, the entire report must be a complete picture of the problem with subtle and reasonable weightage or emphasis on the points the writer wants to make prominent. For example, a problem related to a cattle disease has been chosen particularly amongst the goats in the Tari region in the ensuing illustration. No headings have been included, nor also any sub-headings have been taken help of. Yet the problem of *metacestodiasis* in goats has been presented objectively ; and the individual point of view has equally been stressed. Each paragraph has a significant point concerning the problem.

“METACESTODIASIS IN GOATS”

This report purports to throw light on metacestodiasis in goats in the Tarai region.

Metacestodiasis is a formidable disease which proves fatal to almost every kind of animal ; yet amongst goats its occurrence is quite frequent because of physiological factors.

The cases of frequent incidence in goats in the Tarai region are much more explainable than else-where. Tests have shown that climate-density and mosquito-prevalence inter alia other factors add to the incidence of metacestodiasis in goats.

The three slaughter houses of the Tarai region, –namely– Haldwani, Pantnagar and Kichha have recorded a higher number of incidence of metacestodiasis in goats than other slaughter houses of the country.

Researches have also revealed that *multiceps cysts* exist in the lungs of the goats. Rostellum also indicated typical taeniid hooks.

The report is being enclosed for further help and guidance.

PROPOSAL WRITING

What is a proposal ?

Theodore A. Sherman defines a proposal as “*a communication proposing that something be done (often but not necessarily by the writer or the organization that he represents), addressed to the person or body whose favourable decision must be secured before the proposed action can be taken.*”* A proposal is therefore, a kind of communication or suggestion from an individual or an organization to another individual or organization or department urging some action. It is a kind of proposed activity or action which sets in motion the desired negotiation, and involves commercial gains between the two agreeable parties. In big firms and establishments, proposals play a significant role in prospering their business transactions. In a way proposal-writing determines a long way the future prosperity and blossoming of the heavy concerns and other business departments. Some agencies of international fame exist only on the effectiveness and practicability of their proposals.

Divisions of Proposals

Proposals like reports are not divisible into any hard and

* *Modern Technical Writing*, p. 251.

fast classification, because it all depends on the nature and magnitude of the proposals as to divide them into any rigid classifications. However, broadly speaking, proposals may be divided into two kinds:

- (i) Major proposals, and
- (ii) Minor proposals.

Major proposals may be said to have a wide variety and heavy financial involvements. Big government departments and industries of international fame make major proposals ; whereas smaller firms and concerns make minor ones.

Salient Features of a Proposal

Like a good report, a good proposal has *clarity* and *thoroughness* as its first requisite element. Being an effective kind of communication, it cannot ignore clarity and thoroughness. The second salient feature of a good proposal is its being *accurate* and *objective*. A proposal writer should always keep in his mind that without being accurate and objective in his suggestions, he cannot urge any action on his proposal. The next important thing to be remembered about a proposal is its effective language and forceful method of presentation. Style plays an important part in bringing the reader round to one's point of view; and likewise, the method of presentation, too, enhances the quality of readability and conviction. So while submitting a proposal, the writer should invariably keep both these points in mind; or else, his proposal will not carry the desired effect. The next important thing about the proposal is its *psychological* aspect, which means the knowledge of the mind of the person or concern to whom or which, as the case may be the proposal is being submitted. A³ formula is the golden mean to be used, while dealing with the psychological aspect of proposal writing, which means:

- A—Know the *amount* of detail to be put in a proposal;
- A—Know how to *answer* objection raised from other side after the submission of the proposal;
- A—Know the *arrangement* of the material to be included in the proposal before final submission.

Suggestions for Making a Proposal Effective

Following suggestion (P³) are made to increase the quality of effectiveness in a proposal:

Present your proposal clearly ;
Persue your proposal with deftness ;
Perserve till the final outcome is known.

Besides the above, the traditional well-known ACID formula should inevitably be adhered to:

- A—action ; which means such a logical and persuasive method of presentation as may lead to a definite action;
- C—conviction ; which means the conviction and satisfaction of the other party ;
- I— interest ; which implies the quantum of interest that your proposal arouses in others ; and,
- D—desire ; which means curiosity being enhanced in all concerned, when your proposal is submitted to them.

Parts of a Proposal

Though parts of a proposal may vary from topic to topic, yet the following parts are usually found in every proposal:

- (a) tital page;
- (b) reference;
- (c) introduction;
- (d) discussion;
- (e) proposed programme (phase-wise);
- (f) items to be delivered;
- (g) conclusions.

Illustrative Specimen (see page 132 to 135)

PROPOSAL FOR A STUDY OF NITROGEN FERTILIZATION OF MAIZE PLANTS

Agriculture Research Wing
Proposal No 26

HORTICULTURE DEPARTMENT

Agriculture Research Wing (ARW)
Proposal No. 26

HORITCULTURE DEPARTMENT

*Proposoal for a study of Nitrogen
fertilization on maize plants*

Reference : *Request no. 4265 vide letter no. Research-197 dated
October 28, 2006.*

I. Introduction

Maize production has been your main concern since long. The Agricultural Research Wing (ARW) has, of late, specialized in this field. Researches conducted in the recent years have led us to develop new techniques of of maize producion. Only last year, we conducted many experiments, which led to the increased production from a variety of maize plants. We can provide you the same technical know-how, professional expertised and equipments to increase your maize production.

II. Technical Discussion

Nitrogen supply to maize plants will produce more silks and tassels than those plants which have insufficient nitrozen supply. Nitrogen aplication can hasten early flowering of the two kinds of maize plants—*viz.*, Hybrid 2930, and PJ-8 K. Not only this, even the grain sorghum and maturity behaviour are considierably influenced by the proper application of nitrogen on maize plants.

III. Proposed Programme

In the first phase, experiments will be conducted in a neutral coarse loam soil with 45 days after sowing on the reproductive phase of grain sorghum of CHS I breed of maize plant with due application of nitrogen.

In the second phase, basal dose of the nitrogen alongwith phosphours and potassium, urea being the main source, will be applied and results will be obtained on the basis of a comparative study.

IV. Items to be Delivered

ARW will provide you weekly reports on the progress made will determine the right course of expertise appropriate for your farming.

V. Conclusions

ARW has helped others also in similar situations and has considerably increased their maize yield. We can convince you of our fruitful results whereby your maize production will be increased tremendously within a very short time.

Sd/- × × ×
 Research Scientist
 Sd/- × × ×
 Research Associate
 ARW

ASSIGNMENTS

1. What do you mean by a report ?
2. What are the cardinal characteristics of a report ?
3. Write a note on the procedures in report-writing.
4. What are the essential elements in a report ?
5. What are the various kinds of reports ?
6. Write a blank form report on the following topics:
 - (a) Merits and demerits of a new type of fodder for the cattle in your live-stock wing.
 - (b) Insecticide poisoning in animals.
 - (c) Economic analysis of egg production at Pantnagar.
 - (d) Keeping quality of khoa or milk.
 - (e) Chronic bovine haematuria in buffalo.
 - (f) Suitability of newly manufactured machines.
 - (g) Animals as sources of human food.
7. Write a report in letter form on the following topics:
 - (a) Sanitation-care and hygienic-conditions in a poultry farm.
 - (b) Warning against the imminent outbreak of an epidemic amongst the animals.
 - (c) Cruelty to animals—how to stop it?
8. Write a progress report on the following topics:
 - (a) The construction of a dam or building.
 - (b) The installation of a machinery in business concern.
 - (c) The functioning of a newly purchased equipment in your Laboratory.

- (d) The gains or losses in running a poultry farm.
 - (e) Continuance of diseases in animals in your hospital and their suitable treatment.
 - (f) The progress of an adult education project of which you have been made the chief investigator.
9. Write a report in memoranda form on the following topics:
- (a) Working of your poultry project.
 - (b) Supply of a consignment of goods to a firm.
 - (c) Report on an experiment you have been conducting in your laboratory for the last many months.
10. Write a periodic report in semiformal form on the following topics:
- (a) Water-supply at the Pantnagar campus.
 - (b) Milk-supply at Pantnagar.
 - (c) Killing animals for pleasure.
 - (d) Poultry farming as a profession.
11. Write a miscellaneous Report on the following topics:
- (a) Utilization of available water-resources for the university farm.
 - (b) Labour education and farm production.
 - (c) The aerial spraying on an infested forest area to get rid of harmful insects.
 - (d) Prefabricated building for specific uses in your university or college.
 - (e) Manufacturing a machine for extrusion of pre-stressed concrete slabs for use on floors or roofs.
 - (f) Erosion—controlling devices for hilly areas, or for measures for stopping landslides and avalanches.
12. What do you mean by a proposal?
13. What are the divisions of a proposal?
14. What are the salient features of a proposal?
15. Write in brief the suggestions for making a proposal effective.
16. Write in brief the various parts of a proposal.
17. Write a proposal on the following topics:
- (a) Oxyacetylene welding is inferior to arc spot welding which a company wants to stress upon another and wants to supply the technique of arc spot welding to it.

Write a proposal from the selling firm to another on this topic.

- (b) A city park has been threatened with damage by disease or insects. Write a proposal from a custom-spraying company to do the spraying necessary for its protection to the appropriate authorities.
- (c) The instrumentation centre of your college wants to change its obsolete equipments. A company interested in this job has struck an agreement on this business. Write a proposal on the above theme.
- (d) Some equipments in your language laboratory have been completely worn out and have, therefore, been rendered unfit for any class-uae. A foreign firm dealing in audiovisual aids and other spare parts of a language laboratory has undertaken to replace the worn out parts/equipments in your language laboratory. Consider the proposal made by the above firm to you, and after due thought and scrutiny, finalize it only on the basis of its merits.

13

Business Correspondence

Business Correspondence

Business correspondence: significance; Principles and fundamentals of business correspondence—clarity; conciseness; continuity; set formats; simplicity; naturalness; neatness; objectivity; correctness; credibility; parts of a letter—heading; salutation; main body; subscription; writer's name; address; outline-sketch; some general points; Business correspondence: its circumference and ramifications—invitations; instructions; inquiries; complaints (plus) adjustments; form letters; applications; interviews; recommendation; advice; business; insurance business; fire policy; agency letters; academic matters; diagram of ramifications; illustrative specimens; assignments.

Significance

The circumference of technical writing is too wide to be limited only to a particular type of writing. In fact, the explosion of technical and scientific knowledge has widened its scope and ken. The more the departments of scientific knowledge, the more the technical writing. Sometimes, the technical information is provided in the form of a letter which an organization or company or firm writes to another. Often an individual also writes to another; and very frequently a professional also writes to another professional or another business firm on many technical matters. An engineer has to write many letters to his own department; a scientist communicates to other agencies needing his technical counsels; a home-educator has to convey

various technical facts to others; an agricultural scientist, likewise, has to write a lot about his scientific researches. In a word, letter writing by one professional to another or business correspondence from one business firm or concern to another has, of late, assumed an important proportion or size in technical Writing. We cannot, therefore, ignore the business correspondence while dealing with the technical writing. The very fact that an expert is always compelled to explain his methods in a way as is both universally recognised and abruptly comprehensible, partly accounts for the importance of business correspondence. In addition to the technical reports, and proposals, short technical articles and detailed essays, the professionals have also to write different types of letters. Unless they are well-versed with the art and the methods of business correspondence, they cannot purposefully serve the interests of their own departments they are employed in. Hence, a technical man has well to bear this fact in his mind that without his good knowledge of business correspondence, he can prove to be an asset to his organization he is presently serving.

Principles and Fundamentals of Business Correspondence

Like any other branch of writing, business correspondence, too, has its own principles and fundamentals. The first principle of business correspondence is the *clarity* which implies clarity both of substance and style. An engineer should know it well before writing to another organization, department and individual whether he is thoroughly clear about his contents and whether his method of presentation justifies the desired clarity. A lot of problem or inconvenience is faced because of the ambiguity in contents and presentation. An organization cannot continue to waste huge sums of money on experts incapable of communicating their ideas effectively through correspondence to others. Secondly, business correspondence requires *conciseness or succinctness* on the part of the writer. Brief, relevant and to-the-point correspondence is always preferred to the ambiguous, irrelevant and unusually detailed writing. A businessman is always a busy man; he has no spare time to go through lengthy correspondence. So a letter should be concise, short and meaningful. The third fundamental or pre-requisite of business correspondence is its *continuity*, which means well-spaced and quickly-timed correspondence. A query responded desultorily or an information supplied irregularly becomes meaningless

and almost defeats its desired purpose. A technocrat cannot afford to be inattentive to or careless in his correspondence where a day's or two's or a week's delay on his part in giving quick responses may cost a loss of substantial amount of money to the company he is serving in. The fourth principle or fundamental of business correspondence is the *adherence to set formats*. Much confusion or misunderstanding often arises due to non-adherence or non-observance to the set or prescribed formats of business correspondence. There are different formats for business correspondence involving different topics and themes. For instance the business correspondence entered into on matters relating to the despatch of a consignment takes a different prescribed format from that of a one involving a simple inquiry about the rates of iron-bars or lead-pieces. Interviews, invitations, complaints, and recommendatory letters—all may vary from one another not only in formats but also in contents. So it is quite prudent on the part of the writer to be well aware of and intimately familiar with all set formats required on different occasions.

The next important fundamental of business correspondence is *simplicity*, which implies simplicity of ideas and language both. Ideas clothed in an embellished language is a distinct handicap in business. An overbusy professional often treats correspondence couched in unclear and affected language as a fraud. An equally important principle of business correspondence is *naturalness*, which implies natural and real presentation of facts. Like the talk of a well-bred man, correspondence permeated with the quality of naturalness pleases the person whom it has been addressed to. *Neatness* is the next important principle of business correspondence. whether written or typed, neatness has to be strictly maintained; or else, like the uncouth manners of a lewd, it will tease the person whom we have entered into the business correspondence. *Objectivity* is the next significant principle of business correspondence. Facts should be placed meticulously. They should never be made to hurt the feelings of those whom they have been conveyed to. Language used should be so poised and balanced not to prick the ego or sentiments of others. It is always wise to use restraint as far as possible both in matters of language and ideas. It is also wise to have a neutral and purposeful attitude where personal advice or suggestions are

not invoiced. Another significant principle or fundamental of business correspondence is the *correctness*, by which we mean, the correctness of facts as also of language. If this point or principle is stretched a little bit further, it also implies the proper care of information supplied, the length of the main draft, the size of sentences, the spacing of paragraphs, and also the correctness of language. *Credibility or goodwill* is the last fundamental of business correspondence, by which the general inference is that it should retain or generate the credibility or goodwill further which it has been used for. Underlining the need of goodwill in business letters. Theodore A. Sherman has rightly commented, "*Whatever its (a letter's) message may be, a letter should present that message in a manner that generates or retains as much goodwill as possible.*"*

PARTS OF A LETTER

Every business letter has six important parts, which run as under:

1. *Heading* consisting of (a) the writer's address, (b) the date.
2. *The salutation* or form of address.
3. *The body* of the letter.
4. *The subscription*, or courteous leave taking or conclusion.
5. *The name* of writer.
6. *The address* on the envelope.

Outline-Sketch

(1)

Name or the sender in block letters (to stranger only)	1. Heading 260, Nai Basti, Delhi, December 30, 1982
---	--

×

×

×

(2)

Form of address and salutation My dear Smith,
--

×

×

×

* *Modern Technical Writing*, p. 294.

brothers, nephews, nieces,
a younger brother-in-law or
sister-in-law.

My dear Smith,

My dear Iti,

My dear Vaani,

- | | |
|---|--|
| (c) Friends—
Dear Ashok,
Dear Suresh, | (c) Yours most sincerely,
Yours very sincerely, |
| (d) Acquaintances—
Dear Mr. Jones | (d) Yours sincerely,
Yours very truly, |
| (e) Strangers—
Sir,
Dear Sir, | (e) Yours very truly, |
| (f) Teachers, Professors—
Dear Sir,
Dear Professor, | (f) Your most obedient pupil,
Yours obediently,
(with full name) |

Some General Points

1. Do not use an apostrophe (') in yours. Write yours sincerely or yours faithfully. It is a grammatical error to use an apostrophe (').
2. Use either yours sincerely or your sincere friend.
3. When you address a person by name, prefix Mr. or Shri (for a gentleman), Mrs. or Shrimati (for a married lady), Miss or Kumari (for an unmarried lady), Dr. (for a doctor), or Prof. (for a Professor) to the name as the case may be.
4. When writing to a stranger, address him as Dear Shri or Dear Madem.
5. Write the full parts of a person's name in the same line. Do not write Mr. *Alok* in one line and his surname *Nayyar* in the next line.
6. Write in simple and easily communicable style. Select with care the words which convey your meaning most exactly. Do not be anxious to use big, compound or high-sounding words. Say all that you have to say in unmistakably clear terms. The habit of adding postscripts should be avoided as far as possible. Think before you write and try to be definite in your reply and observations. Include all you wish to say in the body of the letter.

7. Your hand-writing should be as legible as possible. An illwritten or badly typed business letter fails to convey the desired impression to the mind of the addressee. Your letter should also not be either too long or too scrappy.
8. It is always wise to acknowledge a previous letter. This is a point which many writers forget. After one does so, the matter referred to in the previous letter should be discussed and replied. Then one may proceed with what one intends to say further.
9. Be cautious in finding faults with others because in business correspondence, it is essential to be polite and courteous.
10. After the entire draft of the letter is ready, read through it carefully again and correct any mistakes you may have made or any fact you may have skipped over.

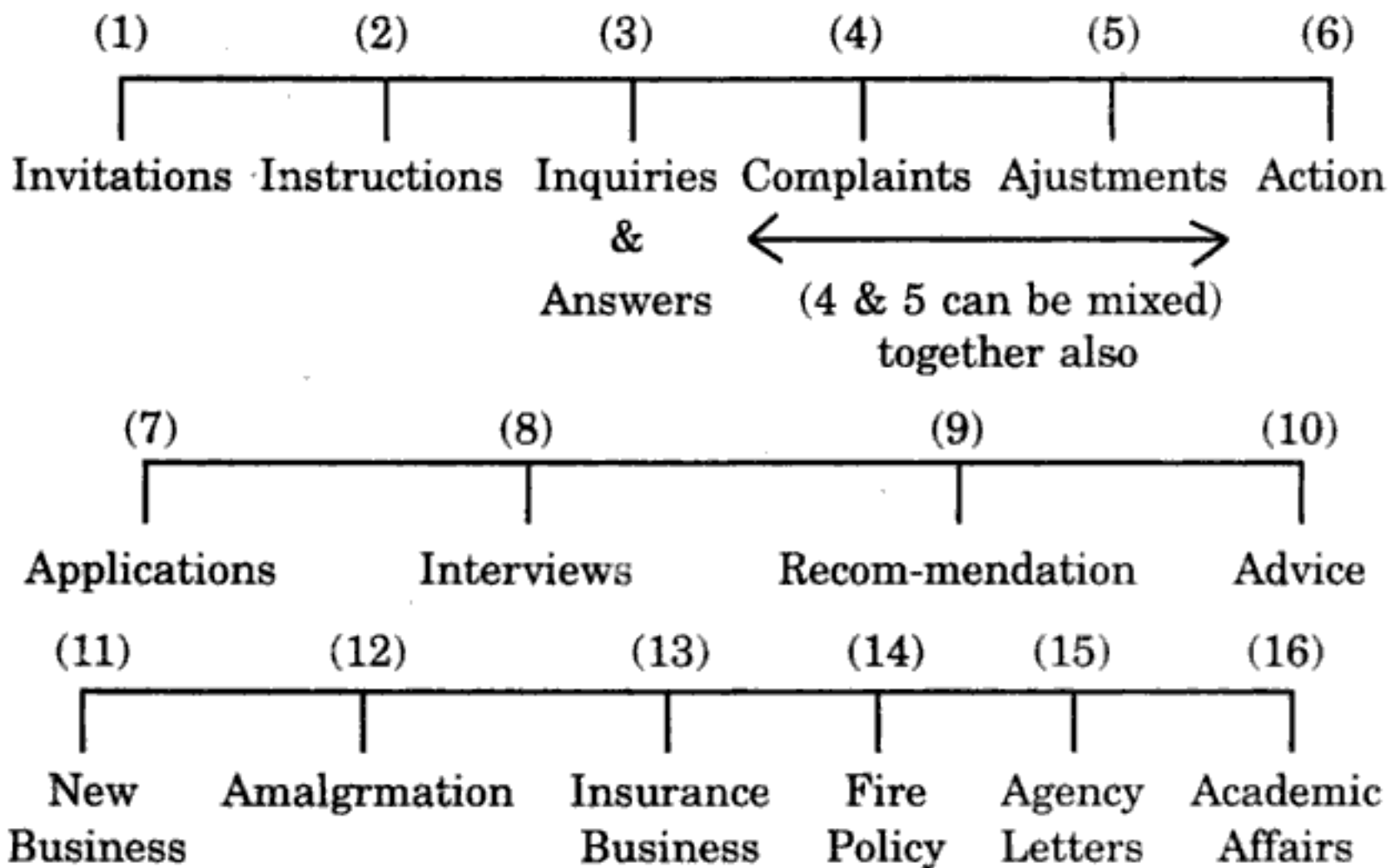
Business Correspondence: Circumference

After having made the general remarks about the business correspondence, the parts of a letter, and the arrangement of a business letter, let us now consider its possible circumference or ramification. In brief, we can divide into the following distinct categories :-

- (1) Invitations;
- (2) Letters giving Instructions;
- (3) Inquiries and Answers to Inquiries;
- (4) Complaints plus Adjustments;
- (5) Letters urging action;
- (6) Form-letters;
- (7) Letters of Application;
- (8) Letters following interviews;
- (9) Letters of recommendation;
- (10) Letters of advice;
- (11) Letters introducing new business;
- (12) Letters of amalgamation of business;
- (13) Letters regarding insurance business;
- (14) Claims regarding Fire Policy;
- (15) Agency letters; and
- (16) Letters concerning College and University affairs.

The above division or ramification of business correspondence or letter-writing can well be shown through the following diagram:

Ramifications of Business Correspondence



ILLUSTRATIVE SPECIMENS

(1)

INVITATION

(Please see how the aforesaid facts of business correspondence are applicable on the letters of invitation. Write on similar problems yourself.)

My dear Professor,

An annual conference of the All India English Teachers is going to be held at G.B. Pant University, Pantnagar somewhere towards the close of July, 1983. In its various group discussions, the conference will also devote its considerable time to technical writing.

Since you have been teaching writing since a long to the university students, you may have come across some practical difficulties. You can, therefore, meaningfully present them before the conference, which may eventually lead to a purposeful discussion and an eventful exchange of views.

Professors of eminence from almost every part of the country are expected to participate in this conference.

I, therefore, deem it my proud privilege to extend a warm *invitation* to you to attend this conference. You please write about your programme lest you should face any inconvenience.

A waiting quick response,

Very truly yours.

× × ×

(2)

LETTERS GIVING INSTRUCTIONS

All sectional Supervisors,

It has, of late, been observed that while giving delivery of scooters to the customers, little care is taken of their convenience on many count. Some complaints have also been received in this regard. A close scrutiny of many of the complaints has given the impression that some customers may have faced genuine problems. In order that such inconvenience does not occur in future, all concerned are advised to follow the instructions listed hereunder carefully lest our goodwill and creditability in the market should erode in any way:

1. Please check all the requisite accessories alongwith the scooter.
2. Provide all the necessary documents to the customer so that he may not face any problem while getting his vehicle registered.
3. Also instruct insurance agencies to give quick audience to the customer in case he/she wants to get his/her vehicle properly insured and protected.
4. Guarantee letter should invariably be provided and repairs and service free of cost for a specified period under existing rules be also ensured to the customer. Be polite and courteous in your dealings with the customers.

Very truly yours

× × ×

(3)

LETTERS CONCERNING INQUIRIES

M/s. ELECTRONICS & CO.,
26, Vasudeon,
NEW DELHI-4

Dear Sirs,

A few months back, we came across one of your information-leaflets in which you claim to have devised a new technique under the able guidance of your chief engineer relating to less electric power-consumption and more production of metals. This device seems to be less costly but more result-oriented in the sense that it will go a long way to reduce the production cost. Being encouraged by your valuable technique of power-use, we would like to make the following inquiries:

1. What increase has taken place in the production-capacity of electric steel furnances during the last three months ?
2. What increase has taken place in the production of nonferrous metals during the last two months ?
3. What reduction of cost has occurred in the production of electric steel furnances and nonferrous metals during the last five months ?

We anticipate a prompt response from your end. Being engaged in the same line of trade, we would like to buy your new device for our own use. On hearing from you, we shall negotiate with you further.

Very truly yours,
For M/s Engineering & Co., Works,
Sd/- × × ×
(Brown Smith)
General Manager

(4)

INTRODUCING NEW BUSINESS

M/s. SKYLARK & CO.,

6, Naurooi Road,
Calcutta-5.

M/s Oxford Publishers,
69, Industrial Lane,
NEW YORK.

Dear Sirs,

We have the pleasure to inform you that we have established ourselves as suppliers of all kinds of upto date stationery.

We are in a position to keep a huge stock of stationery so as to enable us to execute all orders at the most favourable market prices and in the best quality of goods obtainable.

We hope to solicit your patronage which we shall always try to keep up with courtesy and promptness.

Thanking you,

Your faithfully,
for M/s.Skylark & Co.,
Sd/- × × ×
(Brown Smith)
Manager

(5)

CHANGE OF BUSINESS PREMISES

M/s. SKYLARK & CO.,

6, Nauroji Road,
Calutta-5

M/s. Oxford Publishers,
69, Industrial Lane,
New York.

Dear Sirs,

We have from this day changed our business premises to the above address, which you may please note for furture correspondence.

The above change was necessitated because of our ever-increasing business requirments. We are pretty sure that you will like the improved show.

A personal visit will greatly impress you.

Thinking you,

Yours Faithfully,
for M/s Skylark & Co.,
Sd/- × × ×
(Brown Smith)
Manager.

(6)

AMALGAMATION OF BUSINESS

FANCY GENERAL STORE & CO.,

9, Tilak Nager,
Lucknow
Nov., 11, ' 2005.

M/s. Rama Bros & Co. .
27, Brij Nager,
DELHI-6

Dear Sirs,

We have the pleasure to inform you that we have amalgamated ourselves with Messrs Agrawal Bros & Co., Lucknow with effect from Nov., 24'2005 under the head M/s. Alankari General Store, Lucknow.

We have done this with a view to offering greater facilities to our customers than what we have been offering them earlier.

We anticipate to enjoy the same support and patronage of yours we have hitherto been enjoying.

Thanking you,

Yours faithfully,
Sd/-Alok Vyas
for M/s. Fancy General Stores,
Partner

(7)

COMPLAINT LETTER

M/s. DELHI CLOTH MILLS

16, Chawri Bazar,
Delhi
Nov., 24,' 2005.

The Traffic Manager,
Northern Railway,
DELHI.

Dear Sir,

We consigned ten bales of cloth from Delhi Junction to Kanpur on 2/11/2005 under R/R. No.1002. So far the consignment referred to has not reached is destination. We have already

brought this fact to the notice of the Station Master, Delhi Junction on 20/11/2005, but we regret to say that he has not even acknowledged our letter.

We shall feel obliged to you, in case, you look into this matter immediately, as Messrs Gopal Prasad Narayan Dass of Kanur, in whose favour we have endorsed the R/R in question, require the consignment urgently.

Yours faithfully,
For M/s Delhi Cloth Mills
Sd/- × × ×
(Arun Tote)
Manager

(8)

INSURANCE BUSINESS

Dr. Brown Smith,
Asstt. Engineer

× × ×

11/297, anaama,
Varanasi
Jan., 4,2006

The Branch Manager,
Life Insurance Corporation,
LUCKNOW.

Dear Sir,

With profound grief, I inform you of the sudden death of my father Dr. Andrew Smith on the night of 7th inst., due to heart attack. He had an *Endowment Policy No.16792* in your company. As it is now due, I enclose the following evidences to substantiate my legal claim:

(a) The Magistrate's certificate declaring me a successor to the property of the deceased.

(b) The doctor's certificate regarding the death of the assured.

I shall feel obliged, if you kindly take necessary steps to expedite the payment.

Encl: a.a.

Yours faithfully,
Brown Smith
× × ×

(9)

LIFE POLICY

Ved Vyas Kantak,
M.B.B.S.

20, Cannought Place,
New Delhi
Nov., 13, 2006

The Branch Manager,
Insurance Corporation,
DELHI

Dear Sir,

I intend to take a life insurance policy. Please let me know some pre-requisites for the same through your prospectus, which you please send me at your earliest convenience. I am at present 35 years of age. My income is Rs. 2,000 p.m. I have only one child, my wife and a dependent (mother) to support.

Will you please advise me as to what type of insurance policy I should opt for under the above circumstances ?

You may also instruct your local field officer to discuss the matter with the undersigned.

Yours faithfully,
Ved Vyas Kantak

(10)

FIRE POLICY

K.P. Thapar,
Retd. Major

26, Cannought Place,
New Delhi
Nov., 25,'2006

The Manager,
Asiatic Fire Insurance Co. Ltd.,
Delhi

Dear Sir,

I regret to inform you that my house insured with your company vide policy No. 10012 suddenly caught fire on Oct., 5, 2006 at about 4 pm. In spite of the best efforts of the Fire Brigade, the fire could not completely be extinguished before 9 p.m.

The damage and devastation caused by fire is estimated at Rs. 17,000/- only, for which amount I make a claim upon the company.

You may please send your Inspector to investigate the matter on the spot for an early disposal of the claim.

Yours faithfully,
K.P. Thapar

(11)

APPLYING FOR A POSITION

V.V. Puri, M.B.A.,

20, J.L. Nehru Road,
Allahabad
Nov., 14, 2006

The General Manager,
M/s. Engineering Co.,
DELHI—7

Sir,

In response to your advertisement in the Hindustan Times dated Oct., 10, '2006, I respectfully offer my prospective candidature for the post of an Asstt. Manager in your company.

I passed B. Teach from G.B. Pant University, Pantnagar in 1978 with an OGPA of 4.3. Last year, I completed my M.B.A. degree from the University, of California, with a good percentage of marks. During my stay at the University of California, I also participated in many international symposia, conferences and seminars. Thus, I have acquired sufficient familiarity with the latest practices in management systems, particularly in an engineering concern.

Also I have had a practical experience on the type of job you have required. In California, every student is required to undergo a practical training side by side his academic pursuits. I dealt with a firm as a supervisor of an independent unit of an engineering concern and my performance as a supervisor was adjudged to be the best one.

I enclose herewith the copies of all the testimonials and certificates from various authorities speaking volumes for my suitability for the above job.

I am a young man of about 32 years of age enjoying sound physique.

In case, I am given a chance to serve your company, I shall

display my rarest sense of commitment to duty and transparent devotion to the welfare of the concern.

Anticipating a favourable response,

End : a.a.

Yours faithfully

× × ×

ACADEMIC AFFAIRS

(12)

CONDONATION OF SHORTAGE IN ATTENDANCE

To

The Vice-Chancellor,
G.B. Pant University,
Pantnagar

Respected Sir,

Through: *deam & Advisor*

Sub: *Condonation of shortage in attendance*

Owing to my prolonged illness, my attendances in BHS-English 211 (technical Writing) course have fallen short of 75%. I have been throughout a regular student in the previous trimester and I secured A grades in all the courses in the last many trimesters. I have never indulged in any activity subversive of university discipline and standard behaviour. I enclose herewith the medical certificate from the M.O. of the University Hospital to verify the fact of my prolonged illness.

Under the above circumstances, I request you to condone my shortage of attendances in BHS-English-211, lest I should face a lot of trouble in the ensuing trimester. I assure you of my best performance and behaviour in this trimester.

With regards,

Yours obediently.

× × ×

Nitin Vasu,

I.D. No. × × ×

College × × ×

Year × × ×

Encl: M.C.

ASSIGNMENTS

1. Write a letter in reply to an inquiry about the prices of certain goods you deal in giving the prices and terms on which you are willing to supply the goods.
2. Supposing you are a retail dealer in shoes. Write a letter placing an order with any shoe-firm. Give such details as you consider necessary.
3. Write an application to the Manager of an Engineering concern for the post of an Asstt. Engineer. Also send your resume in 250 words about your preference to serve this firm.
4. Write a letter from M/s. Blonden & Co., advising despatch of certain consignment by goods train and R/R through the UCo, Pantnagar.
5. Write a letter to a railway company complaining of delay in the transit of goods.
6. Write a letter to a railway company claiming compensation for goods supposed to have been damaged in transit, giving details of claim and damage.
7. Write a letter of complaint to the post office stating therein that a registered letter duly posted by you has not reached the addressee.
8. Write a letter to the previous employer of an applicant making enquiries concerning his character and ability. Also ask the reason for his leaving the previous firm.
9. You have manufactured washing soap and tooth powder. Write a circular letter to your present and prospective customers soliciting business. The letter must be effective and persuasive.
10. You have sold goods to a customer on terms of payment against delivery documents through a bank. Write necessary letter to the bank.
11. You have found some errors of addition and subtraction in your bank account. Point them out to the bank-authorities.
12. The recently appointed agent of your company is doing less business than was expected of him; and moreover, he is not sending you regular reports. Write a suitable letter to him.

13. Messrs Baluja & Co., Delhi wants to have an agency of woolen cloths. Draft a necessary letter from this firm giving details of its long standing and goodwill in the market.
14. Mr. Brown Smith had an insurance policy on his life for Rs. one lac. The policy No. is 12356 and it is unassigned. He died last month. Mr. Gill Smith is the legal successor to Mr. Brown Smith's property. Write a suitable letter from Mr. Gill Smith to the insurance company for necessary compliance.
15. Make a claim upon a Fire Insurance Co., for the destruction of your insured goods by fire.
16. Write an application to the Registrar for an early declaration of your result.
17. Write an application to the vice-chancellor requesting him therein for the cancellation of rustication order issued by the Chairman, D.C. against you.
18. Write a letter of instruction telling all the sectional heads to submit their reports of investigation regarding decline in the goodwill of your concern at different places during the last many years.
19. Write an inquiry letter asking another firm if the machinetools it has been using are providing satisfactory service. Your firm or organization also wants to use those machine-tools. So before their purchase, please make sure whether or not they will serve your purpose.
20. Write an invitation letter to a V.I.P. on the dedication ceremony of a public building, with which your name is also associated.
21. Place an order for shipment of a few articles you require for your organization with shipping costs prepaid. Also write an adjustment letter to the seller who has sent you a bill inclusive of shipping costs prepaid. Ask him to submit another bill after proper adjustments.
22. Write a formal letter on any topic of public concern such as weed control, or control of tree diseases, spread of literacy, increase and viability of energy sources etc.

The topic should be lively and interesting to the readers as well as to your own field of specialization. It should also add to the welfare of all concerned.

23. Write an interview letter for a person you are interested in for the post of an agricultural expert in the capacity of the Manager of your concern or organization.
24. Write a recommendation letter to the Manager of the above firm testifying to the character and ability of a person for the position of an agricultural expert you are interested in to be appointed in the above concern.

14

Reading and Listening Skills for Personality Development

BASED ON COMMUNICATIVE ENGLISH AND
SEMIOTICS TECHNOLOGY

Communication: *Definition, Process and Types; Wider Circumference; Adumbrations of Communication; Interpersonal Communication, Societal Communication, Mass Communication, Verbal Communication, Non-Verbal Communication, Digital Communication, Discursive Communication, Disqualifying Communication, Extrapersonal Communication, Professional Communication; Communicative Skills—SWRL (Spoken Skills, Written Skills, Reading Skills, Listening Skills); Language Disease; Semiotics Technology; Language Therapy.*

Speech Disorders—*Hysterical Aphasia; Puberphonia; Ventricular Dysphonia; Phonasthenia; Stuttering; Aetiology of Hoarseness; T⁴ (Traits four); Reading Skills: RR System, SM₁, and SM₂ Methods, M⁹ Devices, T⁴ (Technique Four)—OK4R, PQRST, SQ3R, PQ4R; Barriers to Speedy Reading—B¹²; Listening Skills—Methods of Improvement, Berlo's Measurement, Coding and Decoding Skills, Personality Grooming: T⁷ (Traits seven)—SIP+DIAL, SWRL & PG-G⁵ (PIR² C-Moulding), P¹⁴ (Personality Traits Fourteen—TECH (Techno)+HERF³ (Culture)+VIC (Victory); Assignments.*

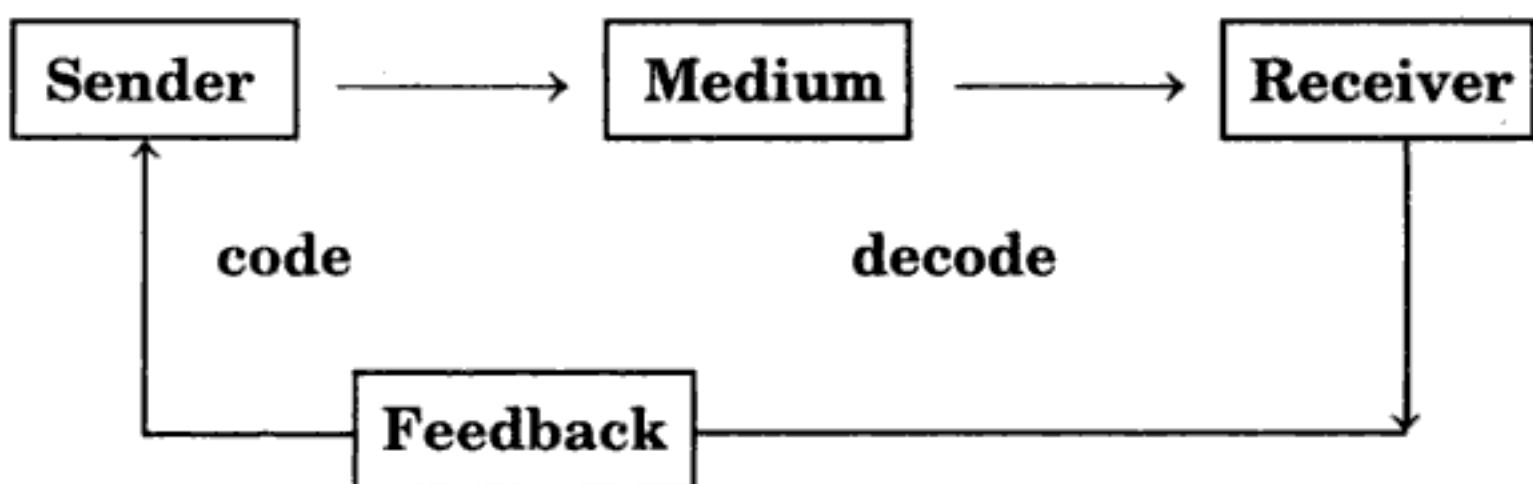
Communication: Definition, Process, Types

Definition

Communication has originated from the Latin word *communis*, which means common. Communication, in fact, connotes conveying, interchanging or interacting ideas or information with other persons. Because of mind-boggling revolution of information technology, communication has assumed a number of significant dimensions.

Process

In any process of communication, there is a sender, who sends a message. The message is sent through a channel, which may be either a machine or a language channel, *i.e.*, mouth. The message is received by another person, who is known as a receiver. The reaction of the receiver is known as the feedback. The sender encodes the message whereas the receiver decodes it. The following diagram of the communication process simplifies our comprehension:



Communication takes place between two persons or parties. For example, group discussion takes place where there are many persons to exchange information; interviews occur when there are interviewers and interviewees; lectures are delivered by one person to many persons. Likewise, public speeches are made by one and listened by many.

Types

1. Verbal Communication, which may be spoken or written;

2. Non-verbal Communication, which involves facial expressions, gestures, kinesics (body language), tone, proximity, orientation or angular position, appearance, head nodes, posture, eye movement or eye contact, dress, gait, touch, skin colour,

body figure, eye colour, lips, eyebrows, hair style, closed fist, fingers, blushing, perfume, facial features, tone and pitch of voice.

In addition to the above, communication may also take place through symbols such as railway signals, traffic lights, telegraph and secret codes, which form the subject-matter of **Semiotics Technology**. The latest researches and breakthroughs in **Semiotics Technology** claim language communication as communication of symbols, because language is also a combination of alphabets forming words and sentences. In the domain of Language Pathology, certain language disorders obstructing communication do take place because of weak language channels in the brain.

Circumference of Communication

The circumference of communication has become very wide these days. Ranging from domestic activities to social, political, economic and global happenings, communication takes place in one way or another. Keeping in view the wider circumference of communication, a number of interpretations have been suggested by many an expert. For example, whereas L. Ron Hubbard thinks that in communication, affinity is more important, Longman perceives commonality as more important than other factors. Denis Mcquail and W.S. Cardon consider cultural belongingness as the basis of communication. Experts like Lundberg, John Dewly, Charles R, W Right, Melvin L. De Fleur and D. Lasswell have offered different interpretations of communication. Nevertheless, one thing is quite obvious that all these experts have acknowledged the significant role that communication plays in the development of society nowadays.

Adumbrations of Communication

Communication is divisible into the following categories:

1. Interpersonal Communication
2. Intrapersonal Communication
3. Societal Communication
4. Mass Communication
5. Verbal Communication
6. Non-verbal Communication
7. Digital Communication
8. Discursive Communication

9. Disqualifying Communication
10. Extrapersonal Communication
11. Professional Communication

PROFESSIONAL COMMUNICATION

Professional Communication means the type of communication which a particular professional requires to fulfil his duties in a profession. For example, an engineer requires a particular type of communication for carrying on his duties. His communication may be termed as technical or scientific communication. He needs written communication of a definite brand as with the help of which he can easily and professionally write reports, technical articles, papers, proposals etc., He also requires business communication to write letters which his profession needs. Apart from this sort of written communication, he also needs spoken communication, where language plays an important role. Spoken language must be very efficacious and effective or else he cannot prove a successful professional. For acquiring excellent command over spoken language, particularly English, he has to know something about Phonetics, RP (Received Pronunciation), Stress and Intonation, Rhythm etc., He should also know the ways to improve upon his speech mechanism and its delivery system. In group discussions, interviews, seminars, conferences, workshops, symposia, presentations and other interactions, spoken communication particularly English is essentially required. Equally important is his non-verbal communicative devices such as kinesics (body language), postures, facial expressions, dress, etc.,

COMMUNICATION SKILLS

Communication skills are paramountly needed for every professional particularly for a one who doggedly aspires for significant achievements in life. Conversely, those who lack efficacious communicative skills do really fail in their professional careers. It was said of Oliver Goldsmith, the noted litterateur, that he wrote like an angel but he talked like a poor poll. Charles Darwin, the famous Evolutionist, lacked aesthetic sense, an offshoot of Reading Skills, and that was why he failed to appreciate Shakespeare's plays. M.K. Gandhi, the father of

the nation, started his legal career rather shakily for want of strong communicative skills. In an age of global communication, communicative skills have now become all the more important. One cannot, of course, face international competition of the modern milieu wholesomely spawned on newer breakthroughs of technologies without the meticulous use of communicative skills.

SWRL

There are four basic skills of communication—namely, Speaking Skills, Writing Skills, Reading Skills and Listening Skills. The abbreviated use of these four skills is SWRL, wherein S stands for Speaking Skills, W for Writing Skills, R for Reading Skills and L for Listening Skills respectively. Since man learns speaking first, writing afterwards and then reading and listening activities take place, it is but natural that Speaking Skills take precedence over other communicative skills. Out of these four skills, two are encoding and two are decoding skills. Speaking and Writing Skills are encoding skills, because they are explicitly used to prepare the communication or message, whereas Reading and Listening Skills are decoding skills, because they are used for comprehension purpose. However, all the four communicative skills (SWRL) must work in unison or else the communication channels will not be strong which will ultimately affect the efficacy of communication.

LANGUAGE DISEASES

Communication channels often remain weak owing to weak communicative skills. A number of language diseases from which students do generally suffer often prove to be distinct impediments in forming very strong communication channels by them. A vivid picture of the language disorders usually found amongst students has been given in figure 1 at page 50. However, it is to be noted carefully that some of these ailments may be cured by taking help of language therapy. But some disorders are not curable and they are certainly those which render a professional wholly incapable of improving upon their communicative skills. Controlled language readers have proved their effectiveness in some disorders, whereas in others they do not show promising signs of improvement. Probably Semiotics Technology may offer some solutions to many language disorders in the near future.

SEMIOTICS TECHNOLOGY

Semiotics Technology is the recent science of the study of signs. Language is the systematic arrangement of signs. Written words are just the clusters of signs which have some meaning. Alphabets are signs which are the smallest constituents of language. These language signs start forming their significant channels in the brain when a child and also an adult tries to learn a language and tries to use it as a means of communication. If the channels in the brain are properly formed, then there are usually no communication problems. But if the language channels are not properly established, then the communication is hampered. This language obstruction is manifested in a number of ways. For example, some times, there are problems of serious thinking. Some times, there are the problems of clear-cut speaking. Approximately these problems are 35 in number. Often these problems or drawbacks are termed as *Aphasias* and *Dysgraphias*. Some times they are termed as *Alexias* and *Dyslexias*. Some call them *Disarthrias* and *Anarthrias*. In Language Pathology (science of language study which is concerned with language diseases or language disorders offering remedies for their cure) some precautionary measures to prevent the occurrences of these language ailments have been suggested, which are cumulatively known as Semiotics Technology. In the following figure 1, some Language Grammars and other linguistic remedies have been shown which may cure such ailments as Jargonophasia, Dyslexia, Stuttering, Diffused Aphasia and Schizophrenic Aphasia.

Most of the ailments shown in Fig. 1 relate to voice and speech disorders. Hoarseness is a common disorder which is the result of the variation of periodicity or intensity of sound waves. Vocal cords producing voice should, therefore, be in a sound condition or else communication will be affected. Some common disorders in the vocal cords are:

1. Hysterical aphonia
2. Puberphonia
3. Ventricular dysphonia
4. Phonasthenia
5. Stuttering

Causes of hoarseness of voice and speech in medical science are—acute laryngitis usually followed by cold, influenza,

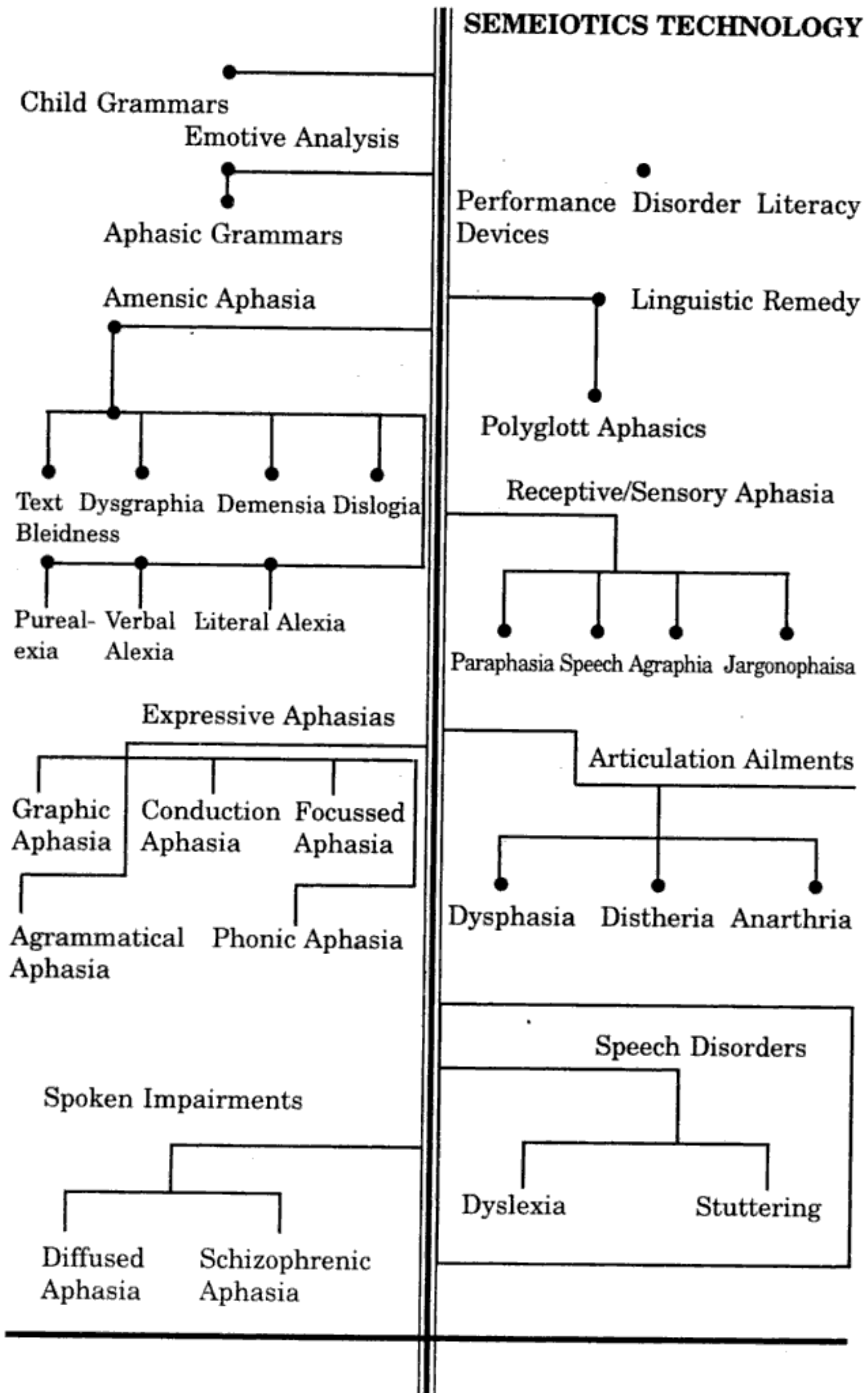


Fig. 14.1. Language Pathology (35 Communication Ailments)

exanthematous, fever, laryngotracheobronchitis, diphtheria, syphilis, scleroma, atrophic laryngitis etc.,

The aetiology of hoarseness suggests that it is a symptom and not a disease in itself. It is manifested in many forms of diseases in the following categories:

1. Acute Inflammation
2. Benign Tumours
3. Trauma
4. Paralysis
5. Fixation of cords
6. Congenital

Semiotics Technology suggests some remedies as detailed above for the cure of these ailments of vocal cords which affect communication skills in addition to those already existing in the medical sciences. It is too early to talk of the future of Semiotics Technology as to how and to what extent it will succeed in curing language disorders. Nonetheless, people have begun to think quite positively about its potentials.

T⁴ (Traits Four)

T⁴ (Traits Four) are the basic traits of a managerial personality, which naturally means SWRL or speaking, writing, reading and listening skills. A professional or a manager must inevitably know how to speak, how to write, how to read and also how to listen. Those managers/professionals who lack SWRL skills generally fail in their profession. Efficacious communicators are always welcome in their respective professional fields. These traits may be illustrated as under:

T⁴ (SWRL)

Elaboration

1. SS = Speaking Skills
2. WS = Writing Skills
3. RS = Reading Skills
4. LS = Listening Skills

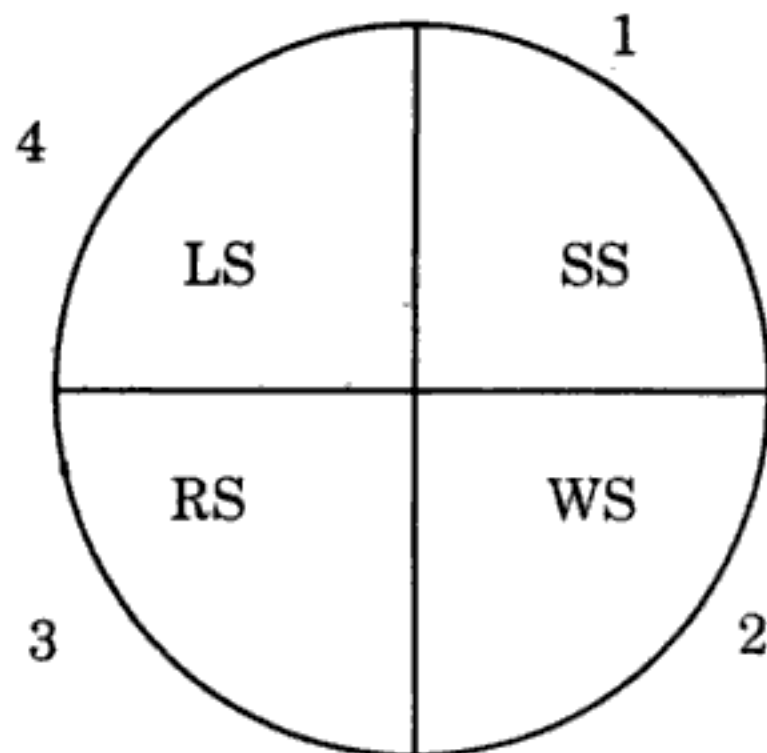


Fig. 14.2

READING SKILLS

For improving *Reading Skills*, one has to adhere to the following instructions:

1. Be a voracious reader.
2. Use R and R systems of reading, which means recapitulate and reconstruct again and again.
3. Use SM₁ (Skimming Method) and SM₂ (Scanning Method) of Reading.
4. Use M⁹ devices to increase Reading Speed and Rate (see fig 3 below):

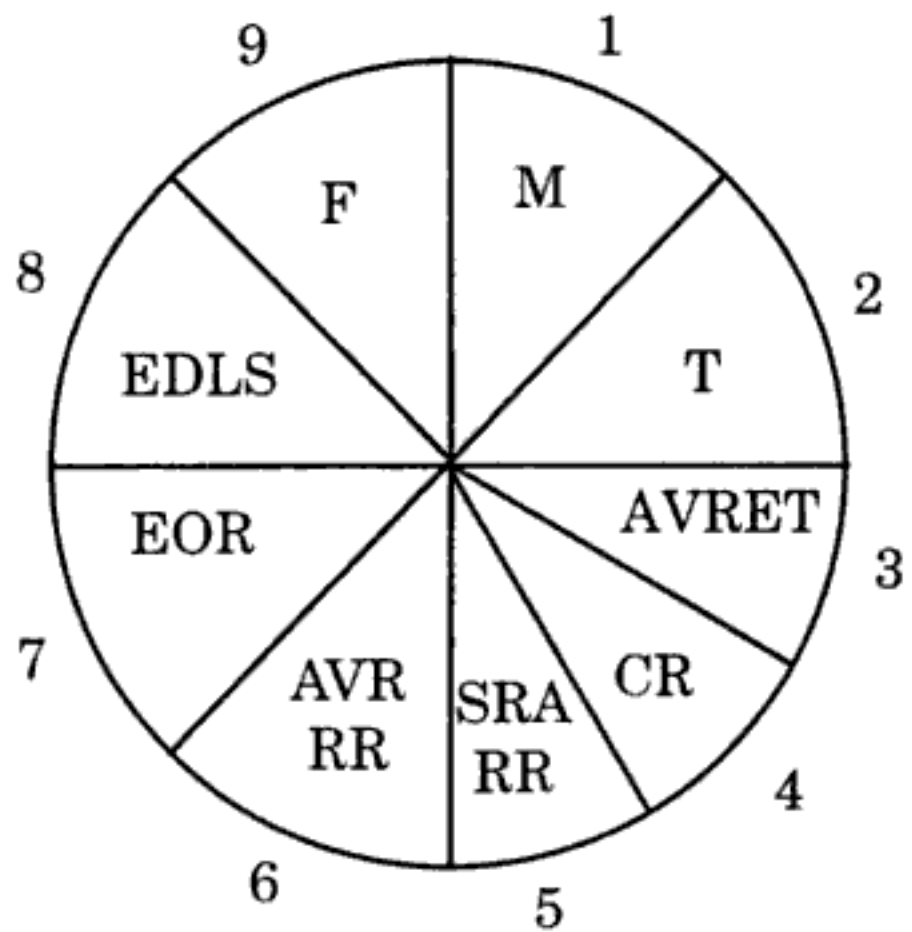


Fig. 14.3

Elaboration

- | | | |
|----|-------|---------------------------|
| 1. | M | = Metronoscope |
| 2. | T | = Tachistoscope |
| 3. | AVRET | = AVR Eye-Span Trainer |
| 4. | CR | = Controlled Reader |
| 5. | SRARR | = SRA Reading Accelerator |
| 6. | AVRRR | = AVR Reading Raterometer |
| 7. | EOR | = Excel-O-Reader |
| 8. | EDLS | = EDL Skimmer |
| 9. | F | = Films |

TECHNIQUE T⁴

Use T⁴ (Technique Four) as given in figure 4 in order to strengthen Reading Skills:

Elaboration

- | | | |
|----|------|---------------------------------|
| 1. | OK4R | = Overview
Key Ideas
Read |
|----|------|---------------------------------|

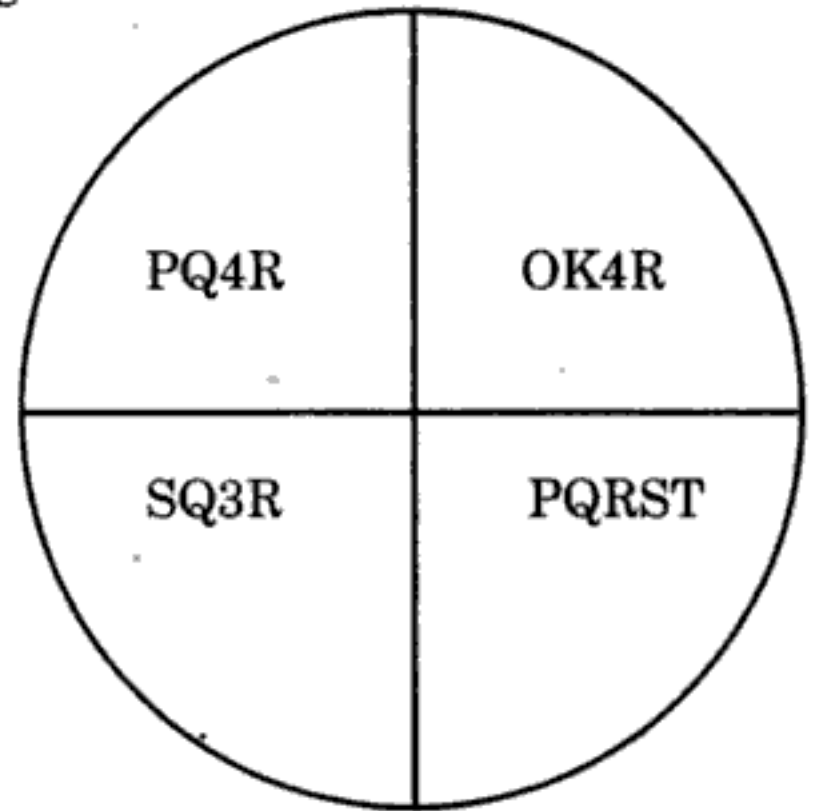
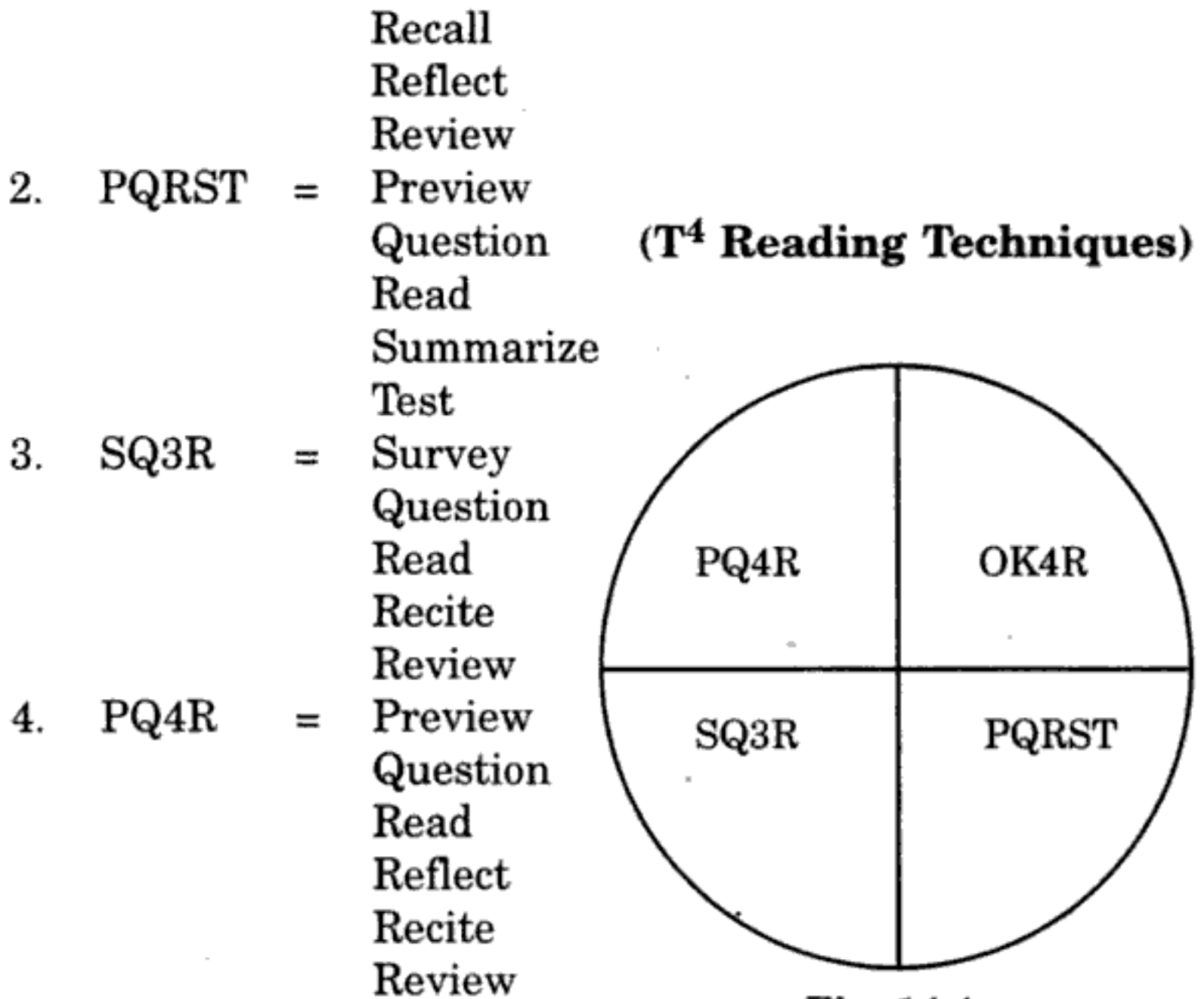


Fig. 14.4

OTHER METHODS

1. OQ and SQ patterns of Recapitulation and Reconstruction.
2. Expose yourself to meaningful eye-movement preferably 3 words per eye jerk/movement/fixation.

BARRIERS TO SPEEDY READING

Try to overcome barriers to speedy reading. Common barriers have been illustrated as under:

Elaboration

1. FVP = Faulty Visual Perception
2. WWR = Word by Word Reading
3. FOR = Frequent Obstructive Regression
4. FPHS = Finger Pointing and Head Swinging
5. VSV = Vocalization and Sub-Vocalization
6. LCS = Lack of Creative Stamina
7. LEC = Lack of Exposure and Concentration
8. LSI = Lack of Stamina and Interest
9. RWB = Redundant Word Blocking (due to poor vocabulary)

B¹² (Barriers Twelve)

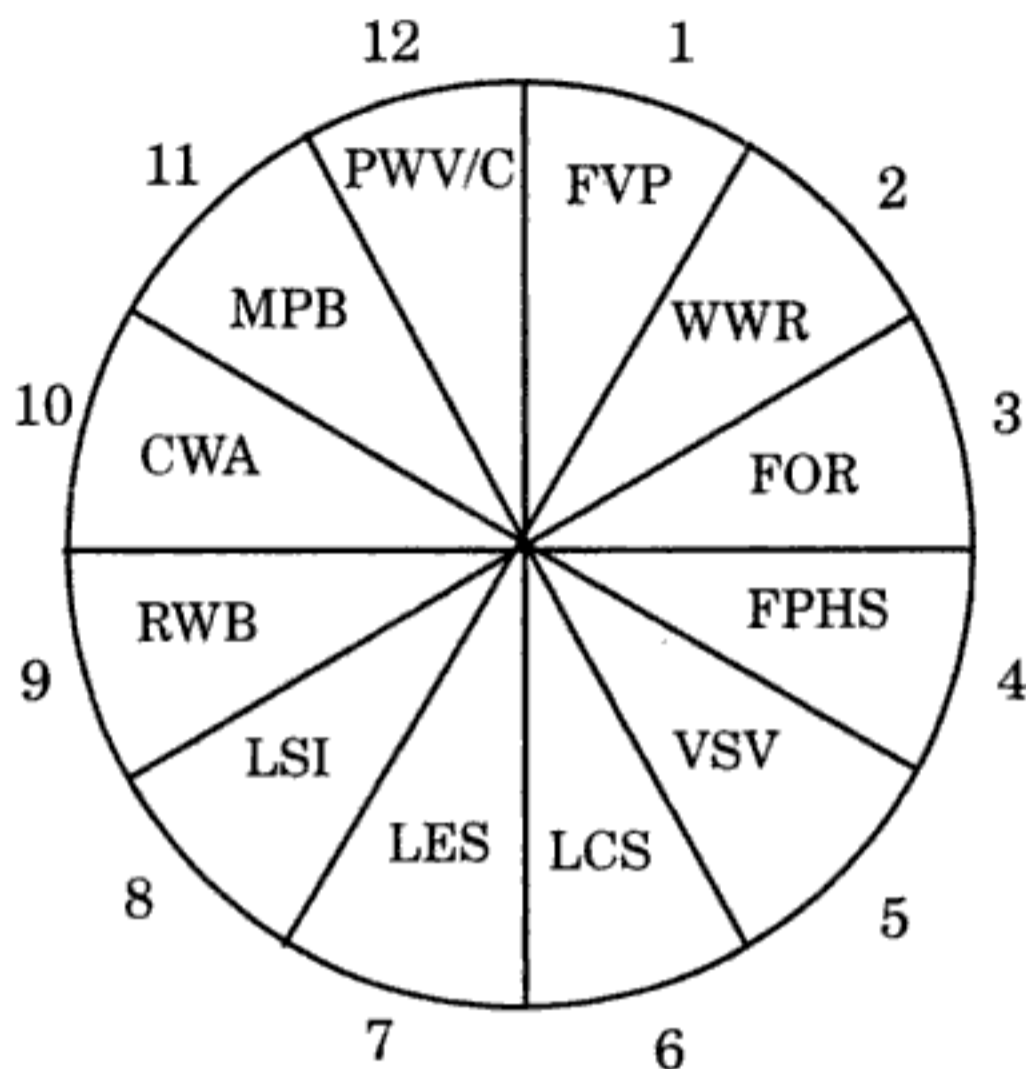


Fig. 14.5

- 10. CWA = Cumbersome Word Analysis (Syntax, Grammar, Semantics etc.)
- 11. MPB = Monotonous Plodding and Back-tracking
- 12. PWV/C = Poor Word-Recognition, Vocabulary/Comprehension.

LISTENING COMPREHENSION : METHODS OF IMPROVEMENT

Listening Comprehension is an important ingredient to improve SWRL. For strengthening listening skills, one should adhere to the following instructions:

1. Expose yourself to sufficient ear-training.
2. Listen to BBC, TV, Radio and other recorded material based on Linguaphone courses.
3. Always listen with concentration.
4. Use R and R Method, *i.e.* Recapitulation (memorize) and Reconstruction (summarize and rebuild).
5. Frame Objective Question (OQ) and Subjective Questions (SQ) to strengthen Listening Comprehension.
6. Berlo's Measurement System should be adhered to (see figure 6 given below):

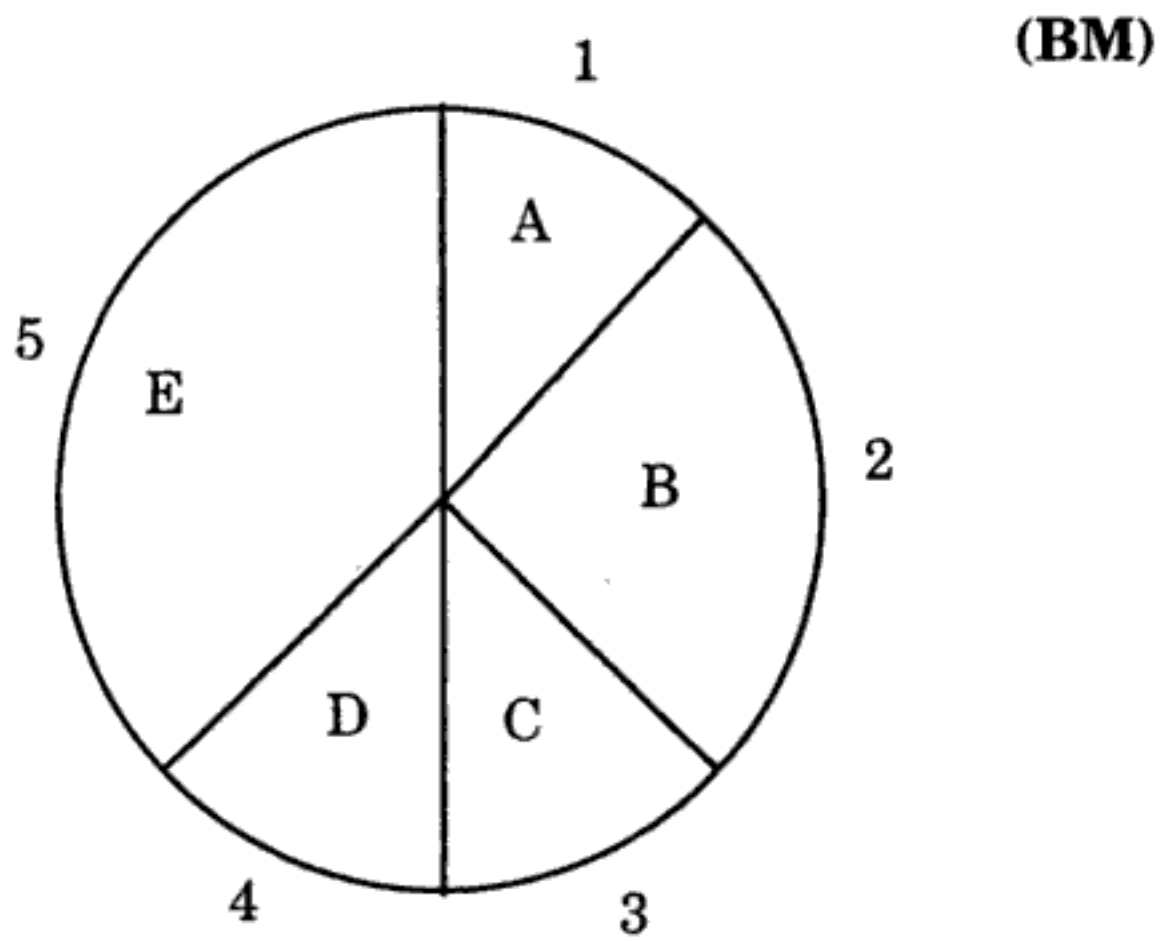


Fig. 14.6

Elaboration

1. A = First Reading A, 80% and above comprehension rate
2. B = First Reading B, 70% and above comprehension rate
3. C = First Reading C, 60% and above comprehension rate
4. D = First Reading D, 50% and above comprehension rate
5. E = First Reading E, Below 50% comprehension rate

CODING AND DECODING SKILLS

Listening is a decoding skill like *Reading*. Hence, it is very much needed that there must be very strong listening channels in the brain or else it is difficult to improve upon listening abilities. Many students miserably fail in TOEFL, IELTS, TWE and TSE because of poor Listening Skills. Since some students generally suffer from Jargonophasia, paraphasia, verbal alexia, stuttering, disarthria and such other language diseases, it is not so easy for them to tide over the problem of strengthening their listening skills. Nonetheless, listening with concentration together with suggestions as listed above must be adhered to in order to see satisfactory results.

PERSONALITY GROOMING : OFFSHOOTS OF T⁴

T⁷ (Traits Seven)

T⁷ or Traits Seven are those traits which are more or less genetic or which form a part of nature. These cannot wholesomely be annihilated or replaced by new ones. Nonetheless, they can be improved upon by rigorous discipline

of T⁴ (SWRL). These can be shown with the help of the following figure 7:

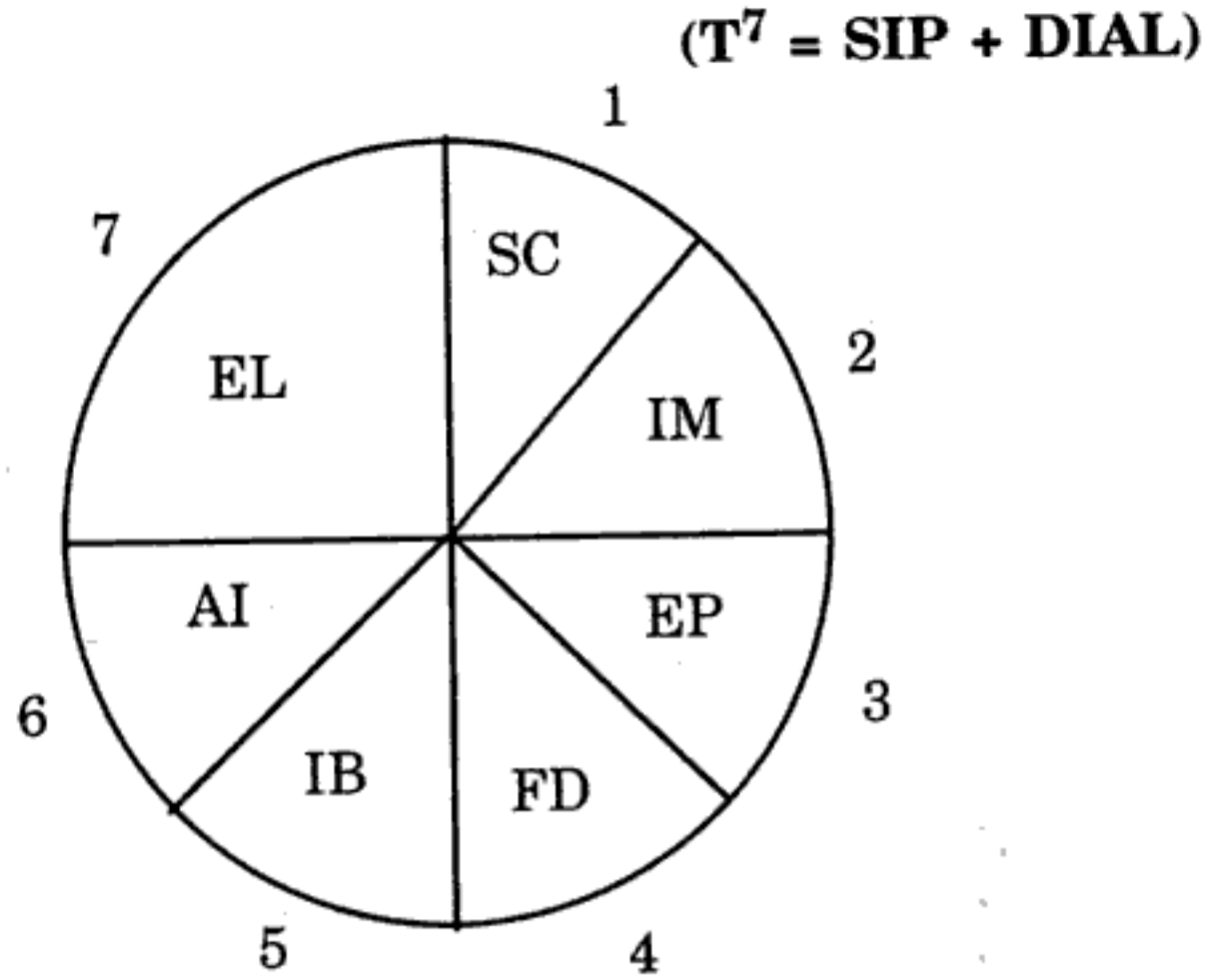


Fig. 14.7

Elaboration

- 1. SC = Self-Confidence
- 2. IM = Innovative Mind
- 3. EP = Efficacious Persuasiveness
- 4. FD = Firm Determination
- 5. IB = Interactive Behaviour
- 6. AI = Articulation of Ideas
- 7. EL = Emulative Leadership

SWRL and Personality Grooming (SWRL & PG)

Communicative Skills (SWRL) popularly known as (T⁴) are extremely helpful in grooming or moulding a managerial personality. On attaining full grooming, the traits reflected would appear as follows;

G⁵ (PIR²C-Moulding)

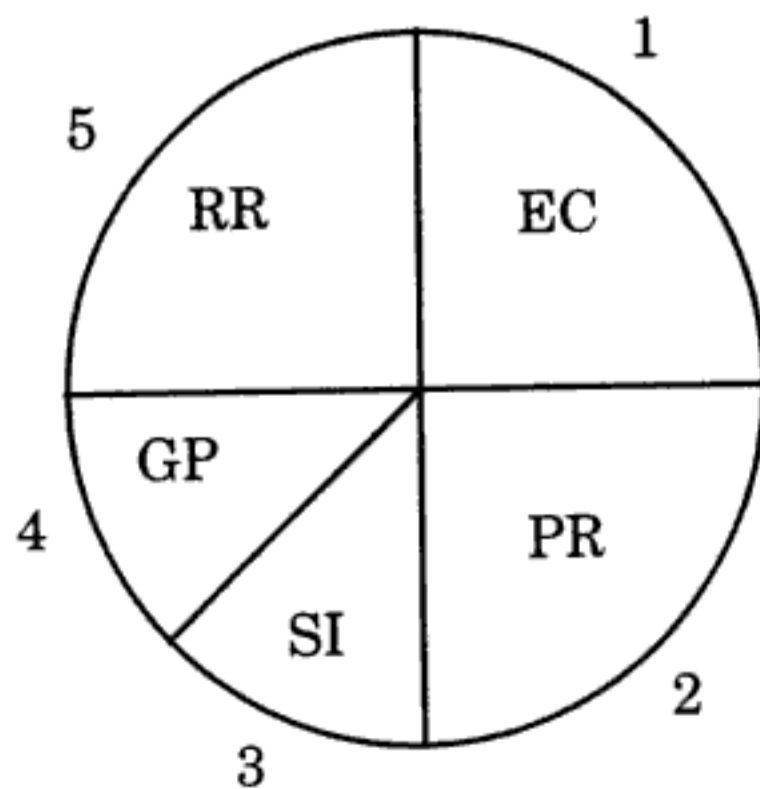


Fig. 14.8

Elaboration

- 1. EC = Efficacious Communicator
- 2. PR = Professional Roles
- 3. SI = Successful Interviews
- 4. GP = Gainful Presentations
- 5. RR = Responsible Resource

P¹⁴ (Personality Traits Fourteen)

P¹⁴ means personality traits fourteen in number. More or less, they are but different manifestations of T⁴, T⁷ and G⁵. These traits add to a managerial/professional personality. These can be shown as in Fig. 9.

**P¹⁴ (TECH+HERF³+VIC)
Techno-Culture Victory**

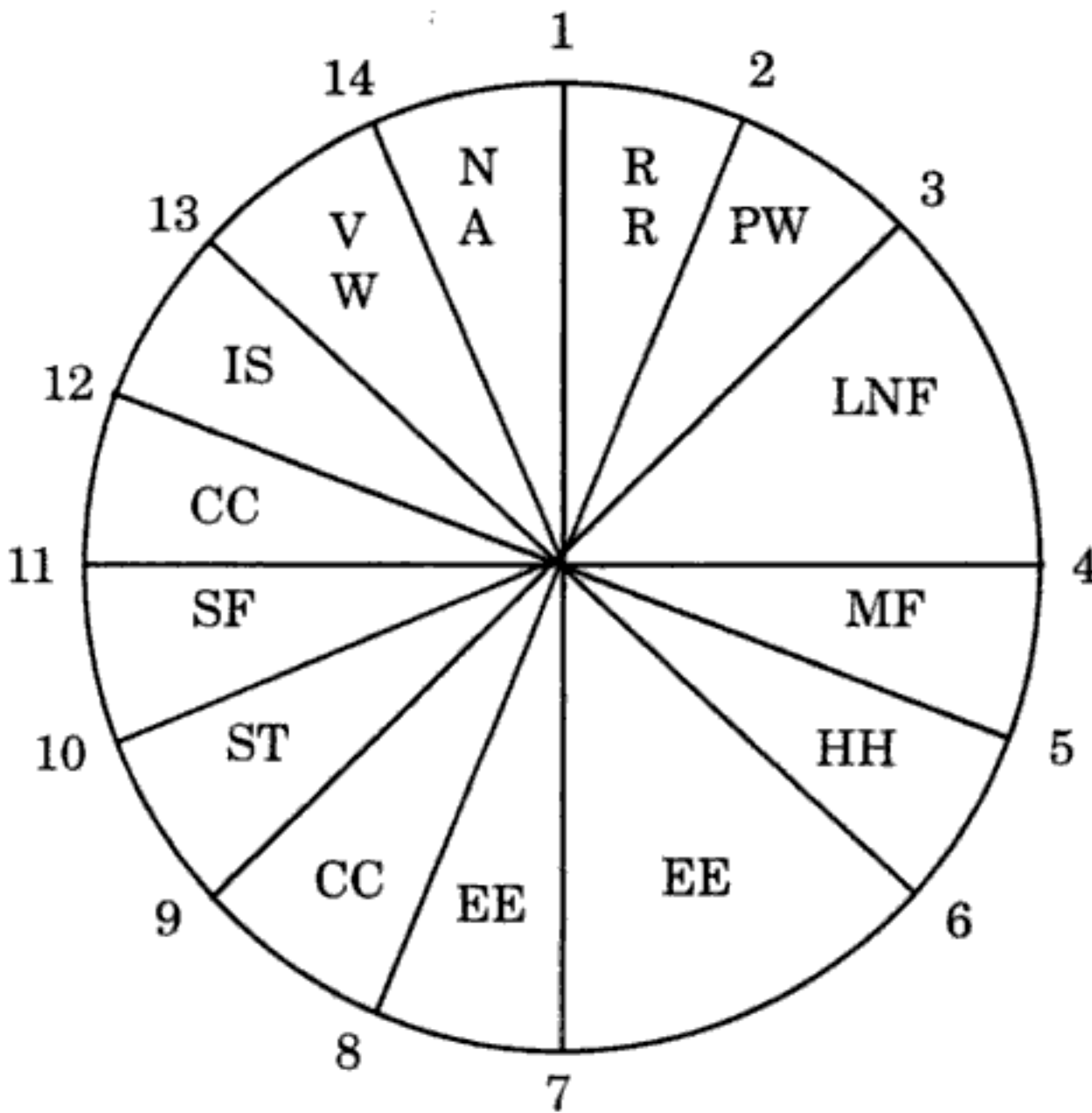


Fig. 14.9

Elaboration

- 1. RR = Revitalizing Relaxation
- 2. PW = Power of Words
- 3. LNF = Lack of Negative Feelings
- 4. MF = Motivating Force
- 5. HH = Health and Harmony

- 6. EE = Enervating Energy
- 7. EE = Enobling Enlightenment
- 8. CC = Ceremonious Creativity
- 9. ST = Sublime Thinking
- 10. SF = Stress Freedom
- 11. CC = Concept Crystallization
- 12. IS = Idea Synthesizer
- 13. VW = Vision Weaver
- 14. NA = National Asset

Thus in a well-groomed personality, there are 30 attributes, which can be summed up as under:

T^4

G^5

T^7

T^{14}

But out of these 30 attributes, T^4 (SWRL) are actually the foundation pillars on which the entire majestic edifice of anybody's personality is erected. T^7 (SIP + DIAL) and G^5 (PIR²C which means moulding) are just different dimensions of T^4 . P^{14} (Personality Traits fourteen or TECH (techno) + HERF³ (Culture)+VIC (Victory), which means victory over *Techno-Culture* is possible only when one cultivates all these attributes. However, the fact remains that if a professional wants to achieve great success in his profession, he has to have an excellent command over communication skills and the rest of the attributes *i.e.*, T^7 , G^5 and P^{14} will automatically be developed.

In the above treatment of SWRL, only *RL* have been dealt with, whereas elsewhere in the book, *SW* have been dealt with in details. The readers are advised to go through the detailed treatment of *SW* so as to understand these skills. Chapters 1, 3, 5, 9, 10, 11, 12, 13, 14, 17 and 42 are suggested to be gone through for improving *SW*.

ASSIGNMENTS

1. Write down brief answers of the following:
 - (a) Communication: Definition, Process and Types
 - (b) Circumference of Communication
 - (c) Kinds of Communication
 - (d) Professional Communication

- (e) Communication Skills
 - (f) Semiotics Technology
 - (g) Language Pathology
 - (h) Language Theraphy
2. Draw a diagram of 35 Communicative ailments.
 3. What are the ailments of speech disorders?
 4. What are T⁴ (SWRL)?
 5. What are M⁹ and RR System, SM₁ and SM₂ devices?
 6. What are T⁴ Techniques of *Reading Skills*?
 7. What are B¹²?
 8. What are the methods of improvement of *Listening Comprehension*?
 9. What are coding and decoding skills?
 10. What are T⁷? and how are they helpful in grooming personality?
 11. What are G⁵?
 12. What are P¹⁴?
 13. What are 30 attributes of a perfectly groomed personality?
 14. Explain T⁴, G⁵, T⁷ and P¹⁴.

Note : Read other related chapters especially chapter 15 for an indepth study of *Reading* and *Listening Comprehension*. Some chapters are meant for *advanced* learners of *subjective* as well as *objective* patterns of *Listening* and *Reading Comprehension*.

15

Mechanics of Reading and Listening Comprehension

(A) PRECIS-WRITING

1. Precis-writing is decidedly an important aspect of composition, because it entails a deeper study of grammar. *Precis* is a *French* word derived from *Latin* word *Praecisum*, which means to cut short. In English, it is equivalent to *precise* which means brief but to the point. It is also different from substance, summary, and paraphrase by virtue of its being complete and organic. Wilson has relevantly differentiated between precis and other words almost tantamount in meaning and sense. "A precis adheres," writes he "more closely to the original than a summary, is fuller and, though succinct, has some feeling of style. A summary is bolder or more naked, a skeleton standing half way between precis and notes, which are boldest of all. The ratio of the original of precis is 3 to 1, to summary between 20 to 1 and 10 to 1, to notes perhaps 50 to 1." Thus precis-writing is entirely different from all such other related words like paragraph, summary, notes, etc, and there must not be any confusion to understand them clearly.

2. Precis-writing is useful to enhance our brain-power. By reading a passage studiously and intelligently, we are called upon to be quick mentally. Besides, it helps us a lot in our daily

composition. For a professional, technocrat, business executive, professor, administrator or a judge, precise-writing is compulsorily needed, because they have to cope with their new situations by being mentally alert.

3. For preparing a precis, we must concentrate on various phases. First of all a thorough reading should be made; and if one reading is not sufficient, many more readings should be made. Then, the key-points alongwith a suitable title should be noted down. The third stage is that when a rough draft is prepared to the length of only *one-third* size of the original passage, irrelevant points may be removed and final draft should then be prepared.

4. 'Style is the man himself,' so wrote Buffon. No doubt, one cannot completely get rid of one's own style, one should, however, try to be objective in one's approach. Every effort should be made to see that precis is prepared in such a way that a beginning, a middle, and an end may also be kept up in it out and out. Unity of thought, coherence of presentation and relevance of facts—are some of the major points one should always keep in one's mind while preparing a precis. Of late, precis-writing has assumed many more dimensions of importance than ever before because of its paramount significance. It is perhaps because of this that in every competitive examinations, precis-writing is inevitably asked.

SPECIMEN ILLUSTRATIONS

1

Make a precis of the following passage and give it a suitable title :

The main danger in the international situation to-day is the unending, almost ruinous arms race between the great powers which unless it is controlled and eventually stopped by positive acts of statesmanship might lead to war and untold destruction. As Bertrand Russell said recently in addressing words to ordinary men and women—Americans, Western Europeans, Russians, Asians and Africans—'We are all in peril, in deadly peril, ourselves, our children, our grand-children, unless we are successful; for, if we fail, we shall have none. In comparison with this peril, all other questions are insignificant.

What will it matter who was right and who was wrong when no human beings survived?" There is hardly any sensible person in any part of the world who does not realize the disastrous consequence of a nuclear war. But it is tragic that when there is such unanimity about the imperative necessity of eliminating war and resolving disputes by peaceful means, a wide gulf divides the powers and prevents a meeting of minds. The result is that neither side is prepared to make any agreement or arrive at any arrangement which would, in its views substantially alter the balance of power based on nuclear weapons and missiles and military bases. This wide chasm is due to distrust and suspicion and fear. It is this distrust that should be reduced, this acerbity that has to be diminished if the risks of a nuclear holocaust are to be eliminated. For, under the impetus of this mutual distrust and fear which both cause and are caused by the arms race, the objectives of diplomatic negotiations and differences between nations are lost sight of while bombs, warheads, rockets and missiles tend to become ends in themselves. (Aligarh Univ. 1976)

Solution

Title—Arms Race

The arms race among the super powers of the world has created a very tense situation, which may ultimately cause world war any time. The devastation that it may reckon, the tragedy that it shall originate, and the loss of life and property that it shall make, will certainly be enormous. Our posterity will curse us for the lack of wisdom and the use of discretion. Who can ever forget the calamitous situations that the dropping of bomb on Hiroshima and Nagasaki created? Every big nation is suffering from distrust and envy. Everybody talks of eliminating arms race, but none is prepared to restrain oneself from either producing or using nuclear weapons. World as it stands today is really heavenly, provided that it is not destroyed by the senselessness of a few fanatics and dictators.

2

To fight is a radical instinct; if men have nothing else to fight over they will fight over words, fancies or women, or they will fight because they dislike each other's looks or because

they have met walking in opposite directions. To knock a thing down, especially if it is cocked at an arrogant angel, is a deep delight to the blood. To fight for a reason and in a calculating spirit is something; even a coward might screw upto such a reasonable conflict. The joy and glory of fighting lie in its pure spontaneity and consequent generosity, you are fighting for gain; but for sport and for victory. If fighting were not a possible means of livelihood the bellicose instinct could never have established itself in any long-lived race. A few men can live on plunder, just as there is room in the world as there are diligent bees. ants herviborous kine. But victory need have no good fruits for the people whose army is victorious : that it some times does so in an ulterior and blessed circumstance to be reckoned.

Since barbarism has its pleasures, it naturally has its apologies. There are panegyrist of war who say that without a periodical bleeding a race decays and loses its manhood. Experience is directly opposed to this shameless assertion. It is war that wastes a nation's wealth, chocks its industries, kills its flowers, narrows its sympathies, condemns it to be governed by adventures and leaves the puny, deformed and unmanly to breed the next generation. Internecine war, foreign and civil brought about the greatest set which the life or reason has ever suffered; it exterminated the Greek and Italian aristocracies. Instead of being descended from heroes, modern nations are descended from slaves; and it is not their bodies only that show it. After a long peace, if the conditions of life are propitious, we observe a people's energies bursting their barriers : they become aggressive on the strength they have stored up in their remote and unchecked development. It is the unmutilated race, fresh from the struggle with nature (in which the best survive, while in war it is often the best that perish) that descends victoriously into the arena of nations and conquers disciplined armies at the first blow, becomes the military aristocracy of the next epoch and it itself ultimately sapped and decimated by luxury and battle, and merged at last into the ignoble conglomerate beneath. Then, perhaps in some other virgin country, a genuine humanity is again found, capable of victory because unbled by war. To call war the soil of courage and virtue is like calling the debauchery to soil of love.

(*GBP University, Pantnagar, 1981*)

Solution**Title—In Praise of War**

Those who praise war are perfectly mistaken. It is not wise to extol the fighting instincts in every man. War brings about a total destruction every where. To suggest that it rejuvenates militancy and removes rust from the heroic feelings is rather absurd. A dictator preaches this, but once he is in power, he himself decries it as barbarous.

3

The best poetry is what we want; the best poetry will be found to have a power of forming, sustaining, and delighting us, as nothing else can. A clearer, deeper sense of the best in poetry, and of the strength and joy to be drawn from it, is the most precious benefit which we can gather from a poetical collection such as the present. And yet in the very nature and conduct of such a collection there is inevitably something which tends to obscure in us the consciousness of what our benefit should be, and to distract us the from the pursuit of it. We should therefore, steadily set it before our mind at the out-set, and should compel ourselves to revert constantly to the thought of it as we proceed.

(Mathew Arnold)

Solution**Title—Poetry**

Poetry is a constant spring of joy. The best poetry is one that gives us the purest aesthetic sense in abundance. The pursuit of knowledge in its clearer form is possible through poetry. Thought and form both go a long way to make poetry sublime.

4

At a time when inflationary trends are making the life of everyone in general, and the working classes in particular, very difficult the imperative need is for higher production to combat inflation. Owing to persistent efforts on the part of the International Labour Organization (I.L.O.), lasting over many years, management and workers been made productivity

conscious and this is expected to result in improving the earnings of the workers. It is obvious that the present proposal to reduce working hour would result in neutralizing the benefits of higher productivity unless the same quantum of production is assured during the reduced working hours. The suggestion will take away from the worker a fruitful means, of improving his pay packet through schemes of incentive payments related to productivity.

Bearing in mind the peculiar economics of industrially undeveloped countries it would be fatal for the national well-being to go in for reduction in working hour at this juncture when mounting growth of population needs exploitation of all possible avenues for higher production. Besides of all the subjects, reduction of working hours can hardly be achieved by means of an international instruments on the subject have been literally ignored by several State Members. However, there is nothing to prevent a country, if circumstances warranted it, to introduce shorter working hours through a process of collective bargaining. In fact, several countries and some of the industries have already done so, regardless of their respective States' regulations on the subject. Taking into consideration every aspect of the ease, it looks as if the I.L.O. is devoting its time and energy unnecessarily to a problem which has no immediate significance or importance to most of the countries. What is more important is the question of universal ratification of the older conventions so as to prevent soul of the countries from working more than the hours already set by the I.L.O. Should, however, an international instrument emerge out of this year's deliberations, we are sure it would merely be through the lip sympathy offered by many governments who when it comes to implementation, would show very little interest or attention. (Bombay Univ., 1982)

Solution

Title-Inflation

In order to combat money-inflation, it is necessary to raise production. The higher the production, the lesser the inflation. To reduce working hours of the workers is no solution to this problem. Instead, longer hours yielding higher production should be rewarded in the shape of bonus or other incentives. The

I.L.O.'s efforts to check inflation by means of other methods is not practicable. In a poor country like India, only more production is its apparent solution.

5

Poetry

That Light whose smile kindles the universe,
That Beauty in which both things work and move,
That Benediction which the eclipsing curse,
Or birth can quench not, that sustaining Love,
Which through the web of being blindly wove,
By man and beast and earth and air and sea,
Burns bright or dim, as each are mirrors of
The fire for which all thirst; now beams on me,
Consuming the last clouds of cold morality.

—*P.B. Shelley*

Solution

Title—Love

Shelley regards love as something heavenly or divine. It is love that kindles the universe. It is the beauty, the benediction, the all pervasive power of love that is everywhere present in this world. Every object whether lifeful or lifeless gets a fresh lease of life through the spirit of love.

6

Our education is a failure if we do not obtain during over college years such a conception of the universe around us, such an understanding of the movement of life and the progress of mind as to secure for us a vision of spirit in every detail of nature and life, the spirit in which all human souls, the humblest and the greatest, live, move and have their being. The aim of education is not simply to enrich the minds of people with new knowledge, but also to help them rise to their full spiritual stature. It must rouse them to the value of spiritual realities, turn their eyes from the things which are merely temporal to the things which are eternal, and enable them to pursue the values which are ultimate and not to be occupied with merely utilitarian ends. Such an education will make us

ashamed of our narrow creeds and inflexible faiths which make even social relations difficult. Ability to co-operate with others is the true test of education among individuals as well as communities. (Dr. S. Radhakrishnan)

Solution

Title—The Aim of Education

The greatest criterion of meaningful education is that it makes us citizens of cosmopolitan vision. Education makes us well-aware of our environs. It makes us realize our spiritual force also. To lead a perfectly utilitarian life, or to be too much given to worldly comforts and bodily pleasures is not at all the sole purpose of a really educated man. Sectarian outlook or parochialism is eliminated through such an education.

7

Religions have helped greatly in the development of humanity. They have laid down values and standards and have pointed out principles for the guidance of human life. But with all the good they have done, they have also tried to imprison truth in set forms and dogmas, and encouraged ceremonials and practices which soon lose their original meaning and become mere routine. While impressing upon man the awe and mystery of the unknown that surrounds him on all sides, they have discouraged him from trying to understand not only the unknown but what might come in the way of social effort. Instead of encouraging curiosity and thought, they have preached a philosophy of submission to nature, to the established church, to the prevailing social order, and to everything that is. The belief in a supernatural agency which ordains everything has led to a certain irresponsibility on the social planes, and emotion and sentimentality have taken the place of reasoned thought and inquiry. Religion though it has undoubtedly brought comfort to innumerable human beings and stabilized society by its values, has checked the tendency to change and progress inherent in human society. (Jawahar Lal Nehru)

Solution

Title—Religion and Society

The importance or utility of religion to society is really

immense. It has helped society lead an orderly and disciplined life. But it has also hindered the free pursuit of knowledge and has often degenerated itself into dogmas and creeds. Sometimes more harm than good is done in the name of religion. True spirit of religion means enlargement of vision and thought.

8

It is not ease, but effort—not facility, but difficulty, that makes men. There is perhaps no station in life, in which difficulties have not to be overcome before any decided measure of success can be achieved. These difficulties are, however our best instructors, as our mistakes often form our best experience. Charles James Fox used to say that he hoped more from a man who failed, and yet went on in spite of his failure than from the career of his success. We learn wisdom from failure much more than from success. The very greatest things—great thoughts, discoveries, inventions—have generally been nurtured in hardship, often pondered over in sorrow, and at length established with difficulty. It has been said, and truly, that it is the defeat that tries the general more battles, than he gained; but he succeeded in the end. The Romans in their most victorious campaigns, almost always began with defeats.

Necessity may be a hard school mistress; but she is generally found the best. Though the ordeal of adversity is one from which we naturally shrink, yet when it comes, we must bravely and manfully encounter it. "Sweet indeed are the uses of adversity". They reveal to us our power, and call forth our energies. If there be real worth in the character, like sweet herbs it will give forth its finest fragrance when pressed. "Crosses" says the old proverb, "are the ladders that lead to heaven."
(Samuel Smiles)

Solution

Title—The Lessons of Adversity

Humanity has had more through adversity than through prosperity. Great inventions, researches or discoveries of the world have been possible only through difficult days. More can ever be expected of a man who has encountered defeat in his life and yet continues his sustained strivings than that man who has never faced defeat in his life. In fact, sweets are the

fruits of adversity. Trials and tribulations test our capacity to work; our strength to endure. The more we are tested by them, the more we prove strong and pure. Blessed are indeed they who have been tested by them.

9

It is proved beyond doubt that women in modern India can be good administrators. Women rulers like Chand Bibi, Elizabeth and Rani of Jhansi proved to the world their solid worth. They ruled most efficiently and brought glory to their nations. Women are intelligent and hard working. They are not frivolous and light. They have taken up work very honestly, sincerely and earnestly, and they put heart and soul in their work. It is very fortunate that we have in India educated ladies who are very keen to take up administrative work. We are amazed to see what wonderful work they are doing in offices and Central Secretariate as typists, clerks, and reception officers. It has been observed that they are very quick to understand and very efficient in work. They have won an applause from the bureaucracy. Moreover, they cheer up others. With a sweet smile, they can win over others to their point of view. All important services have been thrown open to women. They are competing for the Indian Administrative Service, Indian Foreign Service and many other important fields of life. Very soon we will be seeing women as magistrates, judges, revenue officers, income tax officers and so on. They are dispassionate, objective and impartial and never see things in another light. Their minds are unbiased and un-prejudiced and they can be generous even to the extent of forgiveness. It will be seen that women will be good arbitrators in serious disputes and they would like to avoid bloodshed and acrimony. By means of peaceful discussion and negotiation they will be able to solve their problems. Mrs. Pandit has been a very successful ambassador and she raised the prestige of India very high in foreign countries. Women are good diplomats and they can display their diplomacy in important key posts in the Indian Foreign Service.

In modern India, women have played an important role as doctors. Lady doctors have relieved much human suffering and pain. Women can work as trained nurses, efficient midwives, doctors and surgeons. The maternity causes are taken up by

lady doctors. They can be of great service to women and children. Florence Nightingale made nursing popular among the women of the upper class. Thus, in India, women of the upper class can work in village and small towns where disease takes a very heavy toll of human lives.

Educated women have to play the role of teachers. An educated lady can serve the country in the humble capacity of a teacher. The education of children mainly depends upon women. Women can build up the character of children. Women can instruct as well as please; they can teach as well as amuse. "Human soil without education is like marble in quarry." Women can do research work and they are winning laurels in art, literature, philosophy, music and painting. We are fortunate in having very intelligent girls who are anxious to have training in foreign countries. They are being given scholarships by the Government of India and many of them have proceeded to the U.S.A., the U.K. and western countries and have made their mark as educationists. Women in modern India do not want to lag behind in any activity.

Women can also render social service whenever there is flood, famine, earthquakes or some natural calamity. They can render social service. It is also during war that they can be of utmost utility to the nation. Knitting, sewing, embroidery, dressing etc., can be done by the ladies. In free India ladies are being given training in First Aid, use of rifles and guns and some ladies are getting training as drivers and pilots. In case of war—women might be asked to offer their services in the theatres of war.

Women, surely, have a very important role to play in modern India. They have shown their worth as leaders and administrators and that time is no far off when India will have at the helm of affairs women who will lead the country from strength to strength. As legislators they have distinguished themselves and their speeches in the Parliament are carefully heard and listened to. As musicians and singers they have the admiration of men. (I.A.S. 1965)

Solution

Title—Administration and Women

Women are as effective administrators as men are. To regard them as inferior to men in any sphere of life is a great

mistake. In the past, women like Chand Bibi, Elizabeth, Rani of Jhansi and others have proved their administrative merits from time to time. In modern India, they have assumed tasks which entail great risk and trust. Their capacity to endure and to work is certainly greater than men. They have more objective approach to life than man. In hours of trial and suffering, they can endure odds more than man. Being temperamentally more sophisticated and delicate, they can do more business than man. As doctors, their role is quite significant, as they can well eliminate suffering from the life of the poor. They can also prove to be good educators and can remove illiteracy from the life of the down-trodden. As social workers, they can prove quite effective during hours of exigencies and emergencies.

10

It is an old saying that knowledge is power. Education is an instrument which imparts knowledge and, therefore, indirectly controls power. Therefore, ever since the *dawn of civilization* persons in power have always tried to supervise or control education. It has been the handmaiden of the ruling class. During the Christian Era *the ecclesiastics* controlled the institution of education and diffused among the people the gospel of the *Bible* and religious teachings. These gospels and teachings were no other than a philosophy for the maintenance of the existing society. It taught the poor man to be meek and to earn his bread with the sweat of his brow while the priests, and the landlords lived in luxury and fought duels for the slightest offence. During the Renaissance education passed from the clutches of the priest into the hands of the prince. In other words, it *became more secular*. It was also due to the growth of the nation, states and powerful monarchs who united the country under their rule. Thus, under the control of the monarch, education began to devise and preach the infallibility of its master, the monarch or king. It also invested—and supported fantastic theory like the Divine Right theory—and that the king can do no wrong, etc. With the advent of the industrial revolution education took a different turn and had to please the new masters. It now no longer remained the privilege of the baron class but was thrown open to the new rich merchant class of the society. Yet education was still confined to

the few elite. The philosophy which was in vogue during the period was that of *Laissez Faire*, restricting the function of the state to a mere keeping of law and order which on the other hand in practice the law of the jungle prevailed in the form of free competition and the survival of the fittest.

(Calcutta Univ., 1984)

Solution

Title-Knowledge is Power

Education imparts knowledge and thus controls power, because knowledge is power. That is why men of power have always supervised education. During the Middle periods, the ecclesiastics controlled the educational institutions. They preached the rank and file that they had to earn their living by the sweat of their brow. But they themselves led a very rotten life. Austerity and purity they preached for others; for their own selves they never got rid of luxuries. The Renaissance education became more secular. Gradually, the so-called divine right of the king lost its validity, and it ultimately led to the establishment of the popular governments, though the theory of the survival of the fittest existed in every form of social setup.

Note : Ten passages meant for precis-writing have been solved. Passages that follow are unsolved. It is, therefore, advised that every care should be taken while preparing their *rough draft*. Improvement in the *rough draft* may be made as many times as possible, until the polish and poise are absolutely perfect. In fact, precis-writing is an art, which requires practice and knowledge. The more you are proficient in English, the better. So prepare the passages that follow very carefully.

11

Prepare a precis of the following passage and give it a suitable title :

How can the university discharge this obligation which the new age has placed on her? In the first place the university will have to change its approach to the story of the evolution of human society. Till the present day, the main theme of this

story is the role of Force in human society. Almost every book of history devotes a major part of space to war and conflicts and very little to the evolution of social and scientific ideas and ideals. It is the soldier and not the scientist or philosopher, the poet or artist who is given the chief place. Even today, a vast majority of books give the impression that organised physical violence is the main dynamic and driving principle of the drama of human life. Yet, violent conflict is not the daily feature of life. It is an exception that occurs at intervals. Man lives not from war to war, but from one creative effort to another. The entire human history has to be re-interpreted in terms of the ceaseless creative and ethical activity which alone distinguishes man from all other creatures in this world. It is now being realised that history is ultimately the story of the human mind. I think that it is now time for universities in every part of the world to make a concerted attempt at the reinterpretation of the story of man in terms of creative and ethical activities as its main dynamic principle. It may sound unorthodox to many but I do believe that man is not the creature of mere blind physical force or the helpless victim of circumstances—his environment over which he has no control. He has the power and capacity to mould and shape them as he will and has done so on many an occasion in the past. It is for the university to rouse and re-awaken in him that slumbering spirit which will make him the master, rather than the slave that he is, of his surroundings which are in no small measure his own creation.

Another change necessary in this respect is to make the world, instead of the nation, the framework of historical writings. Today, the nation shuts the man out of view altogether. After all, it is the creative urge of man in all parts of the world that has impelled them to weave this fabric of civilisation and culture. There are indeed many a strand and thread in it. But in the ultimate analysis all these are the creation of the human spirit, though the regional climate and group life have also coloured them to a certain extent. So in all historical writings, the main emphasis should shift to the human spirit and the character of the region and the group concerned should be given only secondary importance.

Besides a change in approach to the question of social evolution, it is also necessary that the university should now

integrate itself within the life of the people as a whole rather than remaining a limp only of the classes. Originally its isolation from the common people was due to the fact that the latter had neither the time nor the economic resources to flock to it. This isolation has continued to keep the university away from the tumult and the passions of the market place so that its alumni may carry on the pursuit of truth in a calm and dispassionate atmosphere. But the position has now changed, and the university can now effectively and directly serve the broad masses of humanity. It not only can but it must do so in order to also gather the masses under the sovereignty of the new mind. It is a fact of history that in the past the mind of the classes was vastly different from the mind of the masses. But this gulf between the two did not have then the dangerous potentialities which it has today. If it continues to persist, there is every danger of the fabric of civilization going up in flames. There is another reason also, in my view, why the university should become integrated with the life and aspirations of the masses. If the present insurrection of the masses against what is not led into creative and constructive channels, it is likely to prove a volcanic lava which may destroy everything good or bad. The need for the guidance of this insurrection into right channels is an immediate one. If the university, which ought to have no axe of its own to grind, decides to approach the masses, it would be in a position to place the national and international problems in a correct perspective and would thus be able to give the masses the vision and the judgment to exercise their electoral rights correctly. But as I have already remarked, this integration of the university with the people is absolutely essential to produce in them the new mind which the new age demands. It is only when they are also activated by such a mind that the two revolutionary forces of our day would combine to produce a world of plenty and peace.

It is in the context of the supreme importance of this revolution of ideas that I view the importance of this common meeting between Commonwealth Universities Association and the Inter-University Board. I feel that this Association can play an important part in transforming the Universities of the Commonwealth. It is my earnest hope that your deliberations will help the universities to recognise that it is they who will be

the leaders of thought and action in the age to come and that it is they who will control and guide the unlimited power and resources that knowledge has placed in the hands of man.

(Dr. Rajendra Prasad)

12

Prepare a precis of the following passage and give it an appropriate title :

Some candidates in elections being not too sure of their luck try underhand and unfair methods to secure votes. This happened in the last general Elections as well. They went round the city and held out many promises to individual voter and thus tried to capture the maximum number of votes. For mal-practices of this and other types, not only the candidates but the voters are also to blame, illiterate and politically inexperienced voters did not realise the importance of their votes. They did not feel that the vote was their duty which the country expected them to discharge honestly and faithfully. They were led in their choice merely by influence and bribery than by their discretion or good senses. Corruption being the order of the day, votes were openly bought and sold.

On the actual day of the voting, under instruction from the government, all propaganda in the favour of candidates and all criticism of the rivals had been banned. Polling booths were set up in such a way that no voter had to walk more than a mile or so in order to be able to cast his vote. Police arrangements near and around the polling booths were elaborate. No agents candidates were allowed to canvass for votes in the neighbourhood of booth. This helped freedom of voting very much. Of greater help was the secrecy of the ballot when one entered the booth where ballot boxes of all the candidates, were placed, one was perfectly alone. One could, therefore, exercise one's right unhampered by any considerations.

Voting in these General Elections held under adult suffrage was peaceful and was not marked by any untoward incidents. For this the credit is due to the people who demonstrated their love of freedom and democracy and showed that they stood for secularism.

(Patna Univ., B.A., 1981)

13

Prepare a precis of the following passage and give it a suitable title :

In these days of democracy, every section of opinion, be it traders, professionals, teachers or political sects, has got some organization to voice their grievances to the powers that be. Similarly, students have their own unions. Almost every college has a Student's Union as not an unimportant part of its educational equipment. It is an organization of the students and for the students. A Students's union serves several useful purposes. For one thing it promotes social intercourse between the teacher-and the taught and serves as a link between the authorities and the students.

It came into existence to defend and safeguard the just and legitimate right of the students. But now-a-days its educational value has tremendously increased. It is highly democratic in its structure. It is administered through a machinery responsible to the students who duly elect them through the ballot box. So its very composition has an ample educative value to teach the students to become responsible citizens. It teaches as to how they have to take part in the making of future governments.

This institution gives the most active help and leaves the student free to develop himself and improve his individual condition. Like small kids, who in their play become rulers and administer justice, these unions arrange Mock Parliament Session which have their responsible places filled by the students themselves. The bills has to pass through the same channels be it the Lower House of India, France or England. What does it teach? Certainly a training to the future rulers. It is here through whose portals the great administrators of tomorrow get training for holding the reins of future government.

(Punjab Univ., B.A., 1985)

14

Prepare a precis of the following passage and suggest an appropriate title to it :

People moan about poverty as a great evil; and it seems to be an accepted belief that if people only had plenty of money,

they would be happy and useful and get more out of life. As a rule, there is more genuine satisfaction in and more is obtained from life in the humble cottage of the poor man than in the places of the rich. I always pity the sons and daughters of rich men, who are attended by servants, and have governesses at a late age; at the same time I am glad to think that they do not know what they have missed.

It is because I know how sweet and happy and pure the home of honesty and poverty is, how free from perplexing care and from social envies and jealousies—how loving and united its members are in the common interest of supporting the family that I sympathise with the rich man's boy and congratulate the poor man's son. It is for these reasons that from the ranks of the poor so many strong, eminent, self-reliant men have always sprung and always must spring. If you will read the list of immortals who were not born to die, you will find that most of them have been poor. (*Calcutia Univ., BA-II, 1982*)

15

Prepare a precis of the following passage and also write down its title :

The difficulty in the education of young infants is largely the delicate balance required in the parents. Constant watchfulness and much labour are needed to avoid injury to health : these qualities will hardly exist in the necessary degree except where there is strong parental affection. But where this exists is very likely not to be wise. To the devoted parents, the child is immensely important. Unless care is taken, the child feels this, and judges himself as important as his parents feel him. In later life, his social environment will not regard him so fondly, and habits, which assume that he is the centre of other people's universe, will lead to disappointment. It is, therefore, necessary not only in the first year, but afterwards also, that the parents should be breezy and cheerful and rather matter of fact where the child's possible ailments are concerned. In old days, infants were too much petted, sung to rocked and dandled. This was wrong since it turned them into helpless pampered parasites. The right rule is : 'encourage spontaneous activities but discourage demands on others! Do not let the child see how much you do for him or how much trouble you take. Let him,

wherever possible, taste the joy of a success, achieved by his own efforts, not extracted by tyranning over the grown-ups.

(Bombay Univ. B.A. (Hons.), 1973)

16

Prepare a precis of the following passage and give it a suitable title :

Can nations go in for martyrdom? Yes, if the morality of non-violence and truth is to gain currency in the political and more specially the international field. Some nations will have to sacrifice as some individuals have to, for the establishment of the highest standard of morality. Who is to make this experiment? Obviously the Government, through its executive head. We are told that the head alone is responsible for major decisions. Whoever may be responsible, can a decision for martyrdom be made by the others than the would-be martyrs? Would not that make of them helpless victims of somebody else's moral or spiritual experiments. However, in a democracy if this delicate experiment of non-resistance to evil and returning good for ill is to be tried, the decision must be taken not by the head of the state, but the nation itself. Will a body of citizens, under the present circumstances, decide on a nation-wide act of martyrdom at the altar of the spiritual principle of non-resistance to evil, it is more than doubtful. *(Punjab Univ. B.A., I, 1989)*

17

Prepare a precis of the following passage and give it a suitable title :

There is wonderful spirit of sociality in the brute creation and this propensity seems not to be confined to the animals of the same species. Even great disparity of kind and size does not always prevent social advances and mutual fellowship. For a very intelligent and observant person has assured me that in the former part of his life, keeping but one horse, he happened also at a time, to have but one solitary hen. These two incongruous animals spent much of their time together in a lonely orchard, where they saw no creature but each other. By degrees on apparent regard began to take place between these two sequestered individuals. The fowl would approach the

quadruped with notes of complacency, rubbing herself gently against his legs! While the horse would look down with satisfaction and move with the greatest caution and circumspection, lest he should trample on his diminutive companion. Thus by mutual good offices, each seemed to console vacant hours of the other. (Patna Univ. B.A., I, 1980)

18

Prepare a precis of the following passage :

Perhaps the most wonderful of all the inventions in Science is what is called wireless telegraphy. This is so wonderful as to recall the realm of fairyland and the marvels of the Arabian Nights. Today a vessel many hundreds of miles from land can speak to almost any seaport it pleases. And it may send messages to other vessels hundreds of miles distant. Thus a ship in distress can send her calls for help to other ships. An explorer by land or sea can keep in touch with his friends, and if necessary secure assistance, any part of the world can be brought into contact with any other part; and if necessary on great occasions a message might be sent at one and the same time to every part of the British Commonwealth of nations. This invention is likely to affect the daily life and amusement of us all. It is now possible, for example, to hear by wireless telegraphy the speech of a great orator or the music of a great singer. But its chief value lies in its powers to lessen human toil and suffering. (Agra Univ. B.A., II, 1976)

19

Prepare a precis of the following passage :

Man's growth from barbarism into civilization is supposed to be the theme of history. But sometimes, looking at great stretches of history, it is difficult to believe that this ideal has made such progress or that we are very much civilized or advanced. There is enough of want of co-operation today, of one country or people selfishly attacking or oppressing another, of one man exploiting another.

It is well to remember that in many ways man has not made very great progress from other animals. It may be that in certain way some animals are superior to him. Still we look

down upon the insects as almost the lowest of living things, and yet the tiny bees and ants have learnt the art of co-operation and of sacrifice for the common good far better than man. If mutual co-operation and sacrifice for the good of a society are test of civilization we may say that the bees and ants are in this respect superior to men. In one of our old Sanskrit books there is a verse which can be translated as follows; 'For the family sacrifice the individuals; for the community, the family for the country, the community : and for the soul the whole world.' What the soul is few of us can know or tell and each one of us can interpret it in a different way, but the lesson this Sanskrit verse teaches us is the same lesson of co-operation and sacrifice for the larger good. We, in India, had forgotten this sovereign path to real greatness for many a day and so all had fallen. But again we seem to have glimpses of it and all the country is astir. How wonderful it is to see men and women and boys and girls smilingly going ahead in India's cause and not caring about any pain or suffering! Well may they smile and be glad for the joy of serving great cause in theirs; and to those who are fortunate come the joy of sacrifice also.

(Punjab University, B.A., II, 1982)

20

Prepare a precis of the following passage and also assign a suitable title to it :

Among the manifold misfortunes that may befall humanity loss of health is one of the severest. All the joys which life can give cannot outweigh the sufferings of the sick. Give the sick man everything and leave him his sufferings and he will feel that half the world is lost to him. Lay him on a soft silken couch, he will nevertheless groan sleepless under the pressure of his sufferings while the miserable beggar, blessed with health, sleeps sweetly on the hard ground; spread his table with dainty meals and choice drinks and he will thrust back the hand that proffers them, and envy the poor man who thoroughly enjoys his dry crust; let his chair be a throne, and his crutch, a world-swaying sceptre, he will look with contemptuous eye on marble, on gold, on purple and would seem himself happy could he enjoy, even where under a thatched roof, the health of the meanest of servants.

(Delhi University, B.A., II, 1962)

21

Prepare a precis of the following passage and assign it a suitable title :

When in the course of human events it becomes necessary for one people to dissolve the political bonds which have connected them with one another and assume among the power of the earth a separate and equal station, a decent respect for the opinions of mankind requires that they should declare the cause which imply them to separation. We hold truths to be self-evident that all men are created equal, that they are endowed by their creator with certain unalienable right; that among these are life, liberty and the pursuit of happiness; that to secure these rights, governments are instituted among them, serving their just powers from the consent of the governed that whenever any form of government becomes destructive of these ends, it is the right of the people to polish it and to institute a new government laying its foundations on such principles and organising its power in such form as to them shall seem most likely to affect their safety and happiness.

Prudence indeed will dictate that government long established should not be changed for light and transient causes and accordingly all experience has shown that mankind is most disposed to suffer while evils are sufferable than to right themselves by abolishing the forms which they are accustomed. But when a long train of abuses and usurpations pursuing invariably the same objects envinces a design to reduce them under absolute despotism, it is their duty to throw off such governments and to provide new guards for their future security.

(Bombay University, B.A., II, 1952)

22

Prepare a precis of the following passage :

If there is one custom that might be assumed to be beyond criticism, it is the custom of shaking hands; but it seems that even this innocent and amiable practice is upon its trial. A heavy indictment has been directed against it in press on hygienic grounds, and we are urged to adopt some more healthy mode of expressing our mutual emotion when we meet of part. I think it would need a pretty stiff Act of Parliament and a

heavy code of penalties to break us of ingrained a habit. Of course, there are many people in the world who go through life without ever shaking hands. Probably most people in the world manage to do so. The Japanese bows, the Indian says namaste and the Chinese makes a grave motion of the hand and the Arab touches the breast of his friend at parting with the tips of his fingers.

By comparison with these modes of salutation it may be that our Western custom of shaking each other by the hand seems coarse and rustic, but I cannot conceive that Englishmen will ever be argued out of shaking hands with each other. A greeting which we really feel without a grip of the hand to accompany, it could seem like a repulse, or a sacrilege. It would be a bond without the seal as cold as a step-mother's breath, as official as a type written signature. It would be like denying our hands their mutual office. They would not remain in our pockets or behind our backs toying with a button. We should have to chain them up, so instinctive and impetuous is their impulse to leap at a brother's hand.

(Calcutta University, B.A., II, 1982)

23

Prepare a precis of the following passage :

We reach New York in days and not months as previously. Are not these the miracles of Science? Speak over the telephone to your friend in Sydney. Surely it looks as if you are talking to him at the dinner table. Yet you are separated by thousands and thousands of miles from the man in Sydney. A Greek of Plato days might have boasted of the deep learning of the philosopher and have believed that the world had arrived at the acme of progress. Never could he have imagined that the 20th century would be marked by those advances of human knowledge which would bring about such radical change, change in the mode of life of the people of this planet. Such have been the blessings of science in time of peace that when we compare our day-to-day life with that of a scribe or a monk or knight of the Middle Ages we thank god for sending us in this century of all round advancement.

Now look at the other side of the picture. Think of all the devastation caused by the latest weapons of fighting invented

by scientists. Begin from the Tommy gun and go over the long list of deadly weapons culminating in the latest, the Atom Bomb. Ancient warfare was a limited business confined to the armies actually engaged in fighting. The civil population even in the villages adjoining the battle field did not appear much concerned either about the outcome of a conflict or about the security of its own life and property. But a modern war has become deadly an affair too horrifying to contemplate. Squadrons and bombers rush into a country covered with smiling crops and beautiful little hamlets. They disfigure the country side and undo the work accomplished with years of slow toil and patience. Surely there could not have been a greater tragedy than this—his use or call it misuse, of precious knowledge wrested from unwilling hands of Nature, for the purpose of destroying life and civilization.

In conclusion, the science, therefore, has proved a great curse for humanity in war. In fact, the extent of damage it can cause in times of war is only matched by the volume of good it can do to us during peace.

If somehow we could use science only for constructive and creative purposes and resist every effort to make it an engine of destruction, civilization would be safe and the future of our world bright. Let man pause and think, for, if he wants to save himself he must act. *(Aligarh University, B.A., I, 1988)*

24

Prepare a precis of the following passage :

Einstein found out the secret that the matter could be transformed into real energy. A number of scientists like Rutherford, Ramsay, Soddy, Neil, Bahr, Otto Hahn, Heisenberg, Boxter, W.G. Pennery and a host of other have carried on research on the atom bomb and have perfected it. The U.S.A. experimented at Eniwetek Atoll and the British have recently exploded atom bombs in Monte Bello in Australia. The Russians are believed to have exploded atom bombs in Siberia as far back as 1950.

The atom bomb is a new threat to civilization. It is the most powerful weapon of destruction that has ever been invented by the ingenuity of man. Its unrestricted use would mean the

annihilation of mankind. For miles and miles around the area of explosion there is nothing else but destruction and devastation. All living things wither and crumble away. The war-mongers may consider it a very useful invention but it is a diabolical weapon. It is like playing with fire. The atom bomb releases deadly rays and they have a fatal effect on the tissues. The future generations will be imbecile and there might be a change in structure of vital organs. The scientists are studying the effect of the rays on mice, ducks, birds, monkeys, rabbits and pigs.

From the military point of view the atom bomb is very useful. Uranium—235 is the metal used for atomic fission. The U.S.A. and Australia possess Uranium. The prolonged wars of the past would be replaced by short wars. The fate of the nations at war will be decided not in years but in weeks or perhaps in days. Atomic missiles, projects and rockets and other atomic weapons will be most effective against the enemy and issue of war will be decided in the shortest possible time. The possession of the secret of the atomic energy is necessary for the maintenance of peace.

The atomic energy can be blessing to mankind. The petroleum supplies of the world are being gradually exhausted. Coal-mines are getting empty. The atomic energy will supply fuel to ships, trains, rockets and automobiles. Already experiments are being carried on in various countries to harness atomic energy for the running of machinery and industries. Voyage to the moon and other planets with the help of atomic energy will not be a dream of a scientist like H.G. Wells but a reality.

Again atomic energy is useful for curing incurable diseases like the cancer and malignant tumour. The radioactive substances will help in destroying malignant tissues. The study of the inner structure of plants and living organism will be made easier. Already the secrets of nature are being wrested by the inquisitive scientists. Radio activity is going on in the sun from time immemorial by natural process. The atomic energy, if utilised for useful and constructive works, will not be a curse to mankind but might prove a variable blessing.

(Bombay Univ., B.A., I, 1952)

25

Prepare a precis of the following :

Scientists tell us that without the presence of *the cohesive force* among the *atoms that comprise the globe of ours* it would crumble to pieces and we would cease to exist and even as there is cohesive force in blind matters, so must there be in all things animate and the name for that cohesive force among animate beings is love. We have to learn to use that force among all that lives, and in the use of it consists our knowledge of God. Where is love there is life; hatred leads to destruction. Life persists in the midst of destruction. Only under that law would a well-ordered society be intelligible and life worth living.

The sum total of the energy of mankind is not to bring us down but to lift us up, and that is the result of the *definite, if unconscious*, working of the law of the love. The fact that mankind persists shows that the cohesive force is greater than the disruptive force, *centripetal force greater than centrifugal* : If love be not the law of our beings there is no escape from a *periodical recrudescence of war*, each succeeding one outdoing the preceding one in ferocity.

All these teachers that ever lived have preached that law with more or less vigour. If law was not the law of life, life would not have persisted in the midst of death. Life is a *perpetual triumph over the grave*. If there is a fundamental distinction between men and beasts, it is the former's progressive recognition of the law and its application in practice to his own personal life. All the saints of the world, ancient and modern, preached of that supreme law of our Being. That the brute in us seems so often to gain an easy triumph is true enough. That, however, does not disprove the law. It shows the difficulty of practice.

(*Agra Univ., II, 1949*)

26

Prepare a precis of the following passage :

Recently in a credulous world the Government of our country issued a warning to the public against bogus degrees and diplomas. The main victims in this case are the simple people. The quack doctor or dentist may *decorate his plate with*

rows of cryptic initials, few discover what these initials mean or realize that intrinsically they may be worth nothing. Everyone, we suppose, understands that the important thing about professional man is the quality of the man himself, not the letters after his name but where some are ignorant, others busy, the tendency too often is to take the degrees for the reputation. The complexity and unfamiliarity of many degrees often make it particularly difficult to distinguish the bogus from the genuine and mere numbers on a brass plate consequently tend to prevail. Nor is the public the sole victim, the wretched holder of a document, for which, though intrinsically worthless, he may have paid a fat fee is also swindled. *Fly-by-night institutions* exist to grant *mangificent sounding titles for a prefunctory performance* or none at all. When detected in mal-practices they simply change their name and start afresh. They can understand at once that, where little in the way of effort or study is demanded little of value can be supplied but even the canny are sometimes not above impressing the credulous, while a simpleton simultaneously deceives others and is deceived by himself. It would be a *logical fallacy of the first water* to suggest the man whose qualifications look queer should, therefore, automatically be shunned. There do exist reputable and competent correspondence schools : out of the way institutions can produce, their quota of brilliant men, man may be efficient despite as well because of his academic background. But the government has rightly directed attention to the danger of taken things on trust. (*Agra Univ., II, 1950*)

27

Prepare a precis of the following passage :

Democracy as a way of life and not a mere political arrangement, requires of its adherents a jealous regard not only for their own rights but equally for the similar rights of others. It is based on the principle of equal freedom and equal rights for all its members, regardless of race, religion, sex, occupation or economic status. Education is the great *instrument of social emancipation* by which a democracy establishes, maintains and protects the spirit of equality among its members. If we develop the *social temper of democracy* we will have confidence in one another. We will allow freedom of conscience

to others as it is our faith that others, like ourselves, are competent to work out their own salvation.

Equal opportunity does not mean identical opportunity for all. It means the equal availability of education for every qualified person. Our system must provide for every young person education to the extent that he can earn profit from it and of a character best designed to assure the maximum development of his nature. It must, of course, recognize differences of gifts and interests. Education confined to those who came from nobility landed gentry of professional classes is suited to a society built on *economic and social hierarchy of classes*. In a democratic society, the opportunity of learning must be open not only to an *elite* but to those who have to carry the privilege and responsibility of citizenship. Education is a universal right, not a class privilege.

The educational attainments of our people are far below what is necessary either for effective individual living or for the satisfactory maintenance of society. For the great majority of our boys and girls the kind and amount of education they may hope to get, depends not on their own abilities but on the economic status of their family or the accident of their birth. The earnings of a very large part of our population are so low that they find it difficult to have even the barest necessities of physical existence. Low family income together with the rising costs of education is an almost impassable barrier to college education for many young people. There is a relation, however, between the ability to profit from a college education and the ability to pay for it. In distribution of educational opportunity there should be no caprice, favouritism, special privilege, or other arbitrary action. (*Bombay Univ., B.A., I, 1975*)

28

Prepare a precis of the following passage :

The thoughtless wickedness with which we scatter sentences of imprisonment, torture in the solitary cell and on the plank bed, *privation of human intercourse* and daily news, and flogging on *moral invalids* and energetic rebels, is nothing compared to the *silly levity with which we tolerate poverty* as if it were either a wholesome tonic for lazy people or else a virtue to be embraced as St. Francis embraced it. If a man is indolent

let him be poor. If he is drunken, let him be poor. If he is addicted to the fine arts or to pure science instead of to trade and finance, let him be poor.

Now what does this 'let him be poor' mean? It means let him be weak. Let him be ignorant. Let him be cheap and drag his fellows down to his own price by selling himself to do their work. Let his habitations turn our cities into *poisonous congeries of slums*.

This being so, it is really wise to let him be poor? Would he not do ten times less harm as a prosperous burglar, incendiary or murderer, to the utmost limits of humanity's comparatively negligible impulses in the directions? Suppose, we were to abolish all penalties for such activities and decide that poverty is the one thing we will not tolerate—that every adult with less than a thousand a year shall be painlessly but inexorably killed, and every hungry half naked child forcibly fattened and clothed. Would not that be an enormous improvement on our existing system, which has already destroyed so many civilizations, and as visibly destroying ours? Surely the sensible course would be to give every man enough to live well on, so as to guarantee the community against possibility of a case of the *malignant disease of poverty* and then necessarily to see that he earned it.

(*Calcutta Univ., B.A., II, 1952*)

29

Prepare a precis of the following passage :

Books of travel are of all kinds from the dry records of laborious statisticians to *the trivial diaries of globe trotters*. Explorers, seamen, archaeologists, naturalists, bores, engineers, ethnologists, officials, politicians, liars, journalists, dreamers—what type of man or woman has not written a book of travel? They pour from the press in an unending stream : they are read, they are forgotten, and ninety-nine out of every hundred *pass away into oblivion*. The great book of travel is rare, as great books in any class are, rare, and for precisely the same reason—namely that people of genius, personality and character are rare. To write a book of travel appeals irresistibly to large number of persons who have no *creative power*, whose books are the mere reflection of a shallow curiosity and of a foolish *egotism*. These deplorable works, which spread a sort of suburban

fight upon the beautiful and wild places of the earth, *throw into only greater relief* the achievements of the true travellers, who by reason of their fortitude, their imagination, their insight and the ability to evoke the atmosphere and colour of the world, have produced books that rank as literature and last for centuries.

(*Bombay Univ., B.A., II, 1953*)

30

Prepare a precis of the following poem :

Lives of great men all remind us
 We can make our lives sublime,
 And departing, leave behind us,
 Footprints on the sand of time;
 Footprints, that perhaps another,
 Sailing o'er life's solemn main,
 A forlorn and shipwreck'd brother,
 Seeing, shall take heart again.

(*Longfellow*)

31

Prepare a precis of the following :

These few precepts in the memory,
 See through character. Give thy thoughts no tongue;
 Nor any unproportioned thought his act.
 Be thou familiar, but by no means vulgar.
 Those friends thou hast, and their adoption tired,
 Grapple them to thy soul with hoops of steel;
 But do not dull thy plam with entertainment
 Of each new-hatched, unfledged comrade. Beware
 Of entrance to a quarrel, but being in,
 Bear't that the opposed may beware of thee.
 Give every man thy ear, but few thy voice.
 Take each man's censure, but reserve thy judgement.
 Costly thy habit as thy purse can buy.
 But not expressed in fancy; rich, not gaudy;
 For the apparel often proclaims the man.
Neither a borrower nor a lender be;
 For loan oft loses both itself and friend,
 And borrowing dulls the the edge of husbandry.

—*Shakespeare*

ASSIGNMENT 1

Read aloud with proper stress, intonation and rhythm all the *thirty-one (31)* exercises given above in this chapter in *nine (9) sittings* and try to write down *precis* of at least *ten (10)* exercises out of *thirty-one (31)* exercises and then find out yourself the level of your reading comprehension.

ASSIGNMENT 2

Write down the phonetic transcription of all the 31 exercises given above and take help of the teacher in the Communication Lab. wherever necessary.

(B) COMPREHENSION

Comprehension is an important part of English language, because to comprehend or to understand a written or spoken passage requires a complete mastery over the rules of grammar, a strong vocabulary, proper ear-training, a complete exposure to varying modes of speaking methods and the like. It is undoubtedly true that comprehension is the final stage of any language learning. The more one is proficient in English, the more one is expected to do well in comprehension exercises.

However, proper *attention* should be paid to an exercise meant for comprehension, because without being fully attentive one cannot understand a passage. Likewise, one should always try to grasp the *exact meaning* of the given passage. An equally important thing is our *speed* to go through the passage. A tardy or dull wit can never prepare a good and meaningful comprehension exercise. If the given passage is not clear to us in one reading, it is better to read it twice or even thrice until the whole meaning is intelligible. Finally, one should prepare a rough draft and may make as many corrections as one wants to make. Then one should prepare the final draft beautifully-written and well-presented. This is extremely necessary in the

initial stages. Afterwards, one may not require a rough draft, if one has really put in a lot of labour in understanding comprehension in a sincere manner.

Comprehension has become so important these days that, in addition to being taught in the class-rooms even at the university level, it is asked in all the competitive examinations such as banking and management, U.P.S.C., S.S.C., C.D.S. etc. It is also asked in pre-entrance examinations. Keeping all these considerations in mind, separate comprehension passages have been provided in this text-book. A section of comprehension is meant to be taught in the classes and suitable assignments have been given to meet this requirement of class-teaching. Chapter 40 is based on the objective pattern of comprehension generally asked in competitive examinations. Most of exercises have been chosen from probationary officer's (State Bank) examinations to meet this requirement and they have fully been solved. Chapter 35 is based on the objective comprehension asked in the joint entrance examinations in different years conducted by M.N.R.E. College, Allahabad and Indian Institute of Technologies in our country. Some similar instructions have also been given under the head—*Precis-writing* and it is advised to read them thoroughly also.

1

Living Things

It is, of course, equally important to look inside the living thing, and study the smaller parts out of which it is made. A plant has stem, leaves, flowers, fruits, roots, etc.; and animal has limbs, nerves, brain, muscles, a heart, an intestine, and many other parts. Each such part has a special function in the life of the creature and is known as an organ; and from this is derived the word 'organism'—which is a convenient way of referring to any living being, animal or plant.

With the aid of a microscope we can examine organs in more detail, and discover the smaller parts of which they are made. We can first distinguish a number of different kinds of material such as bone, cartilage, muscle, nerve, and so on. These are known as tissues. Even the early microscopists saw that some of these tissues were not quite homogeneous

substance, like glue, but were made up of small separate compartments, like a foam. However, it was not until a little over a century ago that two Germans, the botanist Schleiden and the zoologist Schwann, showed that *all* animal and plant tissues have this forth-like structure—being composed of tiny separate bubbles or drops of living material. These droplets of living substance are known as *cells*. This is one of the most important discoveries in biology. All animals and plants are made up of cells; Some are composed of millions of cells, some of only a few. For example; a human being has many millions of cells, some small rotifers, which you find in ponds, have about 20 cells, while a small aquatic organism called amoeba is just one single cell.

If, therefore, some organisms have only one cell it might be possible to take a single cell from an animal such as man and see if it can continue to live separately. This is indeed possible. If one takes a small fragment from a living animal and places it in a suitable nutritive solution, it may go on living and growing. This life isolated from the main body of the animal is usually known as *tissue culture*. A better name would really be 'cell culture,' because the small fragment of tissue usually breaks up to some extent into separate cells, and it is these individual cells which continue to live and even multiply. The cell is, therefore, seen to be the smallest part of a living thing that can carry on a separate existence.

If now we try to go to something smaller and cut the cell into pieces, these pieces fail to grow and rapidly die. They may carry on for a short time. Some of the chemical processes involved in living, but nothing smaller than the cell can perform enough of these processes to stay alive in isolation. The cell is the basic unit of living.

In trying to understand the life processes of the cell biologists have had to study its internal structure. It was soon discovered that inside each cell is a still smaller bubble known as the *nucleus*, and inside of nucleus again there are still smaller lumps of material. It is rather fortunate for biologists that these tiny lumps are readily stained by various dyes, which makes them easier to see with the microscope. They have been given the name of *chromosomes*, from two Greek words meaning a 'coloured body', and it is now known that each

organism has its own specific number of chromosomes. As we shall see later, they are in many ways the most important of all the structures in the cell. It was soon found that a living cell would grow until it had roughly doubled its size, and then divide into two. In unicellular organisms, such as the amoeba, there are thus two complete organisms after such a division. These will then carry on separate existences. If the cell is in a multicellular organism, the cells, after division, usually stay together. The tissue, in which these cells are, therefore increases in size by increasing the number of cells. A multicellular organism, however, does not usually reproduce another organism simply by splitting when it has reached a certain size, but, as we shall see later, produces specialized single cells, the so-called *gamete cells*, which develop into a whole organism.

ASSIGNMENT 1

Read the above passage and answer the following :

1. Give some of the distinguishing features of a plant and an animal.
2. What is the advantage of a microscope? What are tissues.
3. What are cells? Who first showed that all animals and plants are composed of cells?
4. Name any uni and multicellular animal.
5. What is tissue culture? What is its better name? Why?
6. If we cut a cell into much smaller pieces, why do they fail to grow and die?
7. Name small structures present in a cell.
8. What makes the study of these small structures easy for biologists? What does chromosomes mean?
9. How does amoeba multiply?
10. How does the number of tissues increase? What are the cells called in a multicellular body which develop into a whole organism?

ASSIGNMENT 2 **Word—Formation**

From nouns from the following adjectives :

important	convenient	different
homogeneous	separate	possible
fortunate	stained	various
complete	specialized	

ASSIGNMENT 3

Phonetic Transcription

Write down the phonetic transcription of the following words :

cells	size	until
perform	this	nerve
animal	special	them
after	fail	study
that	for	short

ASSIGNMENT 4

Spellings

Fill in the following blanks with suitable letters so as to make meaningful words :

sp-c- -li-ed
 o-g-n-sm
 mu-t-ce- -ul-r
 ex- -t-n-e
 c-romo-o-es
 f-rtu- - -e
 n-cle- -
 bi- - o-is-s
 proc- - s
 ho- -ge- - ous
 a- -e-a
 d-ri-ed
 ti- - u-s
 z- - l-g-st
 d- - - ingu-sh
 m- - ros- - p-c
 con- -nient

m- -c-es
 a-u- -ic
 di- - -ion

ASSIGNMENT 5

Punctuation

Punctuate the following :

It is of course equally important to look inside the living thing and study the smaller parts out of which it is made, a plant has stem leaves flowers fruits roots etc. an animal has limbs nerves brain muscles a heart an intestine and many other parts each such part has a special function in the life of the creature and is known as an organ and from this is derived the word organism which is a convenient way of referring to any living being animal or plant.

ASSIGNMENT 6

Articles & Prepositions

Fill in the following blanks with suitable articles and prepositions :

If, therefore, organisms have only one cell it might be possible take single cell animal such as man and see if it can continue live separately. This is indeed possible. If one takes small fragment living animal and places it suitable nutritive solution, it may go main living and growing. This life isolated main body animal is usually known as *tissue culture*, better name would really be 'cell culture', because small fragment tissue usually breaks some extent separate cells, and it is these individual cells which continue live and even multiply cell is, therefore, seen to be smallest part living thing that can carry separate existence.

ASSIGNMENT 7

(Controlled-Writing)

Summarize the above passage in 1/3 length.

ASSIGNMENT 8
Stress & Intonation

Read aloud the above passage by giving due weightage to *stress an intonation*. Also speak at least twenty (20) sentences on *Living Things*.

ASSIGNMENT 9
Verbs

Write down the verbs in the above passage and also write down their kinds.

ASSIGNMENT 10
Adjectives

Write down the adjectives in the above passage and also their functions.

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

2
HOW OIL IS USED

In the jet engine, however, only enough of the hot air blast is applied to the turbine to operate the compressor—the greater part of the hot gases stream out behind the engine in the form of a “jet” that can drive a plane at over 1,000 miles an hour. Mr. Donald Campbell demonstrated that a turbojet could also drive a boat faster than by any other type of engine in the world.

Gas turbines and turbo-jets are now playing an increasingly important part in industry and transport, and especially in

aviation. Both types of engines have been brought to a high degree of efficiency in comparatively recent years, but the ideas behind them date back many centuries.

The turbine principle was first outlined by Hero of Alexandria about 150 B.C. when he described a rotating drum driven by projecting steam nozzles. Centuries later, in 1629, an Italian engineer named Giovanni Branca designed a turbine in which a jet of steam rotated a wheel fitted with blades.

Next came a turbine operated by inflammable gases, the real forerunner of the gas turbine, which was patented by John Barber of Nuncaton as early as 1791. This engine was, however, little more than a scientific toy—many generations were to pass before engineering development made it possible to carry out Barber's ideas.

Other contributions were made, however, to the design of the gas turbine in the courses of time. For example an engineer named Fernihough suggested, in 1850, the coupling together of the compressor and the turbine. In 1884 Sir Charles Parsons, the famous engineer, introduced his steam turbine and designed the "turbine" type of air compressor which is in general use in gas turbines today.

The first practical gas turbine was constructed in Switzerland in 1938, and the first flight in a jetpropelled aeroplane was made on May 14th, 1941, following many years of patient development work by Air Commodore Sir Frank Whittle.

We have not been able to devote more space to the development of the international combustion engine, in fact scores of books have been written on all the types mentioned. We have, however, noted why there has been a steady and ever-growing demand for oil and petrol, and for kerosene which is the fuel used in turbo-jet and turbo-prop aircraft.

Finally we must touch briefly on another use for oil—the lubrication without which no machine can operate for any length of time. The necessity for separating moving metal surfaces by a film of oil or greases, the process we now term lubrication, was well known to the ancient Egyptians, whose chariot axles of about 1400 B.C. were lubricated with animal fat.

ASSIGNMENT 1

Read the above passage and answer the following :

1. How is a compressor in a jet engine operated?
2. Who for the first time demonstrated that a turbojet could drive a boat faster than any other engine in the world?
3. What are the uses of gas turbines and turbojets?
4. Who first outlined the principle of turbine? What idea did he suggest?
5. Who designed a turbine in which a jet of steam rotated a wheel fitted with blades?
6. Who made the turbine operated by inflammable gas?
7. What did Fernihough suggest?
8. What did Sir Charles Parsons introduce?
9. When was the first gas turbine designed? When was the first flight in a jet propelled aeroplane made?
10. What is the fuel used in turbo-jet and turbo-prop aircraft? What is the use of oil?

ASSIGNMENT 2

Form the noun from the following words :

applied
operate
greater
drive
demonstrated
increasingly

ASSIGNMENT 3

Summarize the above passage in 1/3 length.

ASSIGNMENT 4

Read aloud the above passage by giving due weightage to *stress and intonation*.

ASSIGNMENT 5

Fill in the following blanks with suitable letters so as to make meaningful words. Each dot stands for a letter;

d-mo- - -rat-d
 in- - -asin- -y
 co- - -rat-v-ly
 e- -icien-y
 in- -a- -able
 co- - -ruct- -
 d- -ig- -d
 - -id-ly
 l-bri- - -ion
 fo- -ru- -er
 pro- -c-i-g
 fi- ed
 co-tribu- - -n
 ce- -ur- -s
 tu-b-n-

ASSIGNMENT 6

Punctuation

Punctuate the following :

Other contributions were made however to the design of the gas turbine in the course of time for example an engineer named fernihough suggested in 1850 the coupling together of the compressor and the turbine in 1884 sir charles parsons the famous engineer introduced his steam turbine and designed the turbine type of air compressor which is in general use in gas turbines today.

ASSIGNMENT 7

Articles and Prepositions

Fill in the following blanks with suitable articles and prepositions :

We have not been able—devote more space—development—internal combustion engine,—fact scores—books have been written—all—types mentioned. We have, however, noted why there has been—steady and ever—growing demand—oil and petrol, and—kerosene which is the fuel used—turbo-jet and turbo-prop aircraft.

ASSIGNMENT 8
Synonyms

Write down the synonyms of the following words :

- | | | |
|-------------|-------------|-----------|
| enough | greater | operate |
| recent | briefly | steady |
| general | constructed | devote |
| inflammable | type | suggested |

ASSIGNMENT 9
Antonyms

Write down the antonyms of the following words :

- | | | |
|----------|-------------|------------|
| moving | steady | general |
| briefly | inflammable | scientific |
| greater | hot | first |
| internal | many | |

ASSIGNMENT 10

Write down all the adverbs from the above passage and tell their kinds :

- | | |
|---------|----------|
| 1. | 6. |
| 2. | 7. |
| 3. | 8. |
| 4. | 9. |
| 5. | 10. |

ASSIGNMENT 11

Write the phonetic transcription of the following words :

- | | | |
|----------|---------|----------|
| enough | stream | drive |
| years | ideas | faster |
| applied | blast | metal |
| steady | time | devote |
| engineer | rotated | wheel |
| flight | fuel | aircraft |

3

ANIMAL NUTRITION

Animal nutrition knowledge has developed rapidly during the last half century. It has been most studied for the environmental factors influencing animal performance. Though the need for carbohydrates, proteins, and fats for animal diets was recognized early in the nineteenth century, it was not until about 1910 that Babcock, a chemist at the Wisconsin Experiment Station, and his associates demonstrated that other "factors" were also needed. In their studies rations composed entirely of wheat (plus salt), containing ample carbohydrate, fat, and protein, failed to support normal growth, reproduction, and lactation in Heifers. Heifers receiving only corn (and salt), however, grew well, each produced a normal calf, and they produced three times as much milk the first month after calving as the wheat group. We now know that vitamin A activity in corn, but not in wheat, was the main cause of the contrasting performance.

Since most vitamins are rather unstable complex, and present in minute amounts, identification of them is a difficult task. Vitamin A was identified only after successive demonstrations indicated the presence of a beneficial factor in milk fat, vegetable foods, and cod liver oil, as well as in corn. Chemical procedures disclosed the factor was in the fat-soluble portion of the feeds, and in plants it was associated with yellow pigments. Other potent sources of the factor, however, were colourless. Today we know the yellow pigment, carotene, is contained in plant materials but is largely converted to vitamin A when the plant feeds are consumed. The relationship of the yellow carotene and colourless vitamin A was established only by appraising and comparing the *chemical* and *physical* properties of the purified compounds. Today, vitamin A potency of livestock feeds is measured by chemical procedures, measuring the density of a brilliant blue colour produced when a certain chemical is added to an extracted solution of the vitamin.

Other vitamins, amino acids, and minerals have been identified and characterized by similar chemical and physical procedures, such as determining molecular weight, reactivity

with known compounds, colour reactions, and transmission of light. Once the chemical composition and structure of a complex nutrient is established, the manufacturing chemist tries to reproduce it. An architect with atoms, he knows how to build certain key parts, and is often successful in duplicating the natural functions of plants and in developing commercial procedures for chemically manufacturing the pure nutrients. In the case of some complex nutrients, however, chemicals synthesis procedures have not yet been developed.

Chemical and physical properties of nutrients, mentioned above, are the bases for many nutrient assay techniques used by nutritionists, quality control chemists for feed manufacturers, and state feed control chemists.

Since nutrient utilization in all species is influenced by bacteria and other microorganisms in the digestive tract, nutritionists have directed much attention toward the characteristics, environmental needs, and physiology of such microorganisms. In some cases, for example, the rumen of a steer is tapped from the outside and a mass of contents (containing water, feed and microorganisms) is removed for study in an "artificial rumen."

The artificial rumen consists of a number of small test tubes. Each tube is filled with strained rumen contents, including microorganisms. They are kept in a warm water bath and carbon dioxide is bubbled through, to simulate normal temperature and body movement of the animal. Nutrients or other compounds can be added to the various tubes, and the effect on the microorganisms can be measured. Knowledge gained here may later be applied to cattle feeding. Rations fortified with certain nutrients or feed additives may promote bacterial utilization of roughages.

Physiology—the study of the normal functioning of animal tissues and organs—is important to the nutritionist. Most nutrients actually do their job within tissues, so proper functioning of certain tissues and organs often serves as a measure of nutritional adequacy.

Speedy formulation of nutritionally adequate rations and supplements can be accomplished by an electronic computer, utilizing certain principles of mathematics and physics.

Information on nutrient requirements, ingredient analyses, and ingredient cost is fed into the machine via special punch cards and the formula which best meets the requirements is calculated almost instantaneously. Statistics, a branch of applied mathematics, allows safe and reliable interpretation of nutritional research results.

ASSIGNMENT 1

Write down answer of the following given from the above passage :

1. What is animal nutrition? Explain briefly?
2. What failed to support normal growth, reproduction, and lactation in Heifers?
3. Identification of vitamins is a difficult task. Why?
4. How was vitamin A identified?
5. How other vitamins like amino acids, and minerals have been identified?
6. Why nutritionists have directed much attention towards the characteristics, environmental needs, and physiology of microorganism?
7. Why are artificial rumen kept in a warm bath?
8. What is Physiology? Why is it important to nutritionists?
9. What service does a computer do to the nutritionists? How?
10. What is Statistics? How does it help?

ASSIGNMENT 2

Word-Formation

Form nouns from the following adjectives :

knowledge	potency	rapidly
procedures	influencing	structure
need	functions	diets
control	entirely	utilization
reproduction	thickness	activity
tightly	today	water
largely	machine	influenced
instantaneously		

ASSIGNMENT 3

Phonetic Transcription

Write the phonetic transcription of the following words :

animal	vitamins	century
commercial	environmental	synthesis
factors	digestive	proteins
bacteria	support	artificial
calving	formulation	physical
reliable	chemical	research
potency	electronic	

ASSIGNMENT 4

Controlled Writing

Summarize the above passage in its one third size.

ASSIGNMENT 5

Stress & Intonation

Read aloud the above passage giving due weightage to stress and intonation, wherever necessary. Also speak at least 30 sentences on the main points of animal nutrition.

ASSIGNMENT 6

Write down the adjectives from the above passage and also their kinds :

- | | | | |
|----|-----|----|----|
| 1. | 2. | 3. | 4. |
| 5. | 6. | 7. | 8. |
| 9. | 10. | | |

ASSIGNMENT 7

Spellings

Fill in the following blanks with suitable letter so as to make meaningful words. Each space stands for one letter.

d-v-l-ped	pr-c-dur-s
cent-ry	p-r-aps

r-pid-y
l-ctation
exp-r-ment
w- -at
c-l-es
dem-onstr-t-ons
pr-s-nce
phys-c-l

art-fic-al
r-m-n
s-pplem-nts
form-lat-on
tis- -es
pu-ch
all-ws
st- -r

ASSIGNMENT 8 **Articles and Preposition**

Fill in the following blanks with suitable articles and prepositions so as to make a meaningful passage :

Speedy formulation nutritionally adequate rations and supplements can be accomplished by electronic computer, utilizing certain principles mathematics and physics. Information nutrient requirements, ingredient analyses, and ingredient cost is fed machine via special punch cards and formula which best meets requirements is calculated almost instantaneously. Statistics branch applied mathematics, allows safe and reliable interpretation nutritional research results.

ASSIGNMENT 9 **Punctuation**

Punctuate the following passage :

The artificial rumen consists of a number of small test tubes each tube is filled with strained rumen contents including microorganisms they are kept in a warm water bath and carbon dioxide is bubbled through to simulate normal temperature and body movement of the animal nutrients or other compound can be added to the various tubes and the effect on the microorganisms can be measured knowledge gained here may later be applied to cattle feeding rations fortified with certain nutrients or feed additives may promote bacterial utilization of rough ages.

ASSIGNMENT 10**Synonyms**

Write the synonyms of the following words :

nutrition	rapidly	environmental
performance	potency	appraising
speedy	accomplished	instantaneously
thickness	tightly	physiology

ASSIGNMENT 11**Antonyms**

Write down the antonyms of the following :

adequate	supplements	ingredient
tapped	developing	transmission
procedures	extracted	propertie
disclosed	identification	reproduction
recognised	structure	normal

4**RADIO SIGNALS**

Just as telephones developed out of the telegraph, so radio-telephones were born from radiotelegraphy, just after World War I. The familiar broadcasting service is a form of "one-way" radio-telephony. In two-way communication, radiotelephones have two main uses; one in world wide public telephone services, the other in short range communication between police cars, taxis, and aircraft. Radiotelephones are also used increasingly instead of overhead lines or buried cables for passing on ordinary telephone messages. Automatic stations called radio links receive radiotelephone signals, amplify them and pass them on to another automatic station. These systems are particularly useful in mountaneous country where ordinary lines are difficult to install and may be damaged by avalanches.

Because radio waves are of the same nature as light waves, it is not surprising to find that we can reflect them by suitably designed mirrors. These can take form of metal bowl

reflector. This type is most suitable for very short waves. Longer waves can be reflected by an array of wires hung like a curtain at a short distance from a transmitting antenna. By means of reflectors, radio waves that normally spread out in all directions can be “beamed” in any desired direction, with a considerable saving of transmitter power, with very short waves there is also a useful increase in secrecy.

Now a days, communication systems are so intermingled that when you make a long-distance telephone call you may, without knowing it, by using a land line, a submarine cable, or a radio link, whichever is the most economical to carry your message.

The last and latest in the series of electrical devices for communicating at a distance is television. Television is a method of converting visual as well as audible signals into short-wave radio signals, transmitting the signals, and then reassembling the information into a “talking picture” at the receiving end. While television is a one-way communication (that is, broadcasting), is a familiar item in our daily lives, just the same basic apparatus can be used without radio signals for transmitting visual images and sound between two points along a land line. This *closed circuit television* is coming into increasing use in industry, as a means of controlling the operations in factories and offices.

With the invention of television we have come full circle back to the communication by sound and sight with which we started this chapter, but over a much greater distance.

ASSIGNMENT 1

Write true or false against the sentences given below from the passage :

1. Telephone developed out of the telegraph
2. Automatic stations are also called radio links
3. Radiotelephones are useful to police cars, taxis and aircrafts
4. Radio waves are of the same nature as light waves
5. We can reflect radio-waves
6. Reflectors can beam radio-waves in one desired direction
7. Radio waves spread in all directions

8. Television is a two-way communication
9. The closed-circuit television is coming to an end, which was used in industry, as a means of controlling the operations in factories and offices
10. Television is the latest in series of electrical devices for communicating purposes.

ASSIGNMENT 2

Word-Formation

Form nouns from the following words :

telephonic	communicative	particularly
natural	normally	powerful
increase	cable	operational
reflect		

ASSIGNMENT 3

Phonetic Transcription

Write down the phonetic transcription of the following words.

telegraph	invention	developed
distance	familiar	electrical
services	radio	range
television	main	world
causes	suitable	automatic
considerable	designed	method
reflectors	factories	

ASSIGNMENT 4

Controlled Writing

Summarize the above passage in its one-third size.

ASSIGNMENT 5

Stress & Intonation

Read aloud the above passage giving due weightage to stress and intonation wherever necessary. Also speak at least 30 sentences on communication.

ASSIGNMENT 6

Adjectives

Write down the Adjectives from the above passage and also their kinds :

ASSIGNMENT 7

Spellings

Fill in the following blanks with suitable letters so as to make meaningful words. Each blank stands for one letter.

tel-ph-n-s

b-twe-n

mount-nio-s

int-rming-d

ec-nom-c-l

gr- -ter

-nd-stry

d-sir-d

re- -ect

mi- -ors

ASSIGNMENT 8

Articles and Prepositions

Fill in the following blanks with suitable articles and prepositions so as to make a meaningful passage :

Because radio waves are same nature as light waves, it is not surprising find that we can reflect them suitably designed mirrors. These can take form metal bowl reflector. This type is most suitable very short waves. Longer waves can be reflected array wires hung like curtain short distance from transmitting antenna means reflectors, radio-waves that normally spread in all directions can be beamed in any desired directions, a considerable saving transmitter power; very short waves there is also useful increase secrecy.

ASSIGNMENT 9

Punctuation

Punctuate the following passage :

The last and the latest in the series of electrical devices

for communicating at a distance is television television is a method of converting visual as well as audible signals into short-wave radio signals transmitting the signals and then reassembling the information into a talking picture at the receiving end while television is a one-way communication that is broadcasting is a familiar item in our daily lives just the same basic apparatus can be used without radio signals for transmitting visual images and sound between two points along a land line this closed circuit television is coming into increasing use in industry as a means of controlling the operation in factories and offices.

ASSIGNMENT 10

Synonyms

Write down the synonyms of the following words :

telephones	television	circuit
familiar	electrical	radio
taxis	automatic	waves
communication		

ASSIGNMENT 11

Antonyms

Write down the antonyms of the following :

just	born	familiar
main	increasingly	amplify
mountanous	surprising	suitable
full	started	controlling
visual	receiving	audible

5

Ecology

The most significant feature of man's ecology, as we have already illustrated in the previous example, is that to a large extent he can alter it to suit (or something damage) his own purposes. He wants to live longer, so he improves his medical care. He is cold, so he builds a house, lights a furnace, and puts on his long winter underwear. In this way he has been able to

do all the things animals have taken millions of years of selection and evolution to do. He can live in the tropics, in the arctic, in the desert, or in the rain forest or any where in between these extremes. He can fly; he can travel on or under water; he can move rivers to make power; he can mold the environment about him to suit his whims, his greed, his common sense, and his humanity. All these remarkable aspects come from extended embryonic development and increase in brain size.

Some animals can modify their environment. The beaver needs high water for protection, house building, and winter feeding, so he builds a dam. Bird nests are insulated and serve as a useful isolation device against the raw environment. The difference, as before, is a matter of degree; man is so much better at it. He is so because he has the ability of invention and imagination, and once the new idea has spawned it can be carried down directly to the next generation. The beaver's dam-building behaviour is to a far greater extent genetically determined and, therefore, rigid and slow to progress. This would be even more the case with insect nests, such as some of the large termite nests that are beautifully constructed to control the temperature and humidity for the colony inside.

This progressive improvement of methods of environment-modifying will have another effect upon human evolution. It means that there is no longer the possibility of climatic factors producing strong selective forces. To put it crudely, the climate inside an airconditioned house is the same all over the world. So what with the great intermixture and crossbreeding that is going on in the world at the moment and the beginning of a disappearance of climatic factors as selective influences, we can expect that the production of new species of man is becoming less and less likely, and therefore, the genetic evolution of man will progress exceedingly slowly.

Another striking way man keeps altering his environment is by altering his relation with other animals and plants. In the first place he is waging a constant war against his parasites. As civilization advances, the number of communities that live in quiet resignation and balance with their bacterial, protozoan, worm parasites steadily decreases. The variety of specific medical tricks to combat these enemies becomes more formidable every day. The danger lies only in that, with fewer parasites, we have,

fewer immunities and that with mutation among micro-organisms we must be ever vigilant for a sudden epidemic spread of new virulence. The fact that the parasites are being removed does undoubtedly change the selection force upon human beings. As an example, if malaria is totally eliminated from Africa, not an unreasonable possibility for the future, then the selection pressure to maintain the sickle-cell anaemia genes will disappear, and in turn the gene itself will presumably be selected out of the population. This may occur at a very slow rate, but the fact that the homozygotes do not live can no longer be outweighed by any advantage to be derived from the heterozygous condition.

ASSIGNMENT 1

Write true or false :

1. The most significant feature of man's ecology is that to a large extent he can alter it to suit his own purposes.
2. To live longer, man does not improve his medical care.
3. Man can live in the tropics, in the arctic, in the desert or anywhere between these extremes.
4. Some animals cannot modify their environment.
5. The beaver does not need a high water for protection.
6. Bird nests are not insulated.
7. Man has the ability of invention and imagination.
8. Termite nests are beautifully constructed to control temperature and humidity.

ASSIGNMENT 2

Word-Formation

Form noun from the following words :

ecology	illustrated	extent
longer	modify	determined
climatic	selective	removed
maintain		

ASSIGNMENT 3

Phonetic Transcription

Write down the phonetic transcription of the following words :

significant	alter	medical
care	travel	device
generation	relation	invention
progress	temperature	enemies
danger	expect	

ASSIGNMENT 4 (Spellings)

Fill in the blanks with suitable letters so as to make meaningful words, Each dot stands for a letter :

s-g- -f- -ant	fe- - -re	- -vioron- -nt.
de- -rm-n-d	pro- - -ss	re- -gn- -ion
spe- -e-	con- - -ion- -	po- -ibility
dis-p-ea-an- -	in- -uen- -	cro- -br- -ding
g-n-tica- - -	h-t-rozy- -us	proto- - -n
an- -ia	pre-uma- -y	exc - -ding- -

ASSIGNMENTS 5 Punctuation

Punctuate the following :

The fact that the parasites are being removed undoubtedly change the selection forces upon the human beings as an example if malaria is totally eliminated from Africa—not an unreasonable possibility for the future—then the selection pressure to maintain the sickle-cell anaemia genes will disappear and in turn the genes itself will presumably be selected out of the population this may occur at a very slow rate but the fact that the homozygotes do not live can no longer be outweighed by any advantage to be derived from the heterozygous condition.

ASSIGNMENT 6 Articles and Prepositions

Fill in the following blanks with suitable articles and prepositions :

Some animals can also modify their environment
 beaver needs high water protection, house
 building, and winter feeding so he builds a dam. Birds nests
 are insulated and serve as useful isolation device
 against raw environment, difference as
 before, is matter of degree; man is so much better
 it. He is so because he has ability of
 invention and imagination, and once new idea has
 spawned it can be carried directly
 next generation.

ASSIGNMENT 7
Synonyms

Write down the synonyms of following words :

illustrated	alter	evolution
environment	device	invention
parasites	formidable	eliminate
advance		

ASSIGNMENT 8
Antonyms

Write down the antonyms of the following words :

significant	previous	alter
humanity	slow	constant
beginning		

ASSIGNMENT 9
Precis-Writing

Summarize the above passage in one-third length

ASSIGNMENT 10
Stress & Intonations

Read aloud the above passage by giving due weightage to stress and intonation.

LANGUAGE LAB WORK

ASSIGNMENT 11

Write down the phonetic transcription of all the passages given above and seek help of your teacher in the language lab classes.

ASSIGNMENT 12

Read aloud all the passages given above with stress, intonation and rhythm and record your voice in the lab. Then analyse your recorded speech with the help of your language teacher.

16

Language Component in Entrance and Competitive Examinations

(Banking and Management)

Written Communication Skills for Technical Writing

Industrial Revolution and Management Methods; Technocrats as Specialized Managers; Engineers as architects of national economy; Engineers-managers and behavioural science; Technocrats-turned-managers and their significance; English component in the examinations papers; Paramountcy of perseverance and persistence for success; How to plan test strategy; Suggested references; English usage; Antonyms; Verbal analogies; Analogous inferences; Sentence completion; Current uses of Prepositional expressions; Noun compound; Verb compound; Enlargement of vocabulary; Comprehension; Solutions.

Industrial Revolution and Management Methods

Professor Peter F. Drucker, the management maestro of America, has wisely propounded that “man, if he is anything, as an economic man,” and as a corollary to it, he has inferred that any form of the Government “perserved to seek and achieve professedly more decent world order through the satisfaction of economic needs of its citizens” can better fruitify this aim by dint of efficient management. In fact, it is now almost truism to believe that without proper management now-a-days, “the economic man” living in an age of science and atom, cannot ignore the managerial skills inherent in an economic set-up

society. The Industrial Revolution brought in its trail the immense prosperity of material ends on the one hand, and compelled us to bear the heavy responsibility of proper management of the new socio-economic order based on sound scientific methods, on the other.

Technocrats as Specialized Managers

Engineers as specialized managers have a very significant role to play in our country. Their paramount need in industrial fields has considerably been felt, and of late, at a crucial juncture when India is endeavouring her best to develop herself on sound economic footing, their participation in managerial cadres in industrial field has almost become indispensable. In the recent decades, our industrial society has witnessed unprecedented labour unrest and turmoil, which has adversely told upon the economic set-up of the nation. Engineers as technocrats when properly trained in management skills can undoubtedly diagnose the ailments from which our industrial society is suffering at present, and can provide charismatic leadership to it.

Engineers as Architects of National Economy

Late Pt Nehru once remarked, "Engineers are not only the architects of majestic edifices, but also of the fate of nation." In fact, viewed from the standpoint of a wider spectrum, this assessment of engineers for the future welfare of our country is highly replete with significant facts. Technocrats are undoubtedly needed in industries, and with the volte-face industrialization in our country, it cannot be waited for long that we borrow expertise and know-how from Russia, USA, Japan, Britain or Germany. It is a very dismal state of affairs that our young engineers, notwithstanding their immense calibre, are not still credited with the task of shaping the destiny of the nation.

Engineers-Managers and Behavioural Science

There cannot be two opinions about the fact that engineers if trained in human relations can boost industrial as well as agricultural production many-fold. Engineers who are basically trained as technocrats should also be trained as behavioural scientists like most of the engineers in advanced countries. It is because of this vital drawback that Indian economy is much weaker than that of other countries.

Technocrats-turned-Managers and their Significance

It is in this wider perspective that engineers as technocrats need proper training in Management methods. "Economy of a country is its backbone", so wrote Prof. Drucker and every-one feels convinced with it. Our country's economy will grow stronger day by day, if a technocrat who really knows the machine may also start knowing the man with whom he is going to deal.

English Component in the Examination Papers

In any entrance examination particularly the Indian Institute of Management, Banking, the Indian Institute of Rural Management etc, *English section* generally covers the following items:

1. Reading passages;
2. Reading questions;
3. Antonyms;
4. Verbal analogies;
5. Sentence completion;
6. Comprehension; and
7. English usage.

For *reading passages*, normally more than one passages are given and the examinee is asked to answer questions based on the passages without the use of the passages many a time except once form first reading. Under *reading questions* head, the examinee is required to answer a set of written questions based on the passages, but this time the examinee will be allowed the use of the passages as much as he wishes to make. Under *antonyms*, a list of words will be provided and the examinee has to find antonyms out of the words given in the list. For *verbat analogies*, two capitalized words bearing a certain relationship to each other, followed by five sets of words almost identical and having close propinquity, will be given; and the examinee willbe required to find out the appropriate set of words having the similar relationship as that of the *capitalized* pair of word. For *sentence completion*, many incomplete sentences, with certain blanks will be given and just below each setence, five *lettered words* meant for the completion of the gaps, provided in the sentence, will be given. Now, the examinee will be required to chosse the appropriate *lettered word* and full in the blank. This part is slightly complex, because unless an examinee understands will the meaning of the word and also the right place to fill up, he cannot make an accurate choice.

Jonathan Swift, the Augustan titan of writers, spoke of the best style as the one having the “*right words in their right places*”; and from this standpoint, the selection of appropriate words at the appropriate places under *sentence completion* is, indeed, a hard nut to crack. It, therefore, requires persistence and perseverance on the part of an examinee intending eagerly to make up this sprt of deficiency. Under *reading comprehension*, two or three passages are given; and some questions or incomplete statements, as the case may be based on the passages, are asked. Now, each statement or question is followed by *lettered word* or expressions. The examinee will be asked to select the word or expression that most satisfactorily completes each statement. Under *English usage*, a number of incorrect sentences involving applied Grammar, usage, word-choice, idiom etc., are asked; and many parts of a setence are *underlined and lettered*. This forms, of course, the test of the standard of written English and unless an examinee has an intimate knowledge of grammatical rules and an extraordinary confidence in his writing skills, he cannot chosse the right answer. In fact, this test is alarmingly tedious and complex; and it requires sustained practice and persistence on the part of an examinee to get it through.

Paramountcy of Perseverance and Persistence for Success

Form the above-enumerated outliness of the English component in entrance examinations to IIM and IIRM etec., it is evidently understandable that in order to be successful at these tests, constant practice, sustained affort and unbating perseverance and persistence are urgently needed. some of the items meatnt for the tests are aimed at assessing the general depth of English, but some like those of *sentence completion* and *English usage* are undoubetedly meant for deeper technical pursuits; and they, therefore, entail an inexhaustible quantum of labour and persistence on the part of an examinee. Solomon, the wisest man of the world, has taught us, “Make sure your strength before you choose; accidental leap may lead you astray.” Indeed, the examinee has not to bank upon “accidental leap” for success in these examinations; rather, he has to ascertain his “strength before you chooses” It summarises, in essence, the spirit with which an examinee has to work incessantly for the brilliant success he anticipates in the examination. It is, moreover commonly said, “*nothing succeeds like success*”; and

if, on the contrary, an examinee gets at success even through an “accidental leap”, he may not perhaps be constrained to believe the veracity of Solomon’s wise counsel, because otherwise in 90% cases, it comes true invariable.

How to Plan Test Strategy

For getting remarkable success in the test, following tips will prove of vital help to the examinees:

1. Appear at the test with full confidence and take it with perfect ease. Don’t feel non-plussed at the gate of the examination hall.
2. Please make a thorough review and recapitulation of the whole area you have traversed hitherto. Even if some items are still confusing to you, better not to worry for them. Always remember that to know two things with a sense of finality and authority is much better than knowing ten things confusedly.
3. Please don’t “cram” as a poor poll, and be punctual to your work, diet and respite, particularly as the test draws nearer and nearer.
4. You have to reach your examination hall at least 15 minutes earlier than the scheduled time. Please choose your allotted seat, occupy it at least 5 minutes earlier, and relax as heartily as you can.
5. Please carry with you all the requisite material permissible for the examination purposes. Don’t disturb others by asking certain things from anybody in the examination hall unless otherwise it is inevitably needed.
6. Please listen very attentively to all the instructions made available in the examination hall. Once you lack rapt attention, you are very much likely to disturb the sanctity and decorum of the examination.
7. Please bifurcate your time with extreme care and economy. Not a single minute should be uselessly wasted.
8. Please attempt the easy questions first and linger the harder ones until later.
9. Please make many readings of the paper. Don’t attempt any part of the paper until you are sure you have reached the right answer. Please think quickly but accurately and also guess carefully where necessary

but only through the process of elimination. Utmost stress should be laid on “*clue*” words, because they are quite helpful in arriving at the right answers.

10. Please stretch your imaginative bent of mind in all directions to search all the possible relationship of one question to another and with as many pertinent ideas as you can foresee.
11. Please check and revise your answers and end your work with utmost care and accuracy. Please stay working in the examination-hall, utilizing every second of your valuable time until your invigilator asks you to submit your answer-book.

Suggested References

The following books are greatly helpful for the above entrance examinations. A would be professional will find in these books, some items extremely significant from the point of view of going through the entrance examinations. For the sake of compendium and precision these books have been given separately and have also been excluded from the select bibliography that appears at the end of this book.

1. *Reading Passages:*
 1. *What Young Managers Think*, AIMA edition, New Delhi, 1977.
 2. Jarret, H.: *How to Write English*, Oxford, 1960.
2. *Reading Questions:*
 1. Thomson, A.J. & Martinet, A.V.: *A Practical English Grammar*, Oxford, 1951.
 2. Hornby, A.S.: *A Guide to Patterns and Usage English*, Cambridge, 1930.
3. *Antonyms:*
 1. Gowers, Sir E.: *The Complete Plain Words*, Penguin, 1850.
 2. Collins, V.A.: *A Book of English Idioms*, Longmans, 1921.
4. *Verbal Analogies:* Hornby, A.S. *The Teaching of Structural Words and Sentence Patterns*, Oxford, 1897.
5. *Sentence Completion:* Arebble, H.A. & Vallins, G.H.: *An ABC of English Usage*, Oxford, 1903.

11. He succeeded by dint with perseverance and sheer hard
 work. No error
 A B C D
 E
12. In consequence with his illness, he could not finish the
 work in work in time. No error
 A B C
 D E
13. In event of his dying without an issue, his nephew would
inherit the whole property. No error
 A B
 C D E
14. With the view to an amicable settlement, we offer you
 without prejudice Rs. 750/- in full settlement of all your
 claims upto date. No error
 A B
 C D
 E
15. Notwithstanding of the resistance offered by the Manager
 and his assistants, they were arrested by the police on
 charges of corruption and nepotism. No error
 A B
 C
 D E
16. Pending the further orders of the Government, the
leader of the organization will act as the representative
for the labourers. No error
 A
 B C
 D E
17. Considering into the quality of the product, the prices fixed
 by the authorities of the firm are too high. No error
 A B
 C D E
18. Respecting with the plan suggested by the executive very
 recently, the proprietors shall wirte to him hereafter
No error
 A B
 C D
 E

19. The settlement has been finalised by the Manager in accordance to the spirit of reconciliation with the agitating workers and also to placate them. No error
- A
B C
D E
20. By reason for his perverse attitude, the business executive estranged his best friends and incurred the wrath of workers. No error
- A
B C D
E
21. If an employee is in the employment of a management and the employee always is willing to work, he could not be deprived of his wages merely because the management did not choose to take any work from him. No error
- A
B C
D E
22. A Study by David Sirota of International Business Machines Corporation throws considerable light on the role played by grievance channels in the accomplishment of change. No error
- A B
C
D
E
23. Sharing of information and purposeful communication help building up trust relationship, minimise inter-group conflicts, facilitates problem-solving. decision-making and conflict resolution processes, provide feed-back at all levels and in all areas thereby enable suitable modifications, adjustments and alternations of policies, programmes, procedures and methods to remove irritants and increase effectiveness. No error
- A
B C
D
E

on power to suapend the workmen. No error

E

29. Change-sheet may be caused to be served normally to the

A

delinquent therough peon or messenger and acknowledge-

B

ment receipt obtained; however in event of his refusal to

C

D

receive the same the fact of such a refusal should be recorded in the presence of two witnesses. No error

E

30. An enquiry should be held by scrupulous regard to the

A

requirements of the principles of natural justice, as questions of bonafides or malafides of the empolyer are at

B

C

D

stake. No error

E

31. The personnel manager's role is not for seeing to that that

A

there was no labour problem or statutory violation in the

B

C

organization. No error

D

E

32. To defin soundess of industrial relations in the terms of

A

B

C

the number of man-days lost in like defining health in terms of diseases and hospitals No error

D

E

33. The positive ans dvnamic role to have been playyed by the

A

B

personnel manager is that of one of leadership of men and

C

not containment of employees. No error

D

E

34.

peter Drucker had once received the letter from the

A

B

president of a company in forming him that he is employing

C

2300 people, mostly of women, doing unskilled assembly

D

work. No error

E

35. Two from the recent victims of welfare paternalism are

A

B

the pilkington Glass Company at St. Helens, England, in 1971 and Hershey Chocolate Company in Herahey, pennsylvania, an identical example of which is of Godrei.

C

where the highest standards of welfare do not appear to have helped the management to ward of the labour

D

troubles. No error

E

36. workers' participation in industry is not a sop to keep them at the bay, but a positive and the dynamic action to insure

A

B

the job fulfilment and smooth implementation of decisions

C

in the spirit in which they were taken. No error

D

E

ANTONYMS

Exericse 2

Note: This exercise will measure the depth of the candidates regarding their vocabulary knowledge, and provide them an added advantage and stimulus to enrich their existing fund of English words. Utmost care should be taken to select the appropriate *lettered word* that is opposite in meaning to the *Italicized word*. While doing so, the candidates are advised to arrive at the right choice through the process of elimination, a way extremely helpful to locate the exact antonyms. Also please tally your answers with the answers given at the end of this chapter.

1. *Tete-a Tete:*

- | | |
|------------------------------|--------------|
| (a) an indirect conversation | (b) stampede |
| (c) terrestrial | (d) placid |
| (e) scandalous | |

2. *profaned*:

(a) unproclaimed	(b) sacrosanct
(c) baptized	(d) unceremonious
(e) sophisticated	
3. *Valediction*:

(a) to part with unceremoniously	
(b) an idle wanderer	(c) Valentine
(d) insane	(e) utilitarian
4. *Utopianism*:

(a) capitalism	(b) communism
(c) socialism	(d) fanaticism
(e) realism	
5. *Sinecare*:

(a) profitable	(b) lucrative
(c) starving	(d) economical
(e) an office with much work and less pay	
6. *Verbose*:

(a) a plain and simple style	(b) a style full of words
(c) a bombastic style	
(d) a satiric vein of writing	(e) a euphuistic style
7. *Iconoclast*:

(a) worshipper of images	(b) a humanist
(c) a philanthropist	(d) an eloquent speaker
(e) a voluminous writer	
8. *Plutocracy*:

(a) democracy	(b) dictatorship
(c) obligarchy	(d) feudalism
(e) Nazism	
9. *patricide*:

(a) regicide	(b) infaticide
(c) suicide	(d) celibacy
(e) patrimony	
10. *Posthumous*:

(a) child born during the life-time of his father	
(b) truism	(c) explicit
(d) credulous	(e) empiric
11. *Blasphemy*:

(a) taking things reapectfully and reverently	
---	--

- (b) lampooning (c) auditing
(d) depreciate (e) expound
12. *Epilogue*:
(a) the beginning part of a literary work
(b) desecrate (c) contagious
(d) amateur (e) catachism
13. *Espionage*:
(a) patriotism (b) bravery
(c) cowardice (d) linguist
(e) verbatim
14. *Circumlocution*:
(a) aquarium (b) mortuary
(c) garage
(d) straight and simple style (e) equisetum
15. *Antiquarian*:
(a) modernist (b) romanticist
(c) classicist (d) dexterity
(e) Augustan
16. *Graminivorous*:
(a) inflammable (b) lunar
(c) mortuary (d) wordrobe
(e) carnivorous
17. *Belligerents*:
(a) friendly nations (b) fighting nations
(c) trading nations (d) developing nations
(e) poor nations
18. *Annihilate*:
(a) create (b) abdication
(c) synchronize (d) narcotic
(e) neurotic
19. *Nepotism*:
(a) undue favouratism (b) justice-loving nature
(c) proper dispensation of justice
(d) corruption (e) red-tapim
20. *Abatement*:
(a) increase (b) diminution
(c) assuagement (d) remission
(e) mitigation

21. *Abdicate:*
 (a) resign (b) capture
 (c) renounce (d) relinquish
 (e) abandon
22. *Aberration:*
 (a) eccentricity (b) anomaly
 (c) divergence (d) rembling
 (e) mental alertness
23. *Abeyance:*
 (a) anticipation (b) intermission
 (c) dormancy (d) expectancy
 (e) fulfilment
24. *Abnegation:*
 (a) denial (b) surrender
 (c) rejection (d) abjuration
 (e) acceptance
25. *Dissonance:*
 (a) discord (b) consonance
 (c) disagreement (d) incongruous
 (e) jangling
26. *Effulgence:*
 (a) darkness (b) lusture
 (c) radiance (d) splendour
 (e) refulgence
27. *Equanimity:*
 (a) evenness of mind (b) composure
 (c) serenity (d) unruffled temper
 (e) disturbed feelings
28. *Flaccidity:*
 (a) limberness (b) softness
 (c) laxity (d) flabbiness
 (e) unrelaxed condition
29. *Iniquitous:*
 (a) just (b) criminal
 (c) atrocious (d) contemptuous
 (e) righteous
30. *Inveteracy:*
 (a) obstinacy (b) stubbornness
 (c) humility (d) induction
 (e) investigation

31. *Lecherous*:
(a) lascivious (b) libidinous
(c) salacious (d) wanton
(e) chaste
32. *Libellous*:
(a) malicious (b) defamatory
(c) disgraceful (d) charitable
(e) disinterested
33. *Mordacious*:
(a) pungent (b) stinging
(c) distasteful (d) mordicant
(e) sweet
34. *Nonchalance*:
(a) carelessness (b) indifference
(c) comeliness (d) coolness
(e) enthusiasm
35. *Opprobrious*:
(a) respectful (b) vituperative
(c) scandalous (d) contemptuous
(e) reproachful
36. *Perdition*:
(a) growth (b) destruction
(c) wreck (d) demolition
(e) eternal death
37. *Perfunctory*:
(a) careful (b) indifferent
(c) slovenly (d) reckless
(e) negligent
38. *Redolency*:
(a) perfume (b) sweet scent
(c) grateful odour (d) auspicious
(e) bad smell
39. *Recuperation*:
(a) relapse (b) recovery
(c) restoration (d) convalescence
(e) regain
40. *Lugubrious*:
(a) dismal (b) gloomy
(c) sombre (d) woeful
(e) vivacious

41. *Truculent:*

- | | |
|------------------|-------------------|
| (a) well-behaved | (b) quarrelsome |
| (c) ill-tempered | (d) controversial |
| (e) intelligent | |

42. *Malafide:*

- | | |
|-------------------|------------------|
| (a) bonafide | (b) in bad faith |
| (c) treacherously | (d) nostalgia |
| (e) trifle | |

43. *De Facto:*

- | | |
|--------------------|------------|
| (a) in actual fact | (b) really |
| (c) mischievous | (d) unreal |
| (e) criminal | |

44. *De Jure:*

- | | |
|----------------|---------------|
| (a) rightful | (b) unmindful |
| (c) disdainful | (d) unlawful |
| (e) unrightful | |

45. *Inter Alia:*

- | | |
|------------------------|------------------|
| (a) among other things | (b) severally |
| (c) singularly | (d) collectively |
| (e) uniformly | |

46. *In Toto:*

- | | |
|------------------|----------------|
| (a) entirely | (b) partially |
| (c) extremely | (d) completely |
| (e) monotonously | |

47. *Mutatis Mutandis:*

- (a) with necessary changes
- (b) with lawful modifications
- (c) with complete and redundant changes
- (d) with restricted background
- (e) modus operandi

48. *Ne Plus Ultra:*

- | | |
|---------------------|---------------|
| (a) nothing further | (b) climax |
| (c) nadir point | (d) perennial |
| (e) development | |

49. *Sine Dubio:*

- | | |
|----------------|------------------|
| (a) doubtfully | (b) economically |
| (c) skillfully | (d) amazingly |
| (e) extremely | |

50. *Summum Bonum*:

- (a) the chief good (b) the great harm
 (c) the seniormost position (d) the latest position
 (e) the finest contribution

VERBAL ANALOGIES

Exercise 3

Directions: In this exercise, the students have been made familiar with the propinquity or relationship that two words bear to each other. Each of the two *Italicized Words* standing certain relationship is followed by another pair of words; each designated a letter. The candidates are called upon to select with discretion the appropriate *lettered pair* wherein the words are related to each other in the same way as the two *Italicized Words* are related.

For this, the candidates are advised to recall their vocabulary, and brush up properly their previous knowledge of words. Also please check your answers with the answers given at the end of this chapter.

1. *Lion: Cub*

- (a) duck: drake (b) rooster: chicken
 (c) human: child (d) mother: daughter
 (e) fox: vixen

2. *Correspondence: Clerk*

- (a) office: manager (b) secretary: stenographer
 (c) paper author (d) orders: accountant
 (e) records: archivist

3. *Hygrometer: Barometer*

- (a) water: mercury (b) snow: rain
 (c) humidity: pressure (d) temperature: weather
 (e) forecast: rain

4. *Streptococci: Pneumonia*

- (a) boat: trip (b) quinine: malaria
 (c) cause: sickness (d) malnutrition: beriberi
 (e) medicine: malaise

5. *Money: Embezzlement*

- (a) bank: cashier (b) writing: plagiarism
 (c) remarks: insult (d) radiation: bomb
 (e) success: deference

6. *House: mortgage*
 (a) car: lien (b) inventory: merchandise
 (c) word: promise (d) security: price
 (e) equity: interest
7. *Foil: Fence*
 (a) pencil: mark (b) road: run
 (c) gloves: box (d) train: travel
 (e) bow: bend
8. *Octavo: Binding*
 (a) pica: printing (b) music: octave
 (c) day: week (d) pamphlet: book
 (e) ruler: artist
9. *Hypothesis: Problem*
 (a) forecast: warning (b) prognosis: condition
 (c) cause: worry (d) effect: solution
 (e) preparation: conclusion
10. *Ribs: Umbrella*
 (a) rafter: roof (b) hub: wheel
 (c) crank: engine (d) trunk: tree
 (e) wall: fence
11. *Acorn: Oak*
 (a) fig: bush (b) flower: stalk
 (c) seed: nut (d) bulb: tulip
 (e) leaf: limb
12. *Bigotry: Hatred*
 (a) sweetness: bitterness (b) segregation: integration
 (c) equality: government (d) sugar: grain
 (e) fanaticism: intolerance
13. *36 : 4*
 (a) 3 : 27 (b) 9 : 1
 (c) 12 : 4 (d) 12 : 8
 (e) 5 : 2
14. *2 : 5*
 (a) 5 : 7 (b) 6 : 17
 (c) 6 : 15 (d) 5 : 14
 (e) 21 : 51
15. *Hand: Nail :*
 (a) paw: claw (b) foot: toe
 (c) head: hair (d) ear: nose
 (e) jaw: tooth

16. *Letter: Word*
 (a) club: people (b) homework: school
 (c) page: book (d) product: factory
 (e) picute: crayon
17. *Bouquet: Flower*
 (a) key: door (b) air: balloon
 (c) skin: body (d) chain: link
 (e) eye: pigment
18. *Wave: Crest*
 (a) pinnacle: nadir (b) mountain: peak
 (c) sea: ocean (d) breaker: swimming
 (e) island: archipelago
19. *Father: Mother*
 (a) bird: nest (b) teacher: taguht
 (c) boy: girl (d) employer: employee
 (e) doctor: patient
20. *Scholar: learning*
 (a) miser: wealth (b) fish: water
 (c) carpenter: wood (d) goldsmith: gold
 (e) god: dveotee
21. *Nation: Patriot*
 (a) mother: child (b) fire: moth
 (c) beggar: alms (d) police: theif
 (e) millionaire: money
22. *Servant: Duty*
 (a) employer: employee (b) officer: subordinate
 (c) general: soldier (d) teacher: teaching
 (e) altruist: help
23. *Guilty: Hanging*
 (a) virtue: vice (b) inhuman: kind
 (c) dacoit: death (d) laziness: lazy
 (e) vagrant: inconsistency
24. *Hunter: Deer*
 (a) spider: fly (b) capitalist: labour
 (c) master: servant (d) dictator: democracy
 (e) father: son
25. *Pusillanimous: Terror*
 (a) wicked: death (b) cruel: kindness

- (c) doctor: punctuality (d) frightened: fear
 (e) notorious: respect
26. *Dagger: Sheath*
 (a) arms: armoury (b) grain: grannary
 (c) grapnel: ship (d) tree: graft
 (e) grampus: sound
27. *Tired: Snuggery*
 (a) mother's lap: infant
 (b) patient: hospital
 (c) delinquent: lunatic asylum
 (d) communist: atheism
 (e) navigator: astrodome
28. *God: Atheism*
 (a) icon: iconoclast (b) idiocy: learned
 (c) languor: wrestler (d) larceny: gentleman
 (e) legerdemain: true
29. *Lenity: Dictator:*
 (a) property: spendthrift (b) drinking: extravagant
 (c) literacy: educator (d) litigation: law
 (e) mercy: cruel
30. *Locust: Grass*
 (a) fish: water (b) bee: honey
 (c) serpent: poison (d) child: milk
 (e) moth: fire
31. *Malafides: Bonafides*
 (a) dark: white (b) red: black
 (c) virtue: vice (d) unfaith: faith
 (e) sincerity: counterfeit
32. *Climax: Nadir*
 (a) right: wrong (b) good: bad
 (c) direct: indirect (d) up: down
 (e) top: bottom
33. *Consumer: Plaza*
 (a) student: examination (b) patient: medicare
 (c) citizen: nation (d) clerk: office
 (e) shop-keeper: fare
34. *School: Discipline*
 (a) pupil: dean (b) report card: marks
 (c) society: confirmity (d) underworld: gangster
 (e) student: teacher

35. *Step: Stairway*
 (a) staircase: banister (b) wood: carpet
 (c) rung: ladder (d) house: porch
 (e) tree: leaves
36. *Archaeologist: Antiquity*
 (a) flower: horticulture
 (b) ichthyologist: marine life
 (c) theology: minister
 (d) bible: psalms
 (e) gold: silver
37. *Thirst: Parch*
 (a) fever: flush (b) water: sink
 (c) hunger: strangle (d) laughter: appease
 (e) disdain: trouble
38. *Court: Justice*
 (a) doctor: sickness (b) chief: boss
 (c) machinist: product (d) policeman: government
 (e) auditor: accuracy
39. *Shoe: Leather*
 (a) passage: ship (b) trail: wagon
 (c) journey: boat (d) highway: asphalt
 (e) car: engine
40. *Fall: Pain*
 (a) flying: walking
 (b) food: calories
 (c) disobedience: punishment
 (d) laugh: cry
 (e) justice: thief

ANALOGOUS INFERENCES

Exercise 4

(Find answers yourself with the help of your dictionary.)

1. Being unable to pay one's debts.
2. Having an evil reputation.
3. One who has no belief in the existence of God.
4. One who hatest mankind.
5. One who loves and works for his fellowmen.
6. Not being able to be selected or elected under the rules.

7. One who looks at the bright side of things.
8. One who looks at the dark side of things.
9. One who eats human flesh.
10. Knowing everything.
11. Being all-powerful.
12. Being present everywhere.
13. Belonging to all parts of the world.
14. One who abandons his religious faith.
15. A person who is indifferent to pleasure or pain.
16. A child whose parents are dead.
17. A person who lives by himself.
18. A person who spends his money recklessly.
19. A person who lives at the same time as another.
20. Incapable of being wounded.
21. Incapable of being believed.
22. Incapable of being avoided.
23. Capable of being easily set on fire.
24. Incapable of being reached.
25. Incapable of being altered or recalled.
26. Incapable of being dispensed with.
27. Incapable of being burnt.
28. Hard to please.
29. A cure for all diseases.
30. All of one mind.
31. Contrary to law.
32. A substance that kills germs.
33. An assembly of worshippers.
34. Occurring at the same time.
35. A substance that kills insects.
36. Of unknown or unadmitted authorship.
37. The yearly return of a date.
38. An office without any work, but with high pay.
39. The absence of government in a country.
40. Counterfeit document.
41. A place for burial of dead bodies.
42. Property inherited from one's father or ancestors.
43. Incapable of being overcome.

44. A speech made without preparation.
45. A medicine to counteract the effect of poison.
46. Forbidden, prohibited by law.
47. A child born after the death of his father or a book published after the death of its author.
48. Murder of human beings.
49. Murder of one's own mother.
50. Murder of one's own father.
51. Murder of one's own self.
52. Murder of a King.
53. Murder of a new-born infant.
54. One who walks while sleeping.
55. One who totally abstains oneself from alcoholic drinks.
56. Fond of entertaining guests.
57. A general pardon to political offenders.
58. The practice of having more than one wife at the same time.

SENTENCE COMPLETION

Exercise 5

Directions: following sentences have two gaps each, and each sentence is followed by five sets of lettered words; one of which best completes the given blanks of the sentence. Students are advised to choose the appropriate set of words that best completes the meaning and makes the entire expression pregnant with requisite purpose. After selecting the correct choice, the students are advised to mark the letter of that word opposite that sentence. This exercise, is therefore, aimed at measuring the student's general grasp of vocabulary and his subtle knowledge of using the words accurately and meaningfully. While finding out appropriate words, the students are in general advised to read and understand the significance and central idea contained in the sentence so as to find out the right word. Also please check your answers with the solutions given at the end of this chapter.

1. All the students in the University, who have paid the requisite amount, are to attend the lecture;

but those who have not paid the fee prescribed shall have to be

- (a) eligible: checked
 - (b) prohibited: called
 - (c) accustomed: discouraged
 - (d) tantamount: disregard
 - (e) advised: fail
2. The novel, describing the experience of a man who is brought back from the dead by a new scientific technique, is a on doctors, research foundations, and many of contemporary society.
- (a) treatise: remorse
 - (b) satire: foibles
 - (c) dossier: infallibilities
 - (d) criticism: nostalgias
 - (e) capsule: validities
3. To be an eminent Professor in a particular field of knowledge, devotion to the pursuit of learning and unabating are primarily need.
- (a) unflagging: endeavour
 - (b) reserve: fast
 - (c) unscrupulous: quickly
 - (d) continuous: antipathy
 - (e) invaluable: interposition
4. It is often said that the Romantic poets wrote their poetry from the heights of and it is why they are too far from the sordid plane of
- (a) fantasy: fact
 - (b) sincerity: gloominess
 - (c) audacity: vivacity
 - (d) speculation: reality
 - (e) humility: faithfulness
5. Electronic eavesdropping technology has become so that the comparatively little law on the subject has become as as the horse and buggy.
- (a) repulsive: fictitious
 - (b) omnivorous: ridiculous
 - (c) sophisticated: outmoded
 - (d) clandestine: entangled
 - (e) popular: homesickness
6. The Professor's image has been by his own pupils, because they have their sweet and harmonious relations with those who really matter in the field.
- (a) tarnished: estranged
 - (b) developed: bad
 - (c) declined: decreased
 - (d) finalised: immersed
 - (e) followed: concocted

7. So great is the intensity of Shakespeare's dramatic language that the audience becomes and sees messages and equivocations everywhere, until the party becomes an apocalypse of and fall.
- (a) stunned: rise
 - (b) hallucinated: temptation
 - (c) aroused: doubt
 - (d) dulled: zeal
 - (e) weary: disgust
8. Witness the long waiting list for the over-worked psychiatrists and psychologists and the twentieth-century for lying on the couch talking about oneself and the neuroses that have resulted from a too intense with oneself.
- (a) wish: inspection
 - (b) process: tirade
 - (c) plan: understanding
 - (d) fad: preoccupation
 - (e) garb: implication
9. We must all hope that means will be found to retain the advantages arising out of mass, while at the same time giving the workers some of the and pleasure of the old craftsmen.
- (a) production: pride
 - (b) cultivation: feeling
 - (c) habitation: thinking
 - (d) generation: creativeness
 - (e) consumption: satisfaction
10. One of the objects of the Russian Revolution of 1917 was to the rich rulers and to their money and land more equally among the people in general.
- (a) get rid of: divide
 - (b) abstain: capture
 - (c) divest: seize
 - (d) debar: get
 - (e) find: analyse
11. Dante was of height, and after reaching maturity, was to walk somewhat bowed, with a slow pace, clad always in such sober dress his ripe years.
- (a) moderate: accustomed: befitted
 - (b) extreme: preferred: unfit
 - (c) unusual: addicted: suitable

- (d) little: inclined: unreasonable
 (e) due: liked: becoming
12. People moan about poverty as a great ; and it seems to be an accepted belief that if people only had of money, they would be happy and useful and get more out of life.
 (a) evil: plenty (b) virtue: established
 (c) misery: hoped (d) happiness: expected
 (e) much: disdain
13. Timidity and are almost as great as conceity and over-confidence.
 (a) misery: perseverance (b) faith: persistence
 (c) self-distrust: faults (d) confidence: evils
 (e) talent: drawbacks
14. A reasonable of confidence in one's own powers is for success.
 (a) amount: necessary (b) plenty: essential
 (c) quality: required (d) lot: wanted
 (e) power: expected
15. Men who are always grumbling about their complaining of their difficulties, over their troubles, will never get any real happiness out of life or achieve any success.
 (a) adversity: hope (b) prosperity: groaning
 (c) poverty: whining (d) welfare: claiming
 (e) benefit: complaining
16. However mean your is, meet it and live it; and do not shun it and call it names.
 (a) life: hard (b) way: dirty
 (c) approach: risky (d) thinking: bad
 (e) philosophy: serious
17. Charity is a universal, which it is in every man's power sometimes to
 (a) thing: hope (b) truism: reckon
 (c) fact: preach (d) duty: practise
 (e) mind: talent
18. "The noblest men that on earth, Are men whose are brown with toil."
 (a) live: hands (b) preach: mouth

- (c) survive: legs (d) linger: waist
(e) work: body.
19. "What is this life, if full of,
we have no time to stand and"
(a) worries: cries (b) couth: plough
(c) care: stare (d) blessing: treasures
(e) talk: joke.
20. "One crowded hour of glorious..... ,
It worth an age without a"
(a) life: name (b) deed: fame
(c) past: thought (d) actions: renoun
(e) thing: commendation
21. A great deal of is lost in the for
want of a little courage.
(a) talent: world (b) success: life
(c) endeavour: past (d) life: universe
(e) money: youth
22. Socrates had a strong burly figure, and
crablike eyes, a flat broad open nostrils, a large and
..... mouth, and a forehead indicative of great
mental power.
(a) pointed: heavy (b) sharp: legs
(c) prominent: thick-lipped (d) black: hands
(e) good: huge
23. Milton said that he did not educate his daughters in the
..... , because one tongue was enough for a
.....
(a) languages: woman (b) slaves: scripts
(c) religious: man (d) theology: king
(e) scriptures: child
24. We who are fortunate enough to live in this
century hardly realize how our suffered from
their odd belief in the existence of mysterious beings.
(a) machanized: slaves (b) busy: father
(c) enlightened: ancestors (d) nineteenth: friends
(e) special: parents
25. Considering that the world is so, we are not
to be surprised that has progressed so quickly.
(a) intricate : science (b) straight : man

- (c) punctual : nation (d) far-sighted : generation
 (e) good-looking : retarded.
26. The tremendous advance in propulsion system in recent years, and the extremely wide range of conditions under which these systems must operate, have largely made obsolete the Newtonian methods of measuring essential quantities such a pressure, temperature and acceleration.
 (a) environmental : classical (b) physical : old
 (c) bodily : recent (d) worldly : new
 (e) flimsy : outmoded.
27. The fast and somewhat hasty of production engineering techniques in all major fields of industry and commerce added new to participative management.
 (a) introduction : fields (b) induction : dimensions
 (c) advent : regards (d) avenues : channels
 (e) decision : production
28. Each manager must the management that his idea or product is better than other candidates' at the same
 (a) inform : ground (b) foretell : blessings
 (c) beware : opportunity (d) convince : time
 (e) satisfy : second
29. A very successful foreign engineering organization in Bombay has many guiding principles whereby to flourish its business.
 (a) supplied: trade
 (b) collaborated: consultancy
 (c) aided: divions
 (d) supported: serving
 (e) make: frivolous
30. Encourage by rewarding it irrespective of the position in the where it occurs.
 (a) innovation : hierarchy (b) leadership : rank
 (c) dynamism : department (d) good habits : people
 (e) hard-work : office
31. Public sector units and the growing small scale are providing competition at both national and levels.

37. No other of management has generated so many concepts, and literature as the personnel management has in recent times.
 (a) science: philosophy (b) direction: ideology
 (c) fossils: foundations (d) branch: jargons
 (e) roots: traits
38. The personnel management with its chequered career is now at the with a number of roads off.
 (a) cross-roads: branching (b) juncture: bifurcating
 (c) place: emerging (d) point: coming
 (e) phase: leaving
39. The management in its own interest should effective and successful of the workers in the industry.
 (a) nullify: significant (b) verify: part
 (c) see: role (d) ensure: participation
 (e) insure: share
40. Industrial is partly due to the meagre wages and partly because of the of foresightedness by the industrialists in our country.
 (a) grief: complaint (b) unrest: paucity
 (c) suffering: want (d) decline: profit
 (e) downfall: excess
41. According to Hegel, a between a thesis and its antithesis produces a which partakes of the nature of both.
 (a) conflict: synthesis (b) agreement: contrast
 (c) concord: theory (d) discord: fight
 (e) feeling: enmity
42. Lack of substantial is a minor factor that relates to the major factor of shareholder's and to the financial position of the company.
 (a) profits: happiness (b) loss: sorrow
 (c) royalties: dissatisfaction (d) return: satisfaction
 (e) gain: pride
43. China, India, Egypt and East Africa—all have their thousands of miles of waste land, which is the result of man's to the future of plants.

- (a) square: indifference (b) straight: happiness
 (c) circular: regard (d) serpentine: concern
 (e) barren: involvement
44. The Caribbean slopes of northern Venezuela are barren wastes owing first to cutting of forests and then to grazing.
 (a) costly: local (b) sanguine: devastating
 (c) unpleasant: careful (d) kind: careless
 (e) ruthless: destructive
45. In the of Central and South American Republics, natives fell superb forest trees and leave them to in order to obtain virgin soil for cultivation.
 (a) interiors: rot (b) exteriors: produce
 (c) inferiors: grow (d) east: sprout
 (e) west: develop
46. Despite the primitive conditions still maintained in the sea, its shore show an amazing, while their adaptive characters are perhaps not exceeded in refinement by those that distinguish the dwellers of dry land.
 (a) off spring: sizes (b) generations: shapes
 (c) inhabitants: diversity (d) people: kinds
 (e) residents: sorts
47. With the alternate rise and of the tides, the successive areas of the zone are subjected to force out of the wave-impact.
 (a) fall: tidal (b) decline: sea
 (c) ebb: climate (d) setting: physical
 (e) down: natural
48. Fast transport the cities separated by a few hundred miles is becoming urgently necessary in populated areas, particularly in Europe, North America and Japan.
 (a) for: far-flung (b) from: thickly
 (c) between: densely (d) among: thinly
 (e) amidst: vagrantly
49. Sustained of a large percentage of work-force in the reductive cycle is of organizational illness.

- (a) partial: because
 - (b) confinement: symptomatic
 - (c) retaining: reflective
 - (d) pursuit: indicative
 - (e) likelihood: inclusive
50. Many a time a manager has to play a role in boosting the of a company, despite his physical and mental limitations.
- (a) vital: morale
 - (b) important: decline
 - (c) significant: loss
 - (d) chief: moral
 - (e) main: return

CURRENT USES OF PREPOSITIONAL EXPRESSIONS

A. Noun Compound

Examinees find it quite difficult to make an appropriate choice with regard to the use of prepositions. Often they think that their use of prepositions in their written English is erroneous, and to a certain extent, this apprehension of theirs is quite reasonable also. Since English language is very absorbing and interesting, many of its prepositional uses are founded on specific usages and, hence, unless all the subtle nuances and shades of language are properly appreciated and understood, it is almost a hard nut to use the right preposition, because particular words are followed by particular prepositions. For example, it is grammatically correct to say that he died of fever, and quite incorrect to say that he died through fever, or by fever or owing to fever, or on account of fever, or with fever. Keeping these difficulties in mind, an attempt has been made here to make the students familiar with the right choice of some very current prepositional uses. Every care has, therefore, been taken to include only those prepositional uses which have fully been assimilated in current English and which have no outdated, hackneyed, outlandish or uncommon use. It has also been kept in mind to see that only those prepositional uses are to be included in the list which are of practical utility to the professionals wishing to enter their profession with a spirit of zeal and dedication.

Exercise 6

Learn the use of the following carefully and frame suitable sentences based on these prepositional uses:

Solutions

- | | | |
|---------------------------------|---|--------------------|
| 1. Abhorrence | ingratitude. | of |
| 2. Ability | or | some work. for, in |
| 3. Abstinence | wine. | from |
| 4. Abundance | food. | of |
| 5. Access | the throne. | to |
| 6. In accordance | the rule. | with |
| 7. Accusation | theft. | of |
| 8. Acquaintance | a person or a thing. But make
the acquaintance | a person. with, of |
| 9. Adherence | a plan or cause. | to |
| 10. Admission | a society of persons or class of
things | to |
| 11. Admission | a place. | into or to |
| 12. Advance (progress) | learning. | of |
| 13. Advance (of a person) | knowledge. | in |
| 14. To take advantage | someone's mistake. | of |
| 15. To gain an advantage | someone. | over |
| 16. affection | a person. | for |
| 17. Allegiance | a person. | to |
| 18. Alliance | a person or state. | with |
| 19. Allusion | something. | to |
| 20. Ambition | distinction, fame etc. | for |
| 21. Amends | some fault. | for |
| 22. Antidote | some poison. | to |
| 23. Antidote | infection. | against |
| 24. Anxiety | anyone's safety. | for |
| 25. Apology | some fault. | for |
| 26. Appetite | food. | for |
| 27. Application | employment. | for |
| 28. Apprehension | danger | of |
| 29. Approach | anything | to |

30.	Aptitude	mathematics	for
31.	Arrival	a place.	at
32.	Arrival	a country or a large town.	in
33.	Aspiration	fame.	after/for
34.	Assent	an opinion.	to
35.	Assurance	help.	of
36.	Atonement	sin.	for
37.	Attachment	a person or thing.	to
38.	Attack	a person or place	on
39.	Attendance	a person.	on
40.	Attendance	a place	at
41.	Attentive	study.	to
42.	Attraction	a thing.	to/towards
43.	Authority	a person.	over
44.	Authority	a subject.	on
45.	Authority	saying or doing	for
46.	Aversion	or.....a person on thing.	to/from
47.	Bargain	a person.	with
48.	Bargain	a thing	for
49.	Beneficence	the poor.	to
50.	Benevolence	the poor.	towards
51.	Bias	a thing.	towards
52.	Blindness	one's own faults.	to
53.	Capacity	mathematics.	for
54.	Cause	anxiety.	for
55.	Caution	error.	against
56.	Certainty	a matter.	about
57.	Cessation	work.	from
58.	Charge	murder. (Noun)	o
59.	Charge	murder. (Verb)	with
60.	Compact	person.	with
61.	Comparison	a person or thing.	to/with
62.	Compassion	a person.	for
63.	Compensation	a loss.	for

64. Competition	a person.	with
65. Competition	a thing.	for
66. Complaint	a person.	against
67. Complaint	a thing.	about
68. Compliance	a request.	with
69. Concurrence	a person.	with
70. Concurrence	a proposal.	in
71. Condemnation	death.	to
72. Condolence	a person.	with
73. Confidence	a person.	in
74. Conformity	anyone's views.	with
75. Conformity	rules.	to
76. Connection	a person or thing.	with
77. Conciuousness	guilt.	of
78. Contact	something.	with
79. Contemporary	some person.	of
80. Contempt	a person thing.	for
81. Contrast	a person or thing	to
82. In contrast	a person or thing	with
83. Contribution	a fund.	to
84. Contribution	some project.	towards
85. Control	a person or thing	over
86. Controversy	a person.	with
87. Controversy	something.	on/about
88. Conversation	a person.	with
89. Conviction	guilt.	of
90. Copy	nature.	from
91. Correspondence	a person.	with
92. Correspondence	a thing.	to
93. Craving	anything.	for
94. Delight	a person or thing.	in
95. Deliverance	a danger.	from
96. Dependence	a person or thing.	on
97. Descent	ancestors.	from
98. Desire	wealth.	for

99. Deviation	rule.	form
100. Digression	a subject.	from
101. Disagreement	a person.	with
102. Disgrace	a person.	to
103. Dislike	a person or thing.	of/for
104. Dissent	a proposal.	from
105. Distrust	a person or thing.	of
106. Dominion	sea and land.	over
107. Doubt	a thing.	of/about
108. Encroachment	one's rights	on
109. Endeavour	happiness.	after
110. Endurance	pain.	of
111. Enmity	a person.	for/with
112. Envy	another's success.	at/of
113. Escape	punishment.	from
114. Esteem	a person.	for
115. Estrangement	a person.	from
116. Evasion	a rule.	of
117. Exception	a rule.	to
118. Exemption	a penalty.	from
119. Exposure	danger.	to
120. Failure	a plan.	of
121. Fondness	something.	for
122. Glance	a person or thing.	at
123. Glance	a wide surface.	over
124. Gratitude	a thing.	for
125. Gratitude	a person.	to
126. Harmony	anything.	with
127. Hatred	a person.	of/for
128. Hatred	a thing.	of
129. Hindrance	anything.	to
130. Hostility	a person or cause.	to
131. Identity	a person or thing.	with
132. Immersion	water.	in
133. Impediment	progress.	to

134. Imputation	guilt.	of
135. Imputation	someone.	against
136. Incentive	industry.	to
137. Inclination	study.	for/to
138. Indifference	heat or cold.	/to
139. Indulgence	wine.	in
140. Indulgence	a person.	to
141. Inference	facts.	from
142. Infliction	punishment.	of
143. Inkling	a secret.	of
144. Interference.....	a man's affairs.	in/with
145. Intimacy	a person.	with
146. Intrusion	a man's house.	into
147. Irruption	a country.	into
148. Irruption.....	invaders.	by
149. Jest	a man's bad luck.	at
150. Judge.....	a matter.	of
151. Jurisdiction	a province.	over
152. Jurisdiction	a lawsuit.	in
153. Laxity	morals.	in
154. Leisure	amusement.	for
155. Leniency	prisoners.	to
156. Likeness	a person or thing.	to
157. Liking	a person or thing.	for
158. Longing.....	a thing.	for/after
159. Lust	money.	for
160. Malice	a person.	against
161. Martyr	a certain cause.	for
162. Menace	public health.	to
163. Neglect	duty.	of
164. Obedience.....	orders, parents, etc.	to
165. Obligation	a person.	to
166. Obstruction	traffic.	to
167. Offence	morality.	against
168. Opposition	a person.	to

169.	Order	doing a thing.	for/against
170.	Penitence	some fault.	for
171.	Persistence	are attempt.	in
172.	Pity	sufferers.	for
173.	Precaution.....	infection.	against
174.	Preface	a book.	to
175.	Preference	one thing.	for
176.	Preference	another thing.	to/over
177.	Prejudice	a person.	against
178.	Preparation	action.	for
179.	Pretension	learning.	to
180.	Protest	proceedings, decision etc.	against
181.	In pursuance	an object.	of
182.	(A) Recompense	labour.	for
	(B) Reference	a person or thing.	to
183.	Reflections	a man's honesty.	on
184.	Regard	something done.	for
185.	In or with regard	that matter.	to
186.	Regret	something done.	for
187.	Relapse	idleness.	into
188.	Reliance	a man's word.	on
189.	Remedy	snake-bite.	for/against
190.	Remonstrance	a person.	with
191.	Remonstrance	his conduct.	against
192.	Remorse	a crime.	for
193.	Repentence	sin.	for
194.	Reply	a letter.	to
195.	Reputation	honesty.	for
196.	Request	a thing.	for
197.	Resemblance	a person or thing.	to
198.	Resistance	injustice.	to
199.	Respect	a man or his office.	for
200.	With respect	a matter.	to
201.	Reverence	age.	for
202.	Revolt	authority.	against

203. Rival	a position.	for
204. Revalry	a person.	with
205. Sin	God.	against
206. Slur	his character.	on
207. Sneer	good men.	at
208. Sorrow	his misfortunes.	for
209. Stain	one's character.	on
210. Subjection	the laws.	to
211. Submission	authority.	to
212. Subscription	a fund.	to
213. Subsistence	rice.	on
214. Succession	an estate.	to
215. Supplement	a book.	to
216. Surety	a person.	for
217. Suspicion	his intentions.	of
218. Sympathy	the poor.	with/for
219. Temptation	evil.	to
220. Testimony	his character.	to/against
221. Traitor	his character.	to
222. Trespass	the law.	against
223. Trust	his honesty.	in
224. In unison	his character.	with
225. At variance	a person.	with
226. Want	money.	of
227. Warrant	his arrest.	for
228. Witness	an evnt.	of/to
229. Wonder	his rudeness.	at
230. Yearning	his home.	for
231. Zeal	a cause.	for
232. Zest	enjoyment.	for

B. Verb Compound

Exercise 7

Learn the use of the following prepositional uses (verb compound) very carefully and frame suitable sentences on their basis:

		<i>Solutions</i>
233.	Abide a promise.	by
234.	Abound fish.	in/with
235.	Absolve a charge.	of/from
236.	Abstain wine.	from
237.	Accede a request.	to
238.	Accord a thing.	with
239.	Accord a fact.	for
240.	Accrue a person.	to
241.	Accuse some misdeed.	of
242.	Acquit blame.	of
243.	Adapt circumstances.	to
244.	Adhere a plan.	to
245.	Admit an excuse.	of
246.	Admit a secret.	to/into
247.	Admonish a fault.	of/for
248.	Agree a proposal.	to
249.	Agree a person.	with
250.	Alight a carriage.	from
251.	Alight the ground.	on
252.	Allude a fact.	to
253.	Apologise a person.	to
254.	Apologise rudeness.	for
255.	Apprise a fact.	of
256.	Approve an action.	of
257.	Aspire worldly greatness.	for/after/to
258.	Assent your terms.	to
259.	Assure a person a fact.	of
260.	Atone a fault.	for
261.	Avail oneself a person.	of
262.	Atone a fault.	on
263.	Bark a person or thing.	at
264.	Bask sunshine.	in
265.	Bear someone's faults.	with
266.	Beg pardon a person.	of

267. Belong	a person.	to
268. Bequeath a thing	a person.	to
269. Bestow a thing	a person.	on
270. Beware	the dog.	of
271. Boast of brag	one's cleverness.	of
272. Brood	past grievances.	over
273. Clamour	higher wages.	for
274. Cling	a person or thing.	to
275. Commence	a thing.	with
276. Comment	a matter.	on
277. Communicate something	a person.	to
278. Comply	one's wishes.	with
279. Conduce	happiness.	to
280. Congratulate a person	his success.	on
281. Connive	other men's misdeeds.	at
282. Consent	some proposal.	to
283. Consign	destruction	to
284. Contend	a person.	with/against
285. Convict a person	a crime.	of
286. Cope	a person or task.	with
287. Correspond	a person.	with
288. Crave	happiness.	for/after
289. Dabble	politics.	in
290. Deal	a person.	with
291. Deal	a trade.	in
292. Deprive a person	a thing.	of
293. Desist	an attempt.	from
294. Despair	success.	of
295. Deter a person	an action.	from
296. Detract	one's reputation.	from
297. Digress	the point.	from
298. Dispense	a man's services.	with
299. Dispose	property. (sell)	of
300. Divert a person	a purpose.	from
301. Dote	a person or thing.	upon

302. Dwell	a subject.	on
303. Grapple	difficulties.	with
304. Grieve	a person.	for
305. Grumble	one's lot.	at
306. Guard	a bad habit.	against
307. Hanker	riches.	after
308. Heal	a disease.	of
309. Hinder one	doing something.	from
310. Hinge	(depend) something.	on
311. Hover	a nest.	over
312. Incite a person	some action.	to
313. Infer one fact	another.	from
314. Inflict punishment	a person.	on
315. Inform a person	a thing.	of
316. Inform	a person.	against
317. Insist	a point.	on
318. Instil a thing	the mind.	into
319. Intermingle one thing	another.	with
320. Involve a person	debt.	in
321. Jeer	a person.	at
322. Lament	the dead.	for
323. Languish	home.	for
324. Lapse	disuse.	into
325. Lean	a wall.	against
326. Long	anything.	for
327. Marvel	some sight or report.	at
328. Meddle	other people's business.	with
329. Meditate	some subject.	on
330. Merge	anything.	into/with
331. Mourn	the dead.	for
332. Murmur	anything.	at/against
333. Object	some proposal.	to
334. Occur	one's mind.	to
335. Offend	good taste.	against
336. Overwhelm	kindness.	with

337. Persist	doing something.	in
338. Pine	something lost.	for
339. Plot	a man.	against
340. Plunge	a river, work etc.	into
341. Ponder	a subject.	on/over
342. Pounce	a person or thing.	on/upon
343. Pray	God	to/for
	guidance.	
344. Preserve	harm.	from
345. Prevail	a person to do something.	on
346. Prevent	going.	from
347. Proceed	a business already begun.	with
348. Prohibit	doing something.	from
349. Protect	harm.	from
350. Provide	one's children.	for
351. Provoke one	anger.	to
352. Purge the mind	false notions.	of
353. Recover	an illness.	from
354. Refrain	tears.	from
355. Rejoice	the success of another.	at
356. Relieve one	a task, duty.	of
357. Repent	imprudence.	on
358. Reprimand a person	a fault.	for
359. Rob a person	something.	of
360. Scoff	religion.	at
361. Shudder	cruelty.	at
362. Succumb	difficulties.	to
363. Surrender	the enemy.	to
364. Trespass	rules.	against
365. Upbraid a person	ingratitude.	with
366. Urge a fact	one's attention.	on
367. Venture	an undertaking.	upon
368. View	another (person).	with
369. Wait	a person or thing.	for
370. Warn a person	danger or consequence.	of
371. Wink.....	one's fault.	at

372. Worm oneself..... another man' sconfidence. into
373. Wrestle an adversary. with
374. Yearn affection. for
375. Yield persuasion. to

ENLARGEMENT OF VOCABULARY

Exercise 8

Study the following carefully and frame suitable sentences yourself using these expressions:

1. An army of soldiers.
2. A band of musicians.
3. A board of directors, trustees etc.
4. A board of chickens.
5. A bunch of keys, grapes, flowers.
6. A bundle of hay, sticks etc.
7. A chain of mountains.
8. A collection of stamps, coins etc.
9. A crew of sailors.
10. A crowd of people.
11. A fleet of ships.
12. A flock of qeese, sheeep etc.
13. A gang of labourers, thieves, robbers etc.
14. A heep or mass of ruins.
15. A herd of deer, cattle etc.
16. A mob or rioters, students etc.
17. A nest or swarm of ants.
18. A pack of hounds, wolves, playing-cards etc.
19. A stack of hay, corn, wood etc.,
20. A stock of goods.

Exercise 9

Study the following verbs which denote the cries of some of the lower creatures, and afterwards frame twenty sentences to use twenty expressions out of the following forty two expressions in order to test your understanding.

- | | |
|-----------------------------|--------------------------------|
| 1. Apes-gibber | 2. Asses-bray |
| 3. Bears-growl | 4. Bees-hum |
| 5. Birds-twitter, chirp | 6. Bulls-bellow |
| 7. Calves-low | 8. Camels-grunt |
| 9. Cats-mew, purr | 10. Cattle-low |
| 11. Cocks-crow | 12. Cows-low |
| 13. Crow-scaaw | 14. Dogs-bark, yelp, whine |
| 15. Doves.coo | 16. Ducks-quack |
| 17. Eagles-scream | 18. Elephants-trumpet |
| 19. Flies.buzz | 20. Frogs-croak |
| 21. Geese-cackle | 22. Goats-bleat |
| 23. Hawks-scream | 24. Hens-cackle, cluck |
| 25. Horses-neigh | 26. Jackals-howl |
| 27. Kittens-mew | 28. Lambs-bleat |
| 29. Lions-roar | 30. Mice-squeak |
| 31. Monkeys-chatter, gibber | 32. Owls-hoot, screech, scream |
| 33. Oxen-low, bellow | 34. Parrots-screech |
| 35. Pigeons-coo | 36. Serpents-(snakes) hiss |
| 37. Sheep-bleat | 38. Sparrows-chirp, twitter |
| 39. Swallows-twitter | 40. Tigers-growl, roar |
| 41. Vultures-scream | 42. Wolves-howl, yell. |

Exercise 10

Study the following idiomatic comparisons carefully and use at least thirty out of them in your own sentences in order to check your comprehension:

- | | |
|--------------------------------|--|
| 1. As black as coal, mid-night | 2. As blind as a bat |
| 3. As bold, brave as a lion | 4. As bright as day, silver |
| 5. As brittle as glass | 6. As busy as a bee. |
| 7. As cheerful as a lark. | 8. As clear as crystal, day, noon day. |
| 9. As cunning as a fox | 10. As dark as midnight |
| 11. As deaf as a post | 12. As deep as a well |
| 13. As dry as dust | 14. As dumb as a statue |
| 15. As firm as a rock | 16. As faithful as a dog |
| 17. As gay as a lark | 18. As gentle as a lamb, dove |
| 19. As good as gold | 20. As greedy as a wolf. |

- | | |
|---|---------------------------------------|
| 21. As green as grass | 22. As happy as a king |
| 23. As hard as a stone, iron | 24. As heavy as lead |
| 25. As hot as fire | 26. As light as a feather |
| 27. As loud as thunder | 28. As merry as a cricket. |
| 29. As pale as death,
as a ghost | 30. As proud as a peacock |
| 31. As quick as lighthing | 32. As quit as a lamb |
| 33. As red as blood, a rose | 34. As sharp as a needle,
a razor. |
| 35. As silent as the dead,
the grave | 36. As smooth as velvet |
| 37. As soft as butter, silk | 38. As stubborn as a mule |
| 39. As stupid as an ass | 40. As sure as death, fate |
| 41. As sweet as honey. | 42. As swift as lightning. |
| 43. As white as snow. | |

Exercise 11

Study the following very carefully, and use them in your own sentences:

- | | |
|--------------------|-------------------------------|
| 1. Bear, cub | 2. Cat, kitten |
| 3. Cow, calf | 4. Deer, fawn |
| 5. Dog, puppy | 6. Duck, duckling |
| 7. Goat, kid | 8. Goose, gosling |
| 9. Hen, chicken | 10. Horse, foal (filly, colt) |
| 11. Lion, whelp | 12. Sheep, lamb |
| 13. Stag (m), fawn | 14. Tiger, cub |
| 15. Wolf, cub | |

Exercise 12

Hints : Student are liable to confuse and misuse words that are similar in sound or form, but different in meaning ; e.g., principal, prinicple; alter; fare. A great deal of care is needed to make a clear-cut distinciton between such identical pair of words. This exercise is specifrically provided to improve the understanding of the students of such commonly confused words. Only very current uses of such words have been given below and the students are, therefore, advised to point out the

right choice (note that the words with alphabet **a** and **b** is the right choice):

1. (a) He a gift from me.
(b) We all failed Shyam.
[accepted (a)/except (b)]
2. (a) They had an to the king.
(b) The cost was far in of the estimate.
[access (a)/excess (b)]
3. (a) He met with a serious
(b) This is an important of his life.
[incident (a)/accident (b)]
4. (a) We must ourselves to the prevailing
circumstances.
(b) He is an in drawing cartoons.
[adept (b) adapt (a)]
5. (a) He is to gambling.
(b) He is to his studies.
[addicted (a) devoted (b)]
6. (a) He made an to the murder of the prince.
(b) Macbeth saw a dagger in the air, which was only an
.. ...
[illusion (b)/allusion (a)]
7. (a) Her remarks on that occasion were not very
(b) Her views are the of mine.
[opposite (b)/apposite (a)]
8. (a) The ballon made an at 4 p.m.
(b) The headmaster gave his to their proposal.
[ascent (a)/assent (b)]
9. (a) We will the wrongs done to our helpless fellow
creatures.
(b) She took on her neighbours who had ridiculed
her.
[revenge (b)/avenge (a)]
10. (a) His was gardening.
(b) His is banking.

- (c) When does the summer begin ?
[avocation (a)/vocation (b)/vaction(c)]
11. (a) This custom is a relic of
(b) This was an act of
[barbarism (a)/barbarity (b)]
12. (a) A pitched was fought between the two armies.
(b) During the Second World many big powers of the world took part.
(c) There was a regular between the merchants and the labourers.
[fight (c)/war (b)/battle (a)]
13. (a) His acts were to all.
(b) He is not a in the legal sense of the term.
[beneficial (a)/beneficiary (b)]
14. (a) The ceremony lasted only a few hours.
(b) Put the on the horse.
[bridle (b)/bridal (a)]
15. (a) the tent is made of
(b) He had to for votes.
[canvas (a)/canvass (b)]
16. (a) He has proceeded on leave
(b) There is a connection between food and health.
[causal (b)/casual (a)]
17. (a) His mode of worship was rather than devout or genuine.
(b) His manner was rather
[ceremonial (a)/ceremonious (b)]
18. (a) His manners were too for his age.
(b) He is a man of simplicity.
[childlike (b)/childish (a)]
19. (a) My work is the of his.
(b) I must pay my to the Ambassador.
[compliment (b)/complement (a)]
20. (a) As his parents did not sympathise with his ambitions, the young man made a of his friend.

- (b) He was of his success.
[confidant (a)/confident (b)]
21. (a) They held their meeting on Tuesday.
(b) Her father her to workd hard.
[counsel (b)/council (a)]
22. (a) He was of his faults.
(b) He is a worker and always does his duty.
[conscious (a)/conscientious (b)]
23. (a) He is a fellow who does not sell his conscience for money.
(b) She sent a reply.
(c) One is entitled to feel towards a person.
(continuous (b)/contemptible)
[Find the solution yourself.]
24. (a) There was a rain.
(b) Ram worked from morning till night.
[continuous (b)/continual (a)]
25. (a) punishment is strictly prohibited in this school.
(b) God is not a Being.
[corporeal (b)/corporal (a)]
26. (a) The left no issue to be looked after.
(b) He is suffering from a formidable
[disease (b)/decease (a)]
27. (a) Cross-examination failed to any useful information.
(b) There was an distillery in the forest.
[elicit (a)/illicit (b)]
28. (a) Women are also for the post.
(b) He was selected in spite of his handwriting.
[eligible (a)/illegible (b)]
29. (a) He is an Professor of Chemistry.
(b) They say that the third world war is very
[imminent (b)/emminent (a)]
30. (a) Several cities were ruined by a volcanic
(b) The of the Chinese Reds into Tibet was

- condemned by most nations.
[irruption (a)/eruption (b)]
31. (a) The holy man was for his good deeds.
(b) He is a dacoit.
[famous (a)/notorious (b)]
32. (a) is an evil in the society.
(b) The lamb on the green grass.
[gambol (b)/gamble (a)]
33. (a) The king perpetuated tortures to the slave.
(b) He saw a figure in the forest.
[ghastly (a)/ghostly (b)]
34. (a) Gandhiji did his best to improve the lot of every
... being.
(b) Prisoners should be given a treatment.
[human (a)/humane (b)]
35. (a) India has, of late, progressed a lot in field.
(b) He has achieved tremendous success by sheer force
of his nature.
[industrious (b)/industrial (a)]
36. (a) One should be careful about matters.
(b) Ram is extremely in making a proper selection
of his book.
[judicious (b)/judicial (a)]
37. (a) One should not feel of others.
(b) Gandhiji was a social reformer.
[zealous (b)/jealous (a)]
38. (a) Ivy is a plant of growth.
(b) He is spending money like water on his habits.
[luxuriant (a)/luxurious (b)]
39. (a) The impulse was , and I did not yield to it.
(b) The event of the 15th of August, 1947 was a
one in the history of our country.
[momentous (b)/momentary (a)]
40. (a) Those students who are in the proper pursuit
of their studies fail miserably in the examination.

- (b) They reconciled to each other in the end, because the matter was quite
[negligible (b)/negligent (a)]
41. (a) An letter was mailed to him.
(b) His disposition has been criticised by many.
[official (a)/officious (b)]
42. (a) Trespassers will be
(b) Many a convert has been for his religious belief.
[prosecute (a)/persecute (b)]
43. (a) He is a very politician.
(b) Bombay is a very city.
[popular (a)/populous (b)]
44. (a) A storm is often by sultry weather.
(b) He has on two day's casual leave.
[proceed (b)/ precede (a)]
45. (a) This does not justify your wrong deeds.
(b) He is the of the association.
[president (b)/precedent (a)]
46. (a) The ailing child has been a tonic by the doctor for his recuperation.
(b) The tyrant has the religious book of his opponents.
[prescribe (a)/proscribe (b)]
47. (a) He is the of the collage.
(b) He is a man of
[principle (b)/principal (a)]
48. (a) A young student should abstain from liquors.
(b) life is better than material one.
[spiritual (b)/spirituous (a)]
49. (a) He deals in
(b) Sea water is not always
[stationary (b)/stationery (a)]
50. (a) He has committed many errors.
(b) His style is
[verbal (a)/verbose (b)]

COMPREHENSION

Exercise 13

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

It is possible that employer's insistence on a voluntary approach to worker's participation, especially in view of its slow progress so far, may be construed as indicative of a desire to stall the introduction of participation schemes. Such an allegation, however, could be considered valid, if the employers were under pressure from trade unions to implement some specific scheme of worker's participation. But the available evidence shows that the trade unions have expressed ambivalent views on the subject and do not appear to be very anxious to accelerate the progress of worker's participation.

The following resolution, for example, which was adopted by the Indian National trade Union Congress (INTUC), the largest central organisation of workers, at its 12th Annual Session held at Yomunanagar in April 1961, is typical of the vague exhortations resorted to by that organisation in dealing with the subject:

This conference reiterates its considered opinion that labour participation in management represents a progressive stage in the evolution of proper industrial relations and a vital element in the socio-economic order that the country has in view. It is, therefore, a matter of concern that the progress in this sphere has been rather slow, though it is too early to express any opinion at this stage. The conference strongly urges the affiliated unions and the employers in the country to create a favourable and enthusiastic climate for participation in management in the respective undertakings and launch the same as expeditiously as possible.

The resolution, it may be noted, does not call for the adoption of any concrete proposal immediately, but merely suggests the creation of the undefinable climate for participation.

The INTUC was not any more specific when it answered

the questionnaire issued by the National Commission on Labour in 1967. Referring to *Joint Consultation* in general, it said that "a mere agreement to bargain and to constitute a *Joint Consultative Machinery* will not achieve the purpose, unless there is a sincere desire to understand, respect and accommodate as far as practicable the other point of view." As for works committees, emergency production committees and joint management councils, it stated, that all of them had been unsuccessful. Employers, it is said, were not very enthusiastic about joint management councils, and added : "As for the workers, they too are yet to understand the full implications and the advantages that would accrue to them on a proper working of the scheme. Unless the joint management councils become the natural outcome of the acceptance of the philosophy of *Co-Trusteeship*, merely creating them in physical form will not advance the objectives. "

Answering a question on co-partnership, the INTUC said: "We are not aware whether co-partnership scheme exists anywhere in industries, as between management and employees. Indeed, the attitude of management is still to treat the workers as wageserfs, and this applies to all sectors including the public sector." It was also against employee-shareholding, and stated: "We do not think it feasible to introduce the scheme of worker's participation in management by making the workers shareholders. The question assumes that the existing shareholders are participating in management. They are not; and therefore even if the workers are given some shares in the Company; they will not be able to have any effective voice or participation in the management of the concern." In spite of the specific queries contained in the questionnaire of the National Commission on Labour, the INTUC thus failed to state what precisely were its proposals to promote worker's participation in management.

The All-India Trade Union Congress (AITUC), like other communists and their organisations, is prone to suspect whatever looks like class collaboration and does not add to class conflict. For instance, the minutes of a meeting in September 1955 of the Labour Panel then constituted by the Planning Commission, recorded the views of Mr. S. A. Dange, the AITUC

representative, in these words:

“He did not welcome the idea of *Worker-Directors*. It was found unworkable in other countries since the management everywhere had the tendency to buy over the intelligent workers as *Worker-Directors* and in the end cut at the very root of the trade union movement. According to him, promotion of workers as Directors did not change the capitalistic bent of mind of the employers into a socialistic one.”

In its memorandum submitted to the National Commission on Labour in January, 1969, the AITUC, elaborated its views further in regard to worker participation. “The system of joint consultation through workers committees and joint management councils has been a failure. Workers committees are statutory bodies, but these have not functioned for the purpose for which they were intended. Most employers seek to utilize these as some sort of rivals to trade unions and to disrupt the latter.”

In the social and economic conditions obtaining today, joint management councils cannot serve any useful purpose. However, if proper steps are taken, such councils can become a form of some democratic participation in the management of public sector enterprises. Without taking these steps, even the experience of the public sector has been very unhappy.

But apart from attributing motives to employers and calling for proper steps, the AITUC had nothing more to say on the subject. The employee-shareholding schemes also were brushed aside in the following words: “The AITUC does not consider that the so-called scheme of making workers shareholders of the undertaking is a desirable or feasible form of joint consultation. Such a scheme has no validity at all in public sector undertakings, where the shares are entirely owned by the state. In the private sector, a nominal shareholding by the workers cannot give them any say in management affairs of the company, while real control and ownership remain with the monopoly groups which are already well-entrenched.”

Instead of formulating constructive proposals to encourage association of workers with management under the existing circumstances, the trade unions seem to content themselves by

merely denigrating the different proposals that may be made from time to time or have been already implemented. Such an attitude on their part, seen in the context of the employer's insistence on the voluntary approach and the government's insistence of forcing the pace of participation schemes through direct intervention, makes one wonder who really are expected to benefit from worker's participation in management.

Questions: Answer the following questions in accordance with the contents of the preceding passage. You are not to turn back to passage. Also check your answers with the solutions given at the end of this chapter.

1. It is possible that:
 - (a) employer's insistence on a voluntary approach to participation is harmful to management scheme.
 - (b) worker's participation is treated as useful in management.
 - (c) worker's involvement is impracticable.
 - (d) employees will be weakened by workers.
 - (e) the separation of workers is desirable in management.
2. Trade unions regarding voluntary approach to worker's participation:
 - (a) Have relished the idea of a worker's management.
 - (b) Have expressed ambivalent views and do not appear very anxious to accelerate the progress.
 - (c) Have contributed richly like other countries.
 - (d) Do not approve of costly organisations.
 - (e) Do not play a second fiddle to the millionaires.
3. The National Trade Union Congress (INTUC) is:
 - (a) the largest central organisation of workers.
 - (b) pro-capitalists and against the worker.
 - (c) very famous for its recent role in the field of participative management.
 - (d) against the land-ownership in the country/
 - (e) a representative committee.
4. The 12th Annual Session of the INTUC held in April 1961 is:
 - (a) not very much specific in its resolutions.
 - (b) resolving to wage a bitter war against poverty.

- (c) said to be the epitome of labour movement.
 - (d) typical of the vogue exhortations resorted to by that organisation in dealing with the subject of participative management.
 - (e) Critical of voluntary approach.
5. The INTUC resolution clearly states that:
- (a) labour participation in management shows a progressive tendency.
 - (b) employers should be forcibly checked from sucking the blood of the workers.
 - (c) industrial progress is subject to a labour revolution.
 - (d) formation of unions is against labour unrest.
 - (e) labour approach to management is negative.
6. The INTUC conference strongly urges the affiliated unions and employers in the country to:
- (a) create a favourable and enthusiastic climate for participation in management.
 - (b) dissuade the millionaires to exploit the labour.
 - (c) enhance the labour wages in the industrial sectors.
 - (d) evolve a system whereby they can get only a meagre share.
 - (e) promote the interest of the capitalists.
7. The INTUC resolution says about the workers' committees, emergency production committees and joint management councils that:
- (a) they are useful.
 - (b) they had been unsuccessful.
 - (c) they have been progressive.
 - (d) they instigated violence.
 - (e) they protected property of the workers.
8. On the question of co-partnership, the INTUC says that:
- (a) the attitude of the management is still to treat the workers as wage-serfs.
 - (b) the workers' utilization is useless.
 - (c) the money plays a vital role.
 - (d) nowhere in India, it can be useful.
 - (e) labourers do not need any co-partnership.

9. Mr. S. A. Dange, the AITUC representative did not welcome:
- (a) the class conflict.
 - (b) the idea of *Worker-Directors*.
 - (c) the suggestion of distribution of money.
 - (d) the leadership by the capitalists.
 - (e) the oligarchic conditions in the industries.
10. According to the AITUC:
- (a) the system of joint management councils has been a failure.
 - (b) the pattern of workers' committees has been a success.
 - (c) the mode or pattern of wage payment in industries is defective.
 - (d) the social change through revolution is preferable to that through demolition.
 - (e) nothing is more important as money and its proper distribution.
11. According to the AITUC:
- (a) the share-holding by the workers is desirable.
 - (b) the scheme of workers-shareholding in unertakings is undersirable.
 - (c) the share-holding scheme is a failure.
 - (d) management owned by private sector is harmful to workers.
 - (e) the condition of the industrial labour is satisfactory.
12. In the private sector:
- (a) a nominal shareholding by the workers cannot give them any say in management affairs.
 - (b) the labour disputes can easily be resolved.
 - (c) the management may be formed by the workers.
 - (d) the proper dispensation of justice is feasible.
 - (e) the exploitation of labour is unavoidable.
13. According to INTUC, in the private sector, the monopolists:
- (a) are the real owners and controllers of the business affairs.
 - (b) are the enemies of the labourers.
 - (c) do not care for the national interests.
 - (d) have much sympathy with the labourers.
 - (e) want to exploit the labour.

14. The trade unions seem to be satisfied by:
- (a) the task they completed for the workers so far.
 - (b) the occurrence of violence amongst the labourers.
 - (c) the existing conditions in industries.
 - (d) the present emoluments.
 - (e) merely denigrating fruitful proposal for the benefit of the workers.

17

Online Communication: A Semiotics Technology Perspectives

Introduction
Semiotics Technology: Smileys
Two Millieu-Culture
Abbreviated Communication
Impaired Online Communication
Localizationists' View
Online and Offline Communication & SWRL
Wider Circumference of English Communication
Communication Intelligibility
Empirical / Spoken Communication Modules
Models of Communication and Semiotics Technology
Decoding Skills of Communication
Suggestions
References
Assignments

Introduction

With the advent of Semiotics Technology, Online Communication may assume still wondrous dimensions: for, one day man will look askance at it with the same bewildering excitement as Alice did in Wonderland. An encyclopedia which Online Communication actually is, it practically contains information ranging from gold rates, latest products,

international upheavals to travel reservations and medical services. Like Aladdin's magic lamp, Online Communication can instantly provide us a web of employment opportunities. Within seconds, web administrator, web designer, web developer, web page hosting, e-commerce and consultation groups do appear before us to help, guide and direct us. In addition to its instant service, it can also be available to us round the clock.

Semiotics Technology: Smileys

Semiotics Technology has given birth to the concept of smileys with a view to enabling the sender of the message to express his Online emotions notwithstanding the conspicuous absence of his kinesics. Such smileys as the following are very much in vogue and also very popular too:

- (-: symbolizes that the Online communicator is left-handed.
- ;-) symbolizes that the Online communicator has made a sarcastic remark.
- :-) stands for the happy mood of the sender.
- :-@ represents a crying mood.
- :-D symbolizes that the user is mischievously laughing at you.
- :-s represents that the user is a confused person.
- O:-) stands for the seeming gentleness of the user.
- :-/ represents that the user is a non-conformist.

Two Millieu-Culture

Semiotics studies symbols and signs and also their pragmatism. From this point of view, it is against any move subserving Online Communication to degenerate human values. C.P. Snow, a noted litterateur, talked of "two-culture milieu"—one predominated by the scientist and the second by the humanist, and both of them at a continued confrontation. The Acceleration of Chip Power (ACP), the Interconnection and Networking Capacity (INC), the At & T, the EDI, the Data Navigation, Multimedia and Hypertext (DNMH), the HIT, the CMG, the IPIM, the AI, the NN—are some manifest dimensions of the power and sophistication of Online Communication, but they are entirely dominated by the scientist. The humanist side is always at confrontation with the scientist side, which, in

summation, means that in the “two-culture milieu”, the one culture remains weak and the level of communication remains uneven. This is what C.P. Snow lamented (Kanter, 2001): this is what semiotics makes us comprehend while postulating pragmatism. Snow’s “two-culture milieu” is also sketched below for an easy comprehension of the concept:

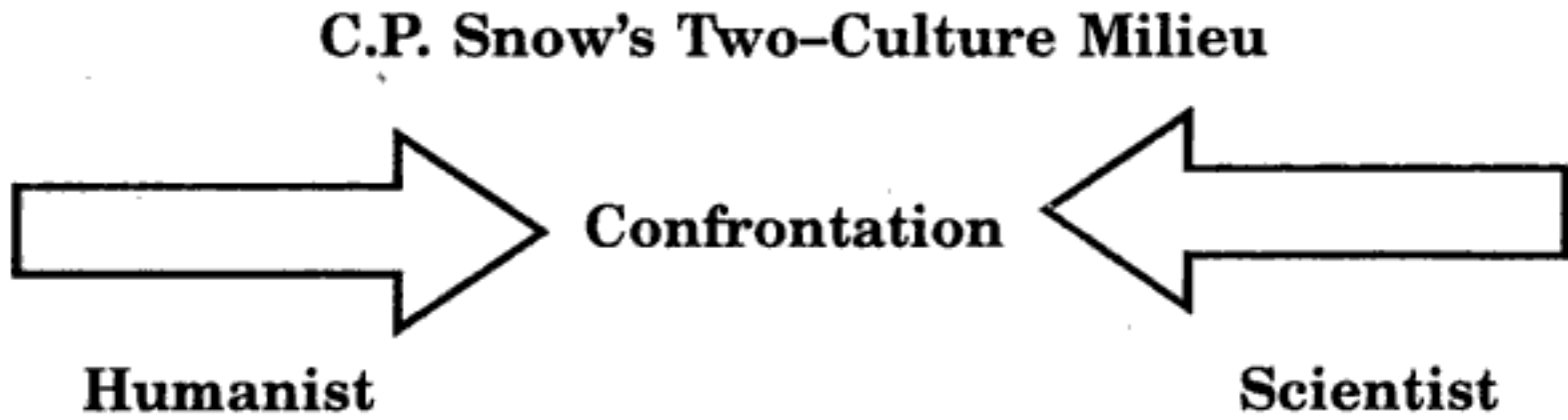


Fig. 17.1

Abbreviated Communication

Semiotics recommends the abbreviated and the shortened use of language for Online Communication. Some popular semiotic uses in Online Communication, quite in vogue at present, are the following.

- | | | |
|-------|---|--------------------------|
| FITB | : | Fill in the Blanks |
| FYA | : | For Your Amusement |
| CMIIW | : | Correct Me If I am Wrong |
| AAMOF | : | As A Matter of Fact |
| AUST | : | Are You Still There |
| BBFN | : | Bye Bye For Now |
| CUL | : | See You Later |
| F2F | : | Face to Face |
| IAC | : | In Any Case |
| IKWUM | : | I Know What You Mean |
| IMHO | : | In My Humble Opinion |
| MOF | : | Male or Female |
| OIC | : | Oh I See |
| OTOH | : | On the Other Hand |
| KWIM | : | Know What I Mean |
| BTW | : | By the Way |
| IOW | : | In Other Words |
| YIU | : | Yes, I Understand |
| TYVM | : | Thank You Very Much |

WRT	:	With Respect To
TNX	:	Thanks
TIC	:	Tongue in Check
RUOK	:	Are You OK?
PTMM	:	Please, Tell me More
<G>	:	Grinning
(J>	:	Joking
<L>	:	Laughing
<S>	:	Smiling

Impaired Online Communication

Semiotics Technology prohibits the use of disordered language for Online Communication. A communicator suffering from obvious language ailments obfuscates the natural and spontaneous flow of Online Communication by taking recourse to frequent *obiter dictum*, which is, of course, a formidable barrier to communication process. Communication channels are hindered by such glaring impairments like the following:

1. Schizophrenic Aphasia
2. Conduction Aphasia
3. Phonic Aphasia
4. Agrammatical Aphasia
5. Verbal Alexia
6. Dysarthria
7. Stuttering
8. Polyglot
9. Atrophy
10. Sensory Disease

Localizationists' View

In fact, localizationists believe that the frontal lobe in the left cerebral hemisphere in the brain is the speech and language centre. If this centre is not intact, some aspects or the ability to perceive, process or produce language may certainly be disturbed (Akmajian, 1995). This state encompasses numerous syndromes of communicative impairments in Speaking, Writing, Listening and Reading (SWRL)—the four fundamental communication skills for Online Communication. Semiotics does not allow a disordered or disjointed language for communication uses, especially for MALL and NRA Theory.

Semiotics recommends the MALL Theory to rectify

language disorders in order to make it fit for use in Online Communication. The NRA (Neutron, Receptor and Axon) Balance Theory, which is a recent breakthrough in the domain of Neuroanatomic Structure and Phonetics, also recommends sufficient study and practice of music, aesthetics, language and literature to rectify language disorders and to make it worthy of use in Online Communication. In the Indian context, the NRA Balance Theory of communication and the MALL Theory of Semiotics Technology may work wonders in case there are sufficient language laboratory infrastructure and well-exposed and well-groomed Online Communication faculty. It is rather lamentable that by the time students reach the portals of Universities for the pursuit of higher learning, their language channels are almost hardened.

Online and Offline Communication and SWRL

Online Communication is primarily the live conversation between the users at both the ends of the Internet. Only messages travel across but the users at both the ends cannot see each other. *Internet Telephony and Chat* are the types of Online Communication. But Online Communication must not be confused with Offline communication: for, whereas in offline communication when one user sends messages/files to another user, then the messages/files get stored in an electronic box at the server, in Online Communication, messages travel across simultaneously in real time between the sender and the receiver. In fact, in offline communication, messages can be downloaded on one's computer on logging on or they can be read out directly from the server. Nevertheless, in Online Communication direct interchange of views between the sender of the message and the receiver thereof is possible. Electronic Mail (e-mail), Newsgroups and Bulletin Board Groups are the types of Offline Communication.

Communication Skills-SWRL

However, communication skills are paramountly needed both for Online and Offline Communications. Whereas in Offline Communication, Writing Skills do take precedence over Speaking Skills, which, too, are essentially needed for Online Communication, but for both Online Communication and Offline Communication, the decoding skills, i.e., Reading and Listening

skills are very much required. Briefly speaking, SWRL (Speaking, Writing, Reading and Listening) skills do form the bases of communication.

Wider Circumference of English Communication

The modern global society is popularly termed as the techno-culture assembly of brilliant brains of the world. The medium of communication this society uses is certainly English Language. The obvious reasons for this wider use and application of English Communication are to be enumerated as under:

- Of the 4000 to 5000 living languages, English is by far the most widely used (Broughton, 1997).
- Approximately 300 million native speakers (L_1) and 250 million non-native speakers (L_2) efficaciously communicate through English Language.
- The major medium of communication at the UNO is English.
- The official language of international aviation is English and unofficially the first language of international sport and pop scene.
- More than 60% of the world's radio programmes are broadcast in English and 70% of the international mails are transacted through English Communication.
- English has now acquired the status of international communication having its enormous sphere of influence over Canada, America, England, Africa, Australia and India.
- English Communication is the international medium of Science and Technology including Online Communication.

Communication Intelligibility

One obvious obstacle in international communication is the level of intelligibility of messages conveyed through **SWRL Skills** of Communication while using Online Communication channels. Some messages are not properly encoded, whereas others are not effectively decoded. The sender is unable to encode the message often being inefficient in **SW Skills** of Communication and often the receiver fails to decode the message because of his inefficiency in **RL Skills**. The result of

all this culminates in unintelligibility rate of Communication, despite the fact that a lot of expenditure will remain unharnessed owing to the use of weak communication skills. For checking barriers of communication and its process, see figures 2,3,4.

Empirical/Spoken Communication Modules

A number of suggestions have been made to enhance intelligibility of communication. However, from Semiotics Technology point of view, a few focused suggestions may be made, which will certainly go a long way for improving international communication intelligibility standards. First, commonly accepted and recognized sounds and symbols of R.P. System may be practised so that an American Spoken Communication or for that matter an Australian Spoken Communication may become obviously intelligible to an Indian counterpart. This suggestion may be elaborated from the point of view of Phonetics: (Fig 5, 6 and 7).

Models of Communication and Semiotics Technology

Telecommunications systems provide much more than compressing the time of information delivery. Communications provides the transmission of data from one site to another formerly via telephone lines, but now including cable, microwave, optical fiber and satellite facilities. The personal computer has become as ubiquitous as the telephone. Voice, data, image and graphics are now transmitted from one end of the world to another. Speech, writing or signs, which are also subjects of deeper study and analysis of Semiotics Technology, can be transmitted through time and space, a subject of deeper study of computer based teleprocessing systems too, which inter alia, studies how to send and receive information from one location to another (space) so that the transmission can be carried out quickly (time). The techniques of transmitting messages from one part to another have had a unique history of their own in good hoary days, the emphasis was on physique but now the focus is on techniques and particularly on those techniques which are mind-boggling. For easy comprehensions's sake, the following figure 14 may provide a vivid picture of the methods of communication.

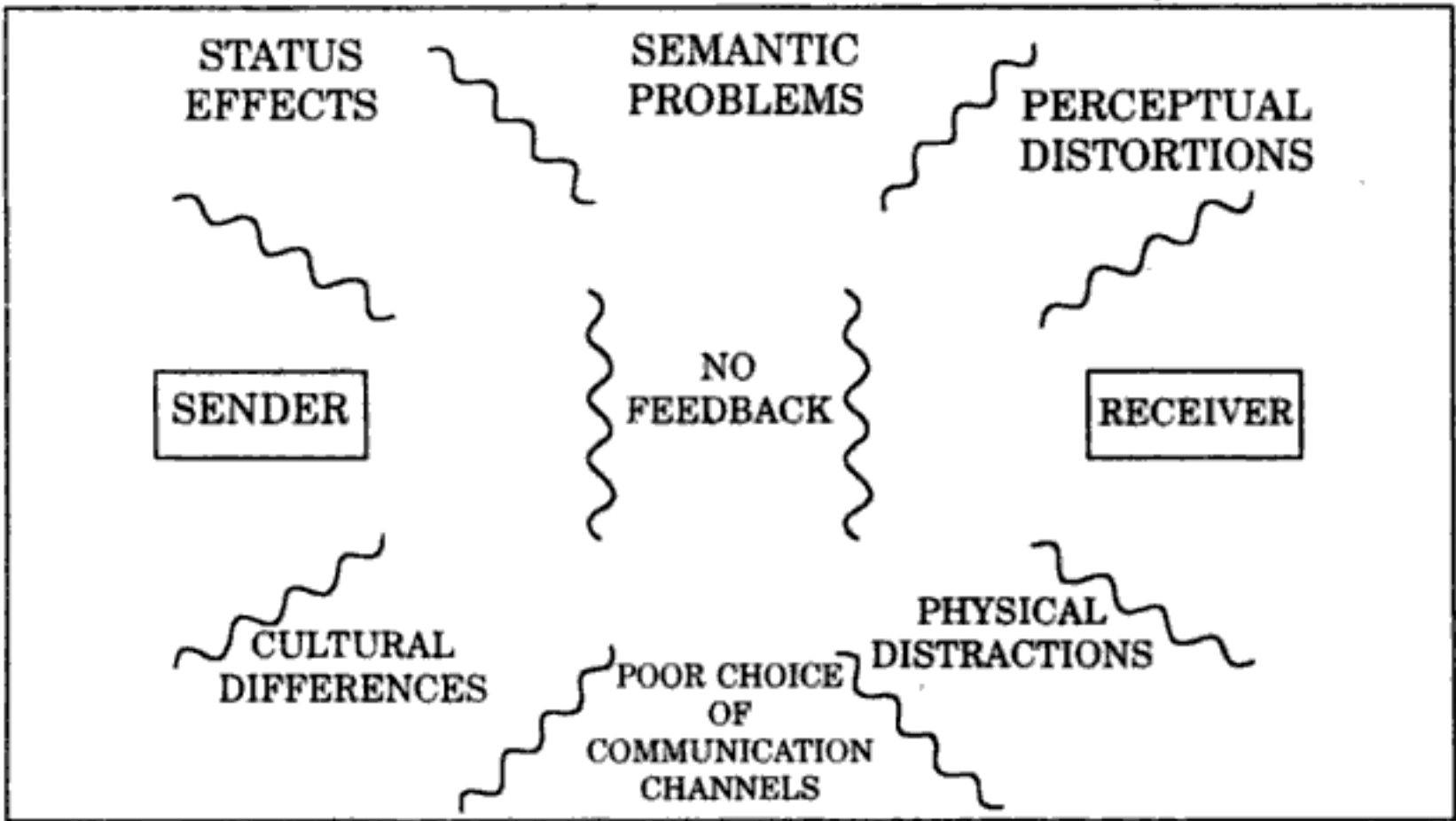


Fig. 17.2. Barriers to communication.

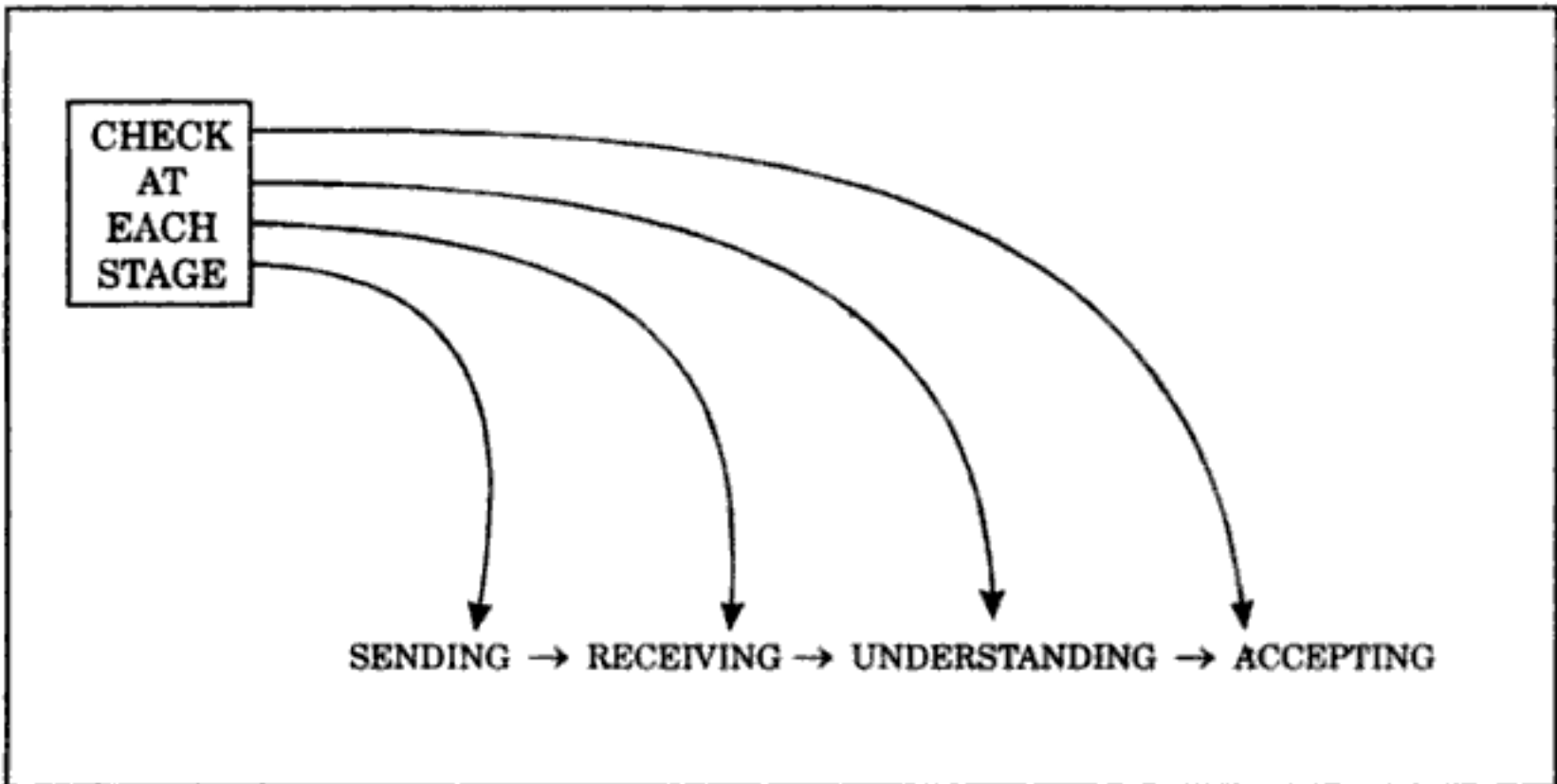


Fig. 17.3. Checking communication

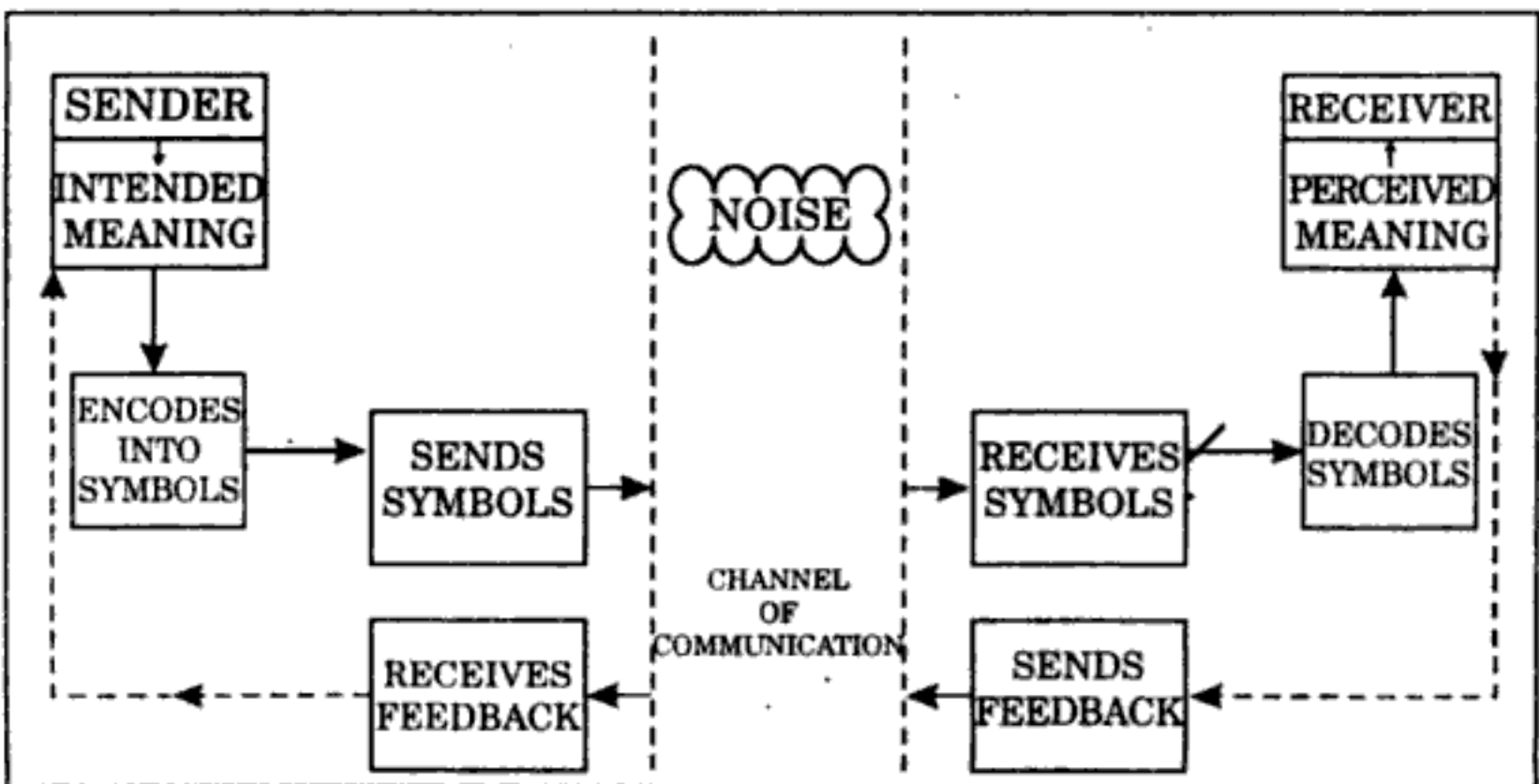


Fig. 17.4

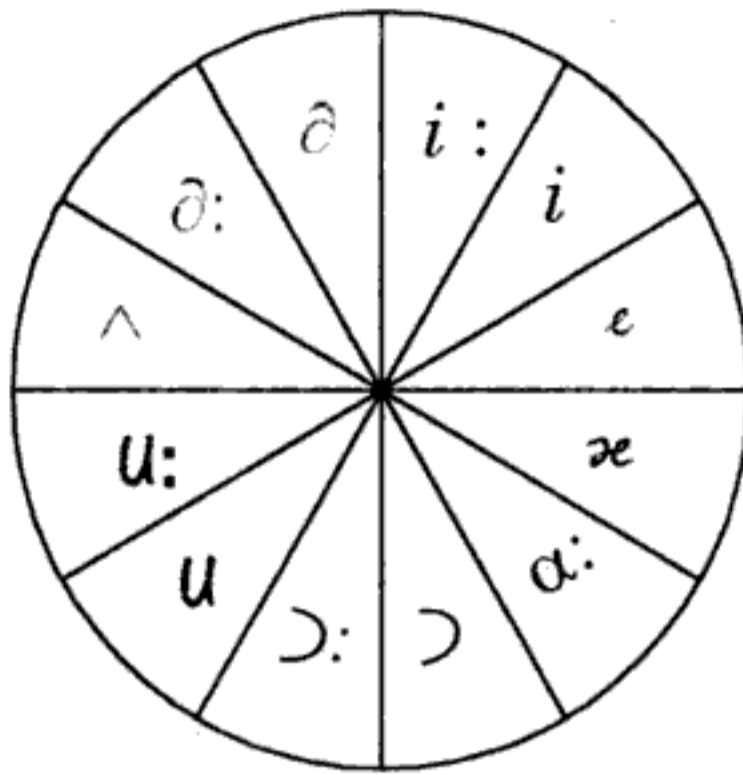


Fig. 17.5. Phonetic Symbols of Pure Vowels—Communication Base (Spoken)

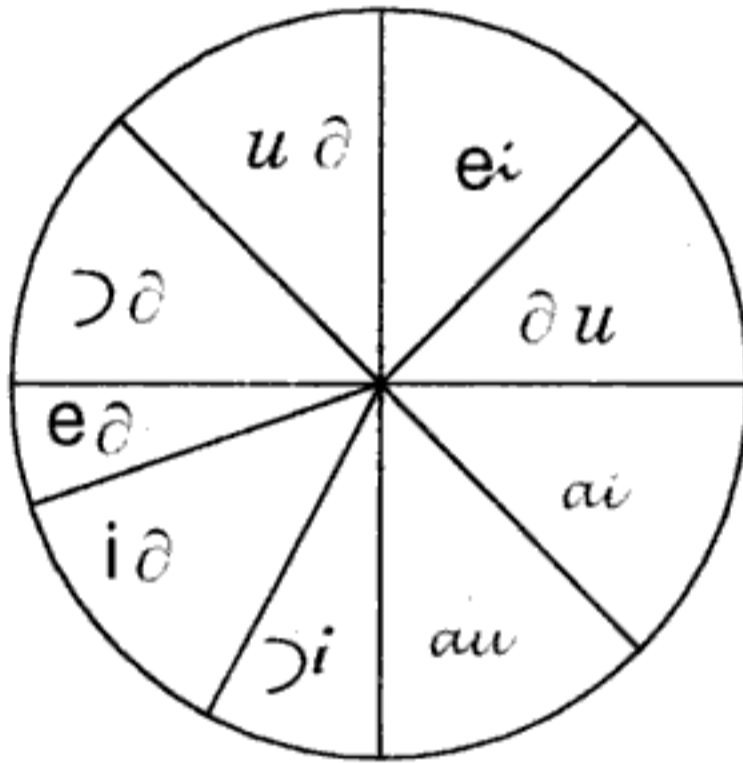


Fig. 17.6. Phonetic Symbols of Diphthongs—Communication Base (Spoken)

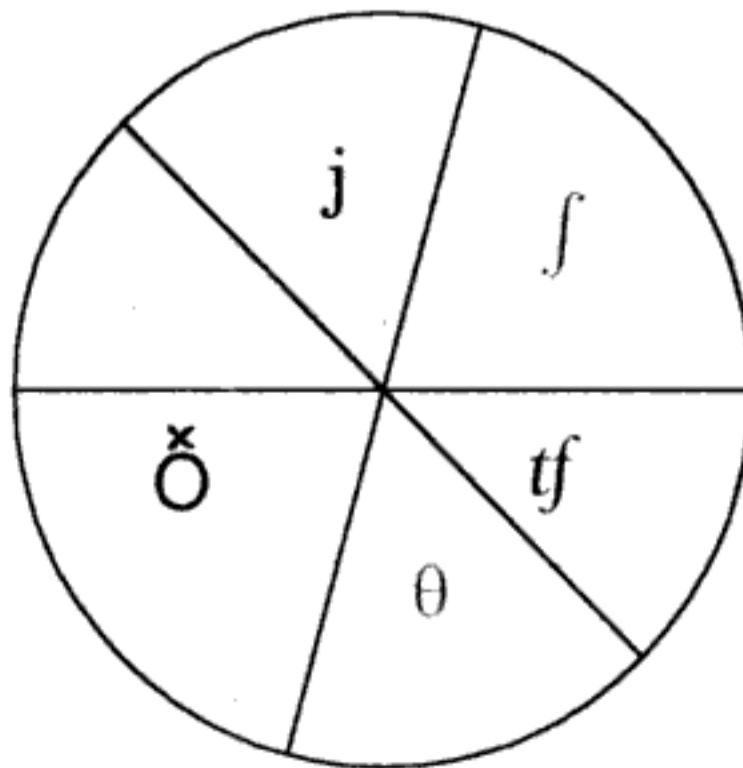


Fig. 17.7. Phonetic Symbols of Consonants—Communication Base (Spoken)

Language Capsules for Written Communication

Likewise, a number of language modules/capsules have been prescribed for Written Communication. A few of them have been given below: (Fig. 8, 9, 10, 11, 12 and 13)

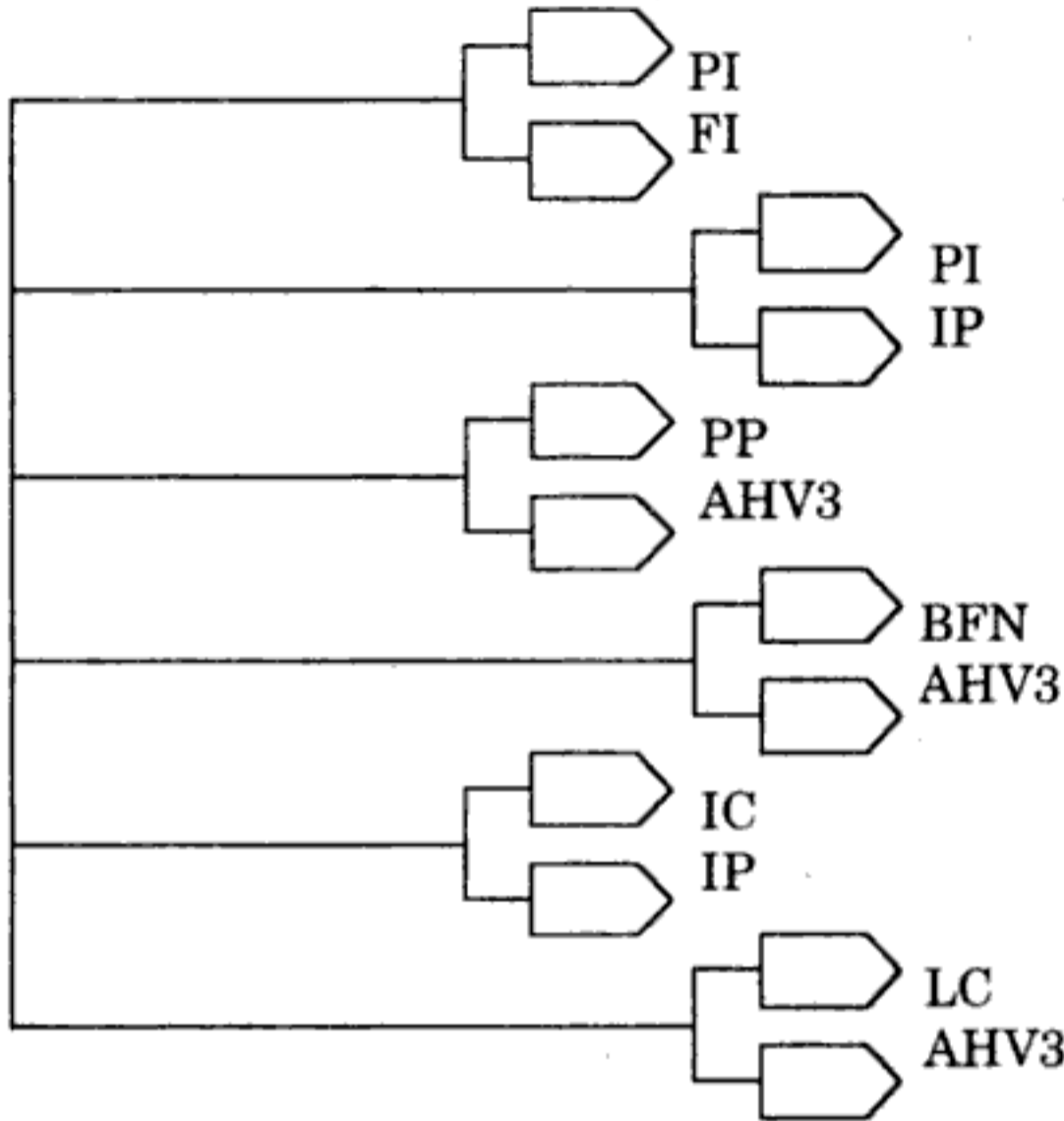


Fig. 17.8. CTP Capsule for Written Communication

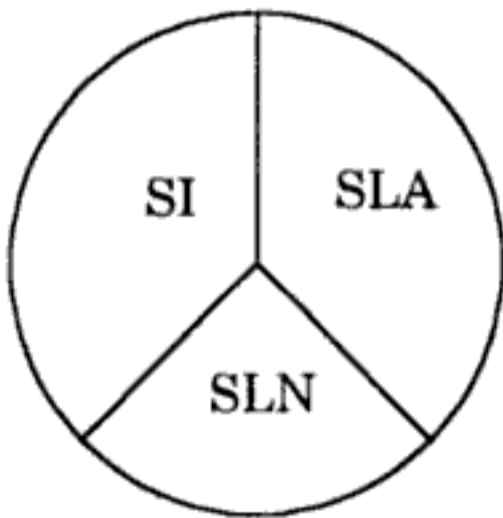


Fig. 17.9. Syntactical Capsule for Online Communication

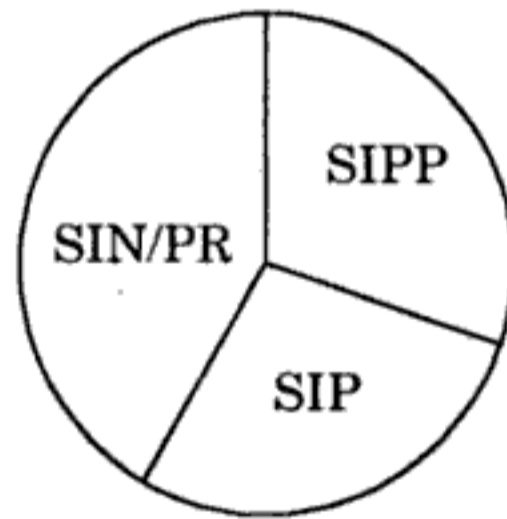


Fig. 17.10. Syntactical Capsule for Online Communication

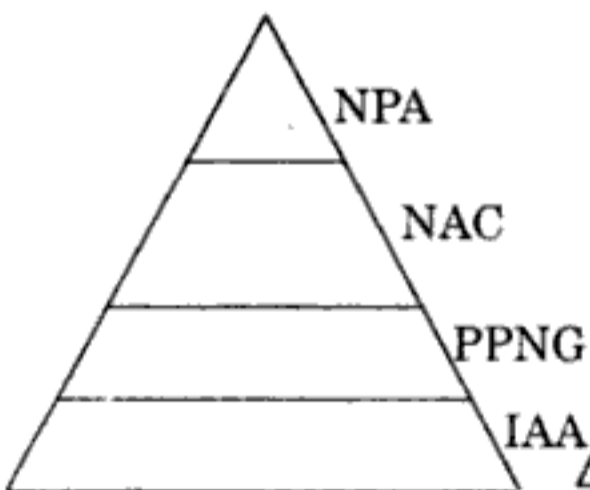


Fig. 17.11

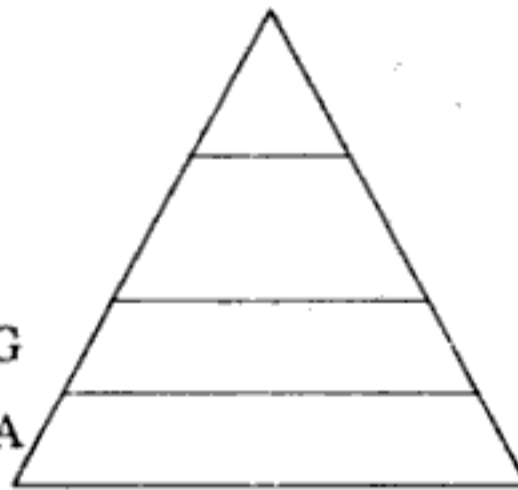


Fig. 17.12

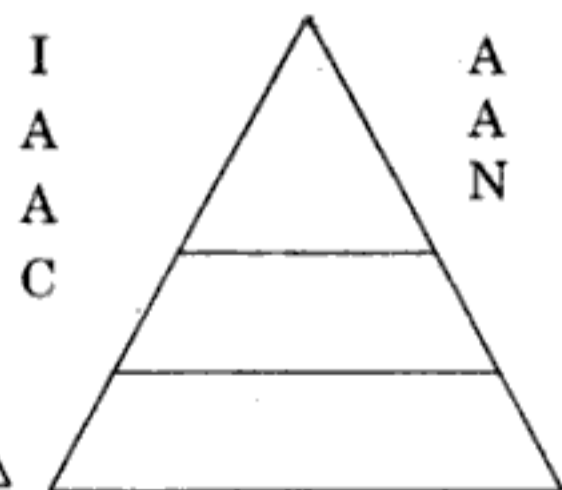


Fig. 17.13

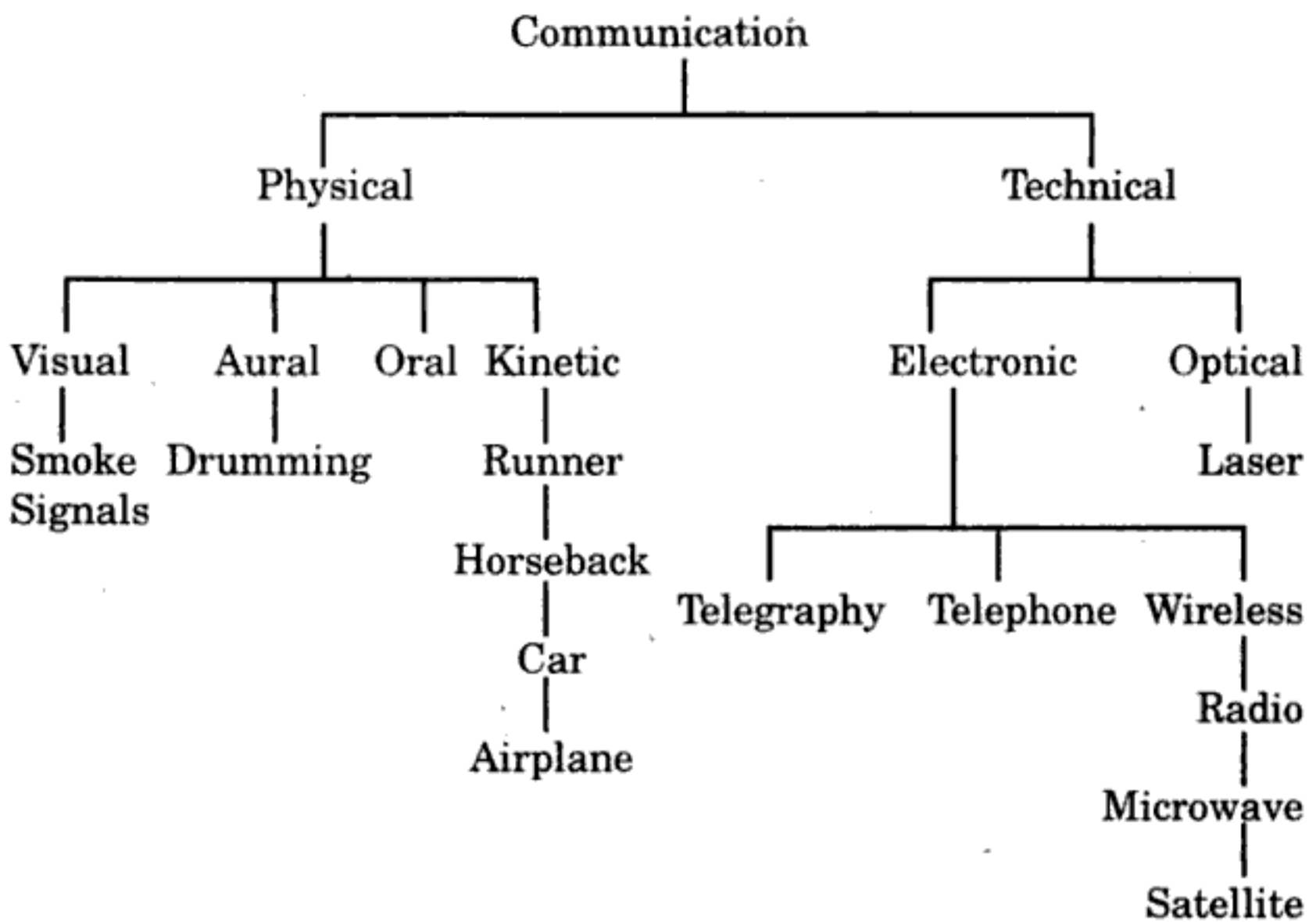


Fig. 17.14. Methods of Communication

But whatever the method of communication may be—whether telegraphy, telephony, wireless, fiber optics, microwaves or satellites, communication skills (SWRL) are a common factor to all. They are needed for every method of communication. Often they need encoding skills (SW) and sometimes they require decoding skills (RL).

Decoding Skills of Communication—Suggestions

Some suggestions have been offered with regard to the encoding skills (SW) of communication. It is now worthwhile to mention some useful ways and means for improving upon decoding skills so that they can gainfully be employed for Online Communication. The following mechanical devices known as M9 are suggested for speedy and efficacious reading skills:

1. AVR Eye-Span Trainer
2. SRA Reading Accelerator
3. Excel-O-Reader
4. EDL Skimmer
5. Controlled Reader
6. Metronoscope
7. Tachistoscope
8. AVR Reading Rateometer
9. Graded Films

In order to strengthen reading skills of communication, the following reading techniques popularly known as T4 are also recommended:

1. OK 4 R
2. PQRST
3. SQ3R
4. PQ4R

Likewise, for listening skills the following suggestions are made:

1. Recapitulation and Reconstruction System (R&R System) must be practised.
2. Berlo's Measurement Scale may be exploited to measure communication rate.
3. OQ and SQ method must be practised.

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ASSIGNMENTS

1. What is Online Communication?
2. What are Smileys?
3. What is two-milieu culture?
4. What is abbreviated communication?
5. What is impaired Online Communication?
6. What is wider circumference of English Communication?
7. What are empirical spoken communication modules?
8. What are language capsules for written communication?

18

Phonetics and Spoken English Skills

Phonetics and Spoken English Skills

Dimensions of Spoken English : Using English Language Laboratory; Phonology, Phoneme, Allophone; Wider Circumference; Received Pronunciation; Key-words for phonetic symbols (vowels); Diphthongs; Consonants; Principal English Sounds; Phonetics—Its kinds; English speech Sounds; Vowels; Place of Articulation; Phonetic Transcription of common but generally mispronounced words with syllable/ word stress marks; Phonetic Transcription of Passages; Orthographic Passage; Phonetically Transcribed Passage; Orthography; Phonetic Transcription; Stress and Intonation; Sentence Stress; Intonation; Practical Problems; Rhythm; Remember this Anecdote; Little Miss Muffet; Pussy Cat, Pussy Cat; Little Tommy Tucker; Mary had a Little Lamb; Wee Willie Winkie; Little Jack Horner; Twinkle, Twinkle, Little Star; Toothbrush; Teapot; A Wise Owl; Rain, rain, go away; Teddy bear, Teddy bear; Ding, dong, bell; Chubby Cheeks; Good counsel; London bridge is falling down; GIE (General Indian English); Specimen Phonetic Transcription of Dyadic Communication; Orthographic Transcription; Pragmatism: Borrowing of Indian Loan Words and Their pronunciation; Grammatical Ramification and Etymic Evagation; Grammatical Ramification : A Borrowing Pattern; Etymic Evagation (Word-Formation) : Pronunciation Process; Postulatum of Purism Versus Indian Words : Phonetic Changes; Assignments (Theory Part); Assignments.

DIMENSIONS OF SPOKEN ENGLISH : USING ENGLISH LANGUAGE LABORATORY

Language as a Means of Communication

Language is the most powerful, convenient and permanent means of communication. In fact, it is through language that human beings express their desires, emotions, feelings and ideas. Language is the only means of stored communication, *i.e.*, libraries. For social and cultural evolution language communication is essentially needed. With tremendous breakthroughs in the fields of various sciences, language has also become very specialized and accordingly communication through this type of language has also become very specialized and sophisticated. In fact, language communication is being required to assist modern gadgets, machines, techniques and technologies. With rapid strides in globalization and privatization, the whole world has come very close and language communication is therefore needed through a language which the majority of the nations understands and uses for different purposes. So naturally the choice falls on the use of English as a means of global communication particularly in technical and scientific communication.

Science of Language (Linguistics) and Communication

Often a very pertinent question is asked as to what is the connection between linguistics and communication. A prudent student of communication will have to understand that the more the sophisticated and specialized the form the communication is, the more the science of language (Linguistics) will be required. For instance, Fries, a noted linguist, studied American living usage by bugging telephones. Mechanical analysis of speech by instruments such as spectograph, taperecorder, gramophone, radio, television, and telephone may help a linguist a great deal. Invention of machine translation is the work of linguist-engineer. In the field of Communications Engineering, a linguist can contribute a lot. In fact, Communications Engineering is basically concerned with the transmission of speech as by wire and radio waves, and the conversion of linguistic signals and written messages. A linguist can help the communications engineer in understanding the linguistic nature of his material to be transmitted. A linguist can also help to estimate the sound waves which result from successive speech articulation and their localization into different

bands of frequencies. The basic ingredients of fundamentals of Linguistics are very essential to be understood by the speech therapist, the psychologist, the neurologist, the anthropologist, the sociologist, the palacographist, and the communications engineer.

PHONOLOGY, PHONEME, ALLOPHONE

Phonology

Phonology is the organization of sounds into patterns. It studies sound, its origin and production, its effects on ears and its difference from other sounds. Often phonology and phonetics are misunderstood as the same having practically no difference. However, it has to be understood that phonology relates to a particular language, whereas phonetics is concerned with all the languages. In other words, phonetics is one and the same for all the languages of the world, whereas phonology of one language may differ from another. A noted linguist named Robins in *General Linguistics* at page 127 makes this difference quite comprehensible: "Phonetics and phonology are both concerned with the same subject matter or aspect of language, speech sounds as the audible result of articulation, but they are concerned with them from different points of view. Phonetics is general (that is, concerned with speech sounds as such without reference to their function in a particular language), descriptive and classificatory; phonology in particular (having a particular language or languages in view) and functional (concerned with working or functioning of speech sounds in a language or languages). Phonology has in fact been called functional phonetics."

Phoneme

In order to understand phonology, it is essential to understand phoneme, which some linguists treat as the basic unit of language. According to Bloomfield, a noted linguist, phoneme is the minimal unit of distinctive sound feature. Dorfman, another noted linguist, treats phoneme as a single speech sound or group of similar or related speech sounds functioning analogously in a language and usually represented in writing by the same letter, with or without diacritic marks. Daniel Jones, the celebrated phonetician, considers the phoneme to be a group or family of related sounds, e.g. /p/ in English consisting of [p], [ph] etc. or /u/ consisting of [u:], [u] etc. This

system of sound developed by Daniel Jones is known as the classification theory. Words like pat, bat, cat, hat, sat, that, mat are distinctive because of a change in the first consonantal element of the sound sequence. These elements of contrastive significance are phonemes to be symbolized by /p,b,k,h,s,ð,m/

Allophone

An allophone is a speech sound which is one of a number of variants of a phoneme. For example, k sound in keel, calm, and cool occurs three times in different positions. In keel, it is the front, in calm, it is the centre and in cool, it is the back of the mouth. So in all these three words, whereas the phoneme is the k, but the sound of k in three different variants *i.e.*, one in the front, second in the centre and third in the back of mouth are all allophones. However, a variant speech sound can be either in complementary relation or in free variation. The occurrence of a particular allophone may be determined by its environment, or it may be in free variation. Allophones determined by environment, for example, are front or clear as in lamp or light occurring before vowels, and the so-called back or dark as in old and table occurring before consonants and at the end of words. In RP, the allophone occurring in free variation is /r/ between vowels as in very, which can occur either as a flap or as a fricative. Thus allophones are phonetic variants: they are positional or contextual or conditional. They can be identified from these points of view:

1. Phonetic Similarity
2. Complementary Distribution
3. Symmetrical Patterning

Phonetic similarity means similarity of sound produced by the same organ. For example, /m/n/ŋ/ are nasal similarity; /p/b/ are labial similarity; /i/e/ are front vowel similarity.

Complementary distribution means distribution of sounds which are complementary to each other. For example /p/ and /b/. Symmetrical patterning means patterning of sounds which are symmetrical to each other. For example /t/ is patterned or paired with /d/ and /f/ is paired with /v/. This system is also known as *pattern congruity*.

Phonetic Transcription and International Phonetic Alphabet

In English Phonetics, which is just one branch dealing with pronunciation, out of many branches of linguistics such as

Semantics, Pragmatics, Morphology, Phonology etc., specific signs and symbols are provided for transcription. For example, take the cases of the following:

Words	Phonetic Transcription
chart	/tʃa:t /
shirt	/ʃɜ:t /
foolish	/fu:lɪʃ /

In the above phonetic transcriptions, specific signs and symbols for vowels and consonants have been used. Now these specific symbols and sounds have been borrowed from *International Phonetic Alphabet (IPA)*, which has been prepared by the phoneticians of the whole world. The IPA provides phonetic symbols and sounds to the languages of the whole world. The IPA is based on Roman alphabet. The IPA symbols and sounds have been shown in fig. A.

English Phonetics needs IPA Symbols and sounds for a variety of reasons. But an obvious reason is that in English language, there is no one-to-one representation of sounds and the letters. For example, *ch* in *chapter* is having a different sound than (the same *ch*) in *character*. Hence, in order to remove all this ambiguity and confusion, phonetic symbols and sounds of IPA are essentially needed in English Phonetics.

Note : See table on next page

WIDER CIRCUMFERENCE

“Of the 4,000 to 5,000 living languages,” writes Geoffrey, Broughton, “English is by far the most widely used.” Indeed, it is believed that English is used by approximately 300 million native speakers living in various parts of the world; and approximately 250 million non-native speakers use English as a second language. If the total number of its users is counted inclusive of those countries where for specific purposes English is still used, then this will certainly stretch a little over one-sixth of the total populace of the world. Not only this, English is the major language of debate at the U.N.O. and also the language of command for the NATO. It is the official language of international aviation, and unofficially the first language of international sport and the pop scene. More than 60 per cent of the world’s radio programmes are broadcast in English. It is also used in 70 per cent of the world’s mail. Some 400 years ago, it was merely a deformed dialect, little known, of course, be-

yond the southern counties of England. But now, English has outgrown its primitive form and has certainly acquired the status of a major world language at present. Subsequent establishment of the *British Colonies* gave a fillip to its popularity enhancing its spheres to Canada, several African territories, Australasia and India.

In fact, in our country, English language has widely been used since long, notwithstanding the fact that Hindi has now been declared our national official language. We are decidedly proud of our own national language and we should leave no stone unturned to widen its currency and popularity. But the rapidly developing technology of the English speaking countries has made it imperative on us not to neglect study of English. That was why perhaps that the late Pt. J.L. Nehru was compelled to acknowledge that "*English was the major window for us to the world outside.*" According to a recent survey, half the world's scientific literature is written in English. Moreover, many languages in the world such as Arabic, Yoruba and Malay are yet ill-equipped to cope with the new concepts and terms of modern sciences and technology. Voltaire once remarked, "*Judge the greatness of a language by the greatness of its works.*" To judge the greatness of English from this point of view will certainly be fruitful, because works like *Paradise Lost*, *David Copperfield*, *Far From the Madding Crowd*, *Othello*, *King Lear*, to name only a few works, have, of course, their universal appeal and impact. But the most baffling aspect of English to us is its correct pronunciation, stress and intonation. However, a little bit of deeper probing into RP or received pronunciation will certainly reveal many interesting features.

RECEIVED PRONUNCIATION

The Received Pronunciation popularly known as the *RP* is generally imitated in our country for the obvious reason that our fore-fathers were taught by the teachers whose mother-tongue was English. We have, therefore, naturally inherited the same pronunciation not by force but by natural causes. But curiously enough, if we cast a glance over the world, we shall find that most countries have now evolved their own distinct pronunciation. We have now a recognised register of the Canadian English, the Australian English, the American English etc., but not the Indian English, though, of late, much work has been done by Indian authors of international repute

(Revised to 1979)

THE INTERNATIONAL PHONETIC ALPHABET

	Bilabial		Labiodental		Dental Alveolar, or Post-alveolar		Palato-alveolar			Palatal Velar		Uvular		Labial-Palatal		Labial-Velar		Pharyngeal		Glottal	
S	m		m		n		p			+n		+D		N							
T	p b				t d		c j			k g		q o		(kp) (gb)						?	
N	φ β		f . v		φ β s g		ç j			x γ		x M		a		M		ç x		à á	
A	v				λ		j			ω		γ		w							
N					& β																
S					l		λ														
N					r							z									
O					t							a									
C	p'		6		t'		k'			g											
O	O		σ		l		λ														
					t																
					λ																

(non-pulmonic air-stream mechanism)
 (pulmonic air-stream mechanism)

DIACRITICS

- Voiceless á d
- Voiced c \$
- Aspirated t^h
- Breathy-voiced b \$
- Dental \$
- Labialized \$
- Palatalized \$
- Velarized or Pharyngealized c \$
- Syllabic c \$
- or - simultaneous of (but see also under the heading Affricates
- or. Raised è, é, ê

OTHER SYMBOLS

w ● or, Lowered è, é, ê w

- Advanced u+, u
- or -Retracted i, i-, \$
- Centralized \$
- Nasalized \$
- , t, it r-coloured a'
- : Long a:
- : Half-long a'
- Non-Syllabic a
- 'More rounded o'
- 'Less rounded you

c, z Alveolo-palatal fricatives

l, z Palatalized f, 3

r Alveolar fricative trill

j Alveolar lateral flap

fj Simultaneous f and x

ʃ Variety of ʃ resembling s, etc.

τ = τ

υ = θ

= Variety of a

r = r-coloured a

STRESS, TONE (Pitch)

stress, placed at beginning of stressed syllable: secondary stress ss: high level pitch, high tone: low level: high rising: low rising: high falling: low falling: rise-fall fall-rise.

AFFRICATES can be written as digraphs, as ligatures, or with alur marks; thus ts. tf, dz: ds: ts ts dx.



(Fig. A)

in the field of writing in English quite genuinely. Despite our best efforts to imitate *RP* cent per cent, we fail to do so, because we do not learn English from a native *RP* speaker; and secondly, we learn English after we have fully been exposed to our own Indian languages. As such, we have in us very strongly formed linguistic habits, which naturally interfere with our efforts to follow *RP*. Consequently, the phonological systems of our mother-tongues have had an impact on the phonology of our imitation of *RP*. It is in this perspective that very many regional angularities of pronunciation may be noticed quite spontaneously. A university student coming from the southern states of the country will definitely speak differently from a student hailing from the northern or the western parts of the country. Even within a state, these regional angularities of pronunciation are too frequent to be noticed without making any conspicuous effort. For example, a student hailing from the western district of U.P. will speak differently from a student who belongs to some eastern districts or to some hill districts. This miscellany of pronunciation creates a lot of confusion in clear comprehension and in unhindered communication. Some of their pronunciations are quite strange and create a problem in developing a sound ear-training and correct understanding between the speakers.

Despite all these variations of pronunciation from region to region and from place to place, one thing is *sine dubio* unambiguous, namely that some salient features of Indian pronunciation are almost common in every region and state. For instance, most of the Indians use the voiced labiodental approximant [v] (second sound represented by the Devanagari letter व) in place of /v/ and /w/ which occur in English. Besides, many use the retroflex plosives [ʈ] and [ɖ] in place of the alveolar plosives /t/ and /d/ which occur in English. Regional touch often becomes too conspicuous to ignore it altogether. For example, a Tamilian pronounces *egg* as /jeg/ instead of /eg/; a Telugu speaker says /dzu:/ instead of /zu/; a Bihari pronounces *school* as /isku:l/ and *stamp* as /istæmp/. Many Bengalis and Oriyas pronounce *sip* and *ship* as /sip/. Likewise, most Malayaleese pronounce /p/ in *temple* as [b], [t] in *canteen* as [d] and [k] in *uncle* as [g]. Because of these varieties of pronunciations, it is quite difficult to develop a commonly acceptable Indian pronunciation of English language. If this is allowed on the basis of regional angularities, then we may easily have a miscellany of pronunciations of Indian English

such as Panjabi English, Oriya English, Malayalam English, Bengali English, Telgu English, Kannada English and the like. But it does not mean that there are no common phonological features in this variety of regional pronunciations. In matters of pure vowels and diphthongs, for example, all these pronunciations are almost identical and we may develop a common pronunciation after removing regional angularities.

Keeping the above in mind, an effort has been made below to illustrate the phonetic symbols and sounds by incorporating suitable examples. The key to symbols and sounds of the vowels and diphthongs should well be memorised and understood. Likewise, it will be prudent on the part of the learners to know the principal English sounds in order to distinguish them quite clearly from the un-English sounds. The sounds and symbols of consonants have also been explained through very simple illustrations. It is extremely necessary to practise these phonetic symbols and sounds, or else the list of words phonetically transcribed that subsequently follows will be quite difficult to be understood. A very interesting and absorbing aspect of spoken English, particularly pronunciation, is that more than 3,000 words from Indian languages have surreptitiously gone into English and it is wise and imperative both for a learner of correct pronunciation to know how these loan words have been adapted, naturalised and then pronounced by the native English speakers; and how we should pronounce them.

KEY-WORDS FOR PHONETIC SYMBOLS (VOWELS)

<i>Symbol Number</i>	<i>Symbol</i>	<i>Illustrations</i>			
1	i:	feel	/fi:l/	seal	/si:l/
2	i	fit	/fit/	think	/θiŋk/
3	e	dead	/ded/	fell	/fel/
4	æ	rat	/ræt,/	lamp	/læmp/
5	a:	card	/ka:d/	chart	/tʃa:t/
6	ɔ	lot	/lɔt/	rot	/rɔt/
7	ɔ:	paw	/pɔ:/	cause	/kɔ:z/
8	u	foot	/fut/	cook	/kuk/
9	u:	food	/fu:d/	tool	/tu:l/
10	ʌ	son, sun	/sʌn/	fund	/fʌnd/
11	ə:	shirk	/ʃə:k/	urn	/ə:n/
12	ə	sofa	/səufə/	flora	/flɔ:rə/

DIPHTHONGS

<i>Symbol Number</i>	<i>Symbol</i>	<i>Illustrations</i>			
13	ei	date	/deit/	rate	/reit/
14	əu	load	/ləud/	road	/rəud/
15	ai	right	/rait/	might	/mait/
16	au	now	/nau/	foul	/faul/
17	ɔi	toy	/tɔi/	coy	/kɔi/
18	iə	seer	/siə*/	fear	/fiə*/
19	eə	fare	/feə*/	care	/keə*/
20	ɔə	tour	/tɔə*/	four	/fɔə*/
21	uə	gourd	/guəd/	fewer	/fjuə*/

CONSONANTS

<i>Symbols</i>	<i>Examples</i>			
p	pig	/pig/	peel, peal	/pi:l/
b	book	/buk/	boot	/bu:t/
t	stool	/stu:l/	teeth	/ti:θ/
d	deep	/di:p/	deal	/di:l/
k	kite	/kait/	kill	/kil/
g	grim	/grim/	ago	/ə'gou/
m	might	/mait/	mart	/ma:t/
n	night	/nait/	nil	/nil/
ŋ	think	/θink/	ring	/riŋg/
l	light	/lait/	lick	/lik/
f	fight	/fait/	fig	/fig/
v	veal	/vi:l/	five	/faiv/
θ	three	/θri:/	tooth	/tu:θ/
ð	this	/ðis/	father	/fa:ðə*/
s	site	/sait/	sit	/sit/
z	zoo	/zu:/	nose	/nouz/
ʃ	shrill	/ʃril/	tarnish	/ta:ni
z	pleasure	/pləz*/	measure	/mezə*/
r	read	/ri:d/	right	/rait/
h	height	/hait/	heal	/hi:l/
tʃ	teach	/ti:tʃ/	chide	/tʃaid/
dz	judge	/dz^dz/	nudge	/nz^dz/
w	weal	/vi:l/	wool	/wu:l/
j	yes	/jes/	yatch	/jɔt/

PRINCIPAL ENGLISH SOUNDS¹

	Labial		Dental	Alveolar	Postalveolar	Palatoalveolar	Palatal	Velar	Glottal
	Bi-labial	Labiiodental							
Consonants Plosive Affricate Nasal Lateral Fricative Semi-vowel	pb			td		t dz		kg	
	m			n				z	
				l					
				sz	r	fz		X	h
	w						j	(w)	
Vowels Close Half-close Half-open Open	(u:)						Central	Back	
	i (u)						Front	u:	
	(ɔ:)							u	
	(ɔ)							ɔ: ɔ a	

Figure (B)

1. English Pronouncing Dictionary, p. xxxii.

PHONETICS—ITS KINDS

As defined earlier, Phonetics is the study of production, transmission and reception of speech sounds. Its scope has, of late, widened and it also studies the anatomy, the neurology and the pathology of speech; the speech organs, the sound waves and the perception of sound. Its main branches are—1. Acoustic phonetics; 2. Auditory Phonetics and, 3. Articulatory Phonetics.

1. Acoustic Phonetics

Acoustic Phonetics is the study of the physical properties of speech sounds such as frequency and amplitude in their transmission.

2. Auditory Phonetics

Auditory Phonetics is the study of hearing and the perception of speech sounds.

3. Articulatory Phonetics

Articulatory Phonetics is the study of movement of speech organs in the articulation of speech and the speech organs comprising lungs, larynx, soft palate, tongue, teeth and lips.

Daniel Jones, Abercrombie, A.C. Gimson, Noam Chomsky etc., are the noted phoneticians who have significantly contributed to the growth of Phonetics.

Speech Organs

Following are the organs of speech:

1. lips
2. teeth
3. alveolar ridge
4. tip (tongue)
5. blade (tongue)
6. front (tongue)
7. back (tongue)
8. root of the tongue
9. larynx
10. vocal cords
11. oesophagus (gullet food passage)
12. epiglottis
13. pharynx
14. uvula

- 15. soft palate
- 16. hard palate

The following figure makes the place of the organs of speech quite clear :

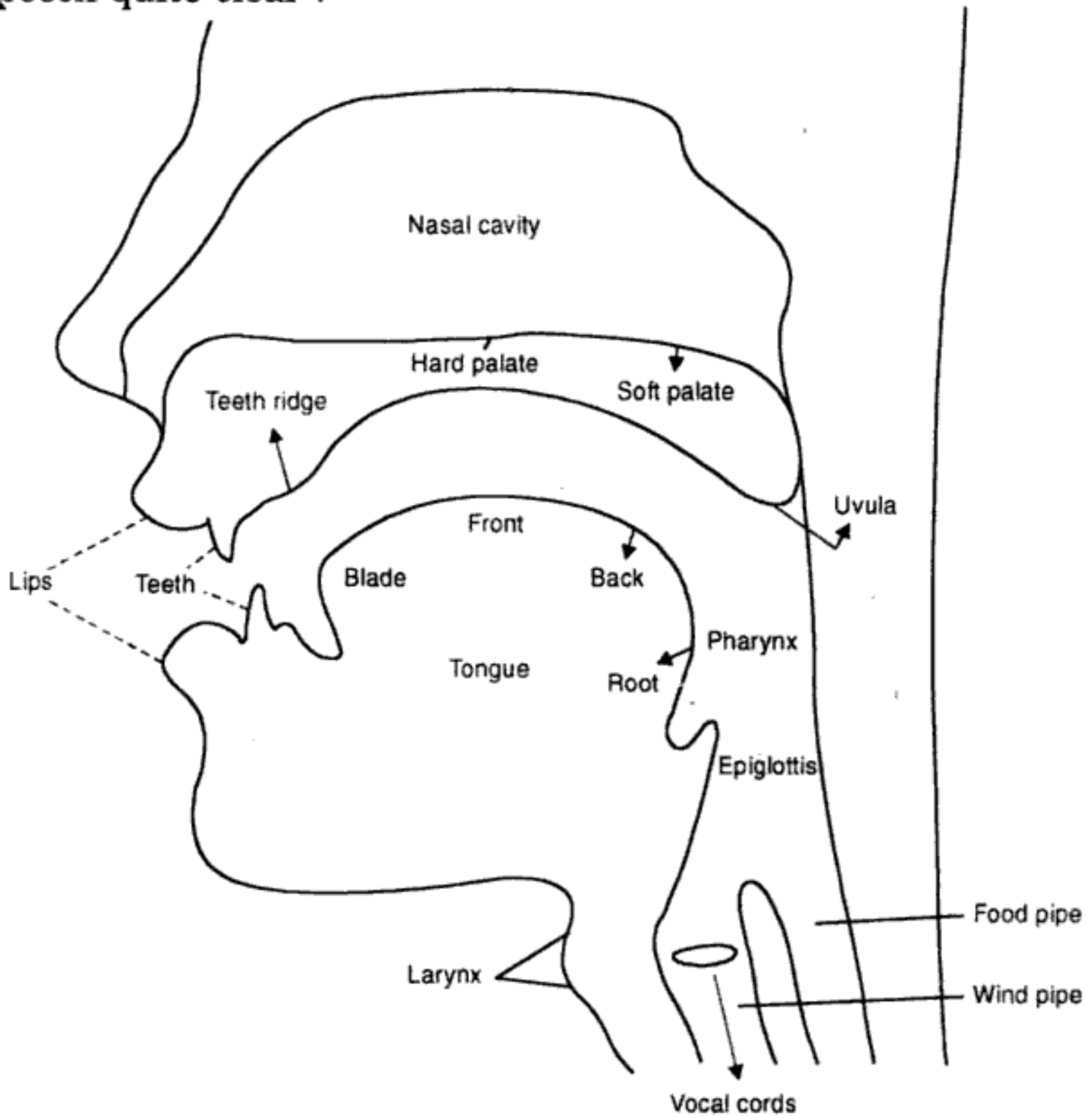


Fig. 18.1. Showing organs of speech

Role of Speech Organs in Production of Speech

1. **Diaphragm and Lungs:** Diaphragm is situated below the lungs and controls the expansion and contraction of the lungs while breathing. The lungs are the sources of air which passes through the wind-pipe and the larynx.

2. **Larynx and Vocal Cords:** Larynx is a bony box like structure in front of the throat situated in the upper part of the trachea. Vocal cords are the membranous tissues just like a pair of lips placed horizontally from front to back; jointed in the front, but can be separated at the back. The opening between them is called glottis.

3. **Soft Palate:** The roof of the mouth has three parts—the hard convex surface just behind the upper front teeth called the alveolar or teeth ridge; the hard concave surface behind it called the hard palate; and the soft palate at the back, with the uvula at its end.

4. **Tongue:** It has four parts—the tip, the blade, the front and the back. The extreme end of the tongue is called the **Tip** and the part of the tongue opposite the alveolar ridge is called the **blade**, the part opposite the **hard palate** is called the **front** and the part opposite the velum is called the *back*.

5. **Uvula:** It is soft appendage hanging down from the back end of the velum.

6. **Nasal Cavity:** It rises from the back of the throat over the velum. It is divided from front to back in the nose by the septum and terminates in the nostrils.

ENGLISH SPEECH SOUNDS

VOWELS

There are twenty-one vowels (12 pure vowels and 9 mixed vowels or diphthongs) in British Received Pronunciation or Educated Southern British English. They are as follows:

Pure Vowels

	Examples
1. /i:/	feed /fi:d/
2. /i/	bit /bit/
3. /e/	fell /fel/
4. /æ/	lamp /læmp/
5. /ɑ:/	chart /tʃɑ:t/
6. /ɔ/	rot /rɒt/
7. /ɔ:/	cause /kɔ:z/
8. /ʊ/	put /put/
9. /u:/	tool /tu:l/
10. /ʌ/	fun /fʌn/
11. /ə:/	shirt /tʃɜ:t/
12. /ə/	about /ə'bout/

Mixed Vowels or Diphthongs or Diphthongal Glides

13. /ei/	mate /meit/
----------	-------------

14. /əʊ/	code	/kəʊd/
15. /aɪ/	kite	/kaɪt/
16. /aʊ/	foul	/faʊl/
17. /ɔɪ/	toy	/tɔɪ/
18. /iə/	fear	/fiə*/
19. /eu/	fare	/feu*/
20. /ɔə/	four	/fɔə*/
21. /uə/	fewer	/fjuə*/

Consonants

Lips, tongue, velum and vocal cords—the four movable speech organs move from front to back forcing tongue and the entire mouth mechanism to produce voice and consonants which are divisible into the following categories:

Place of Articulation

Stops or Plosives

- /p/ lips closed; velum closed; vocal cords apart (silent).
Voiceless lip stop.
- /b/ lips closed; vocal cords vibrating; velum closed.
Voiced lip stop.
- /t/ tongue point on teethridge with sides touching; velum closed; vocal cords apart. **Voiceless tongue point stop.**
- /d/ tongue point on teeth ridge with sides touching; velum closed; vocal cords vibrating. **Voiced tongue point stop.**
- /k/ tongue back on velum with slides touching; velum closed; vocal cords apart. **Voice less, tongue back stop.**
- /g/ tongue back on velum with slides touching, velum closed; vocal cords vibrating. **Voiced tongue back stop.**
- /ʔ/ glottis firmly closed. **Glottis stop.**

Fricatives

- /f/ 1. **Voiceless lip-teeth fricative:** lower lip on upper teeth; velum closed; breath fricative between teeth and lip; vocal cords apart.
- /v/ 2. **Voiced lip teeth fricative:** lower lip on upper

- teeth; velum closed; breath fricative between teeth and lip; vocal cords vibrating.
- /θ/ 3. **Voiceless tongue blade teeth fricative:** Tongue blade on points of upper teeth; velum closed; breath fricative between tongue and teeth; vocal cords apart.
- /ð/ 4. **Voiced tongue blade teeth fricative:** Tongue blade on point of upper teeth; velum closed; breath fricative between tongue and teeth; vocal cords vibrating.
- /s/ 5. **Voiceless tongue blade alveolar fricative:** Tongue blade near teeth ridge with narrow chink over the point; velum closed; breath fricative in narrow jet through the chink and against the upper and the lower teeth; vocal cords apart.
- /z/ 6. **Voiced tongue blade alveolar fricative:** In this category of consonants, the entire mouth mechanism remains the same as in /s/ number 5 above, except the vocal cords vibrate.
- /ʃ/ 7. **Voiceless tongue blade and front alveopalatal fricative:** Tongue blade far away from teeth ridge; velum closed; breath fricative; vocal cords vibrating.
- /h/ 8. **Stressed glottal fricative:** Velum closed; vocal cords closing to position for voice.

Sonorants

- /m/ 1. **Voiced lip nasal:** Velum open; lips closed; vocal cords vibrating.
- /n/ 2. **Voiced tongue point alveolar nasal:** Tongue point on teeth ridge; velum open; vocal cords vibrating.
- /ŋ/ 3. **Voiced tongue back velar nasal:** Tongue back on velum; velum open; vocal cords vibrating.
- /l/ 4. **Voiced tongue point alveolar lateral:** Tongue point on teeth ridge; velum closed; vocal cords vibrating.

Affricates

- /tʃ/ 1. **Voiceless tongue blade and front**

alveolopalatal affricate: Tongue blade on teeth ridge; velum closed; vocal cords apart.

/dʒ/

2. **Voiced tongue blade and front alveolopalatal affricate:** Tongue blade on teeth ridge; velum closed; vocal cords vibrating.

CONSONANTS OF ENGLISH

p	pin	sup	leper	—	pat	pino	pail	best
b	bin	—	—	—	bat	—	bale	pest
t	tin	—	letter	but	—	—	tale	test
d	din	sud	—	bud	—	dine	—	—
k	kin	suck	—	buck	cat	—	—	—
g	—	—	—	bug	—	—	gale	guest
tʃ	chin	such	lecher	—	chat	—	—	chest
dʒ	gin	—	ledger	budge	—	—	jail	jest
m	—	sum	—	—	mat	mine	mail	—
n	—	sun	—	bun	—	nine	nail	nest
ŋ	—	sung	—	—	—	—	—	—
f	—	—	—	—	fat	fine	fail	—
v	—	—	—	—	—	vine	vail	vest
θ	thin	—	—	—	—	—	—	—
ð	—	—	leather	—	—	thine	—	—
s	sin	—	lesser	bus	sat	sign	sail	—
z	—	—	—	buzz	—	—	—	zest
ʃ	shin	—	—	—	—	shine	—	—
ʒ	—	—	leisure	—	—	—	—	—
h	—	—	—	—	hat	—	hail	—
l	—	—	—	—	—	line	—	lest
r	—	—	—	—	rat	—	rail	rest
j	—	—	—	—	—	—	—	—
w	win	—	—	—	—	wine	wail	west

Fig. 18.2

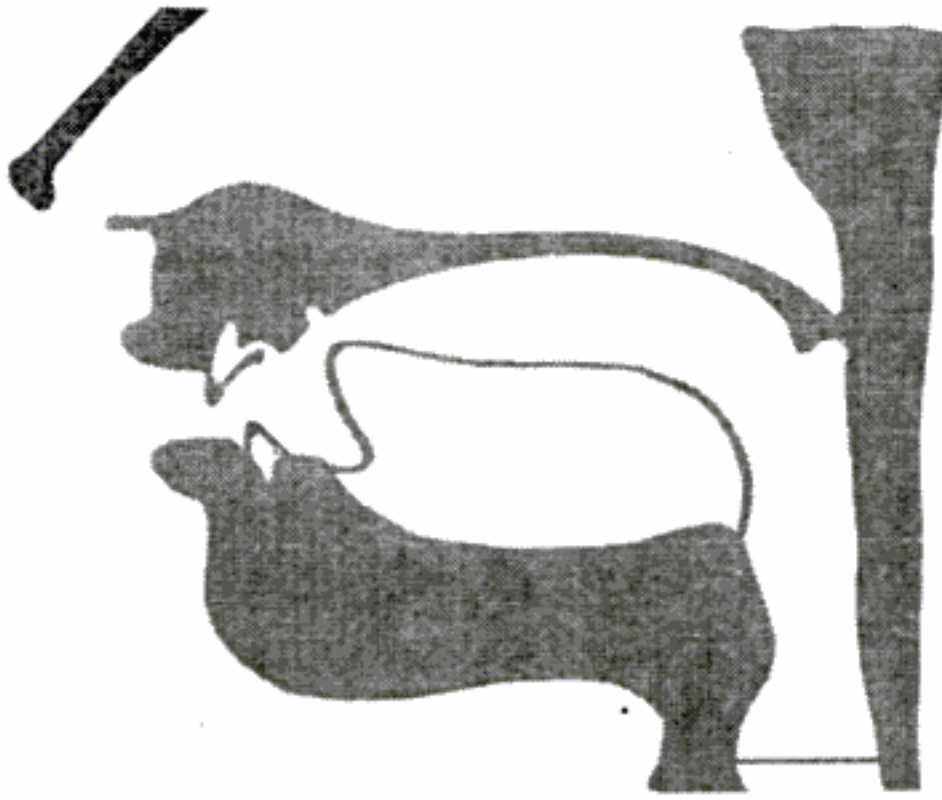


Fig. 18.3. Position for *r*

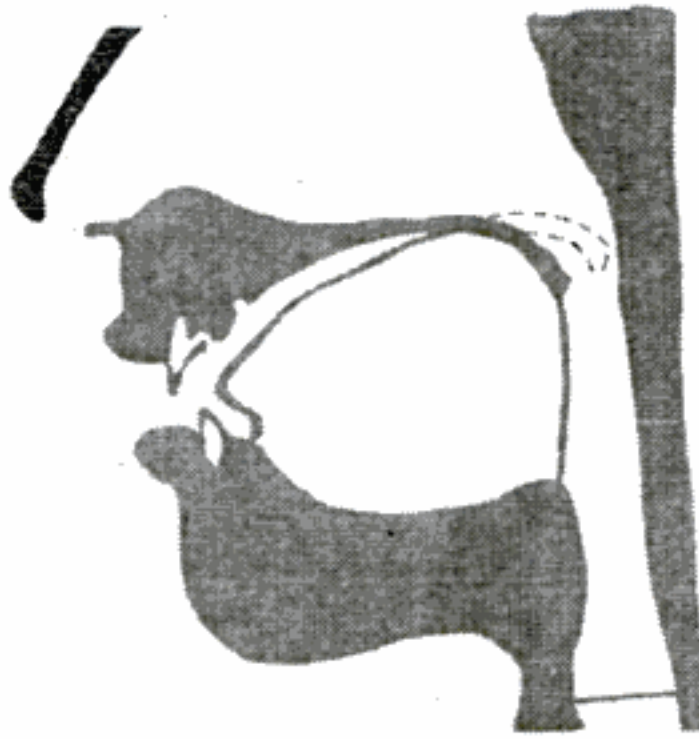


Fig. 18.4. Positions for *k, g, o* Dotted velum = *k, g* Black velum = *ŋ*

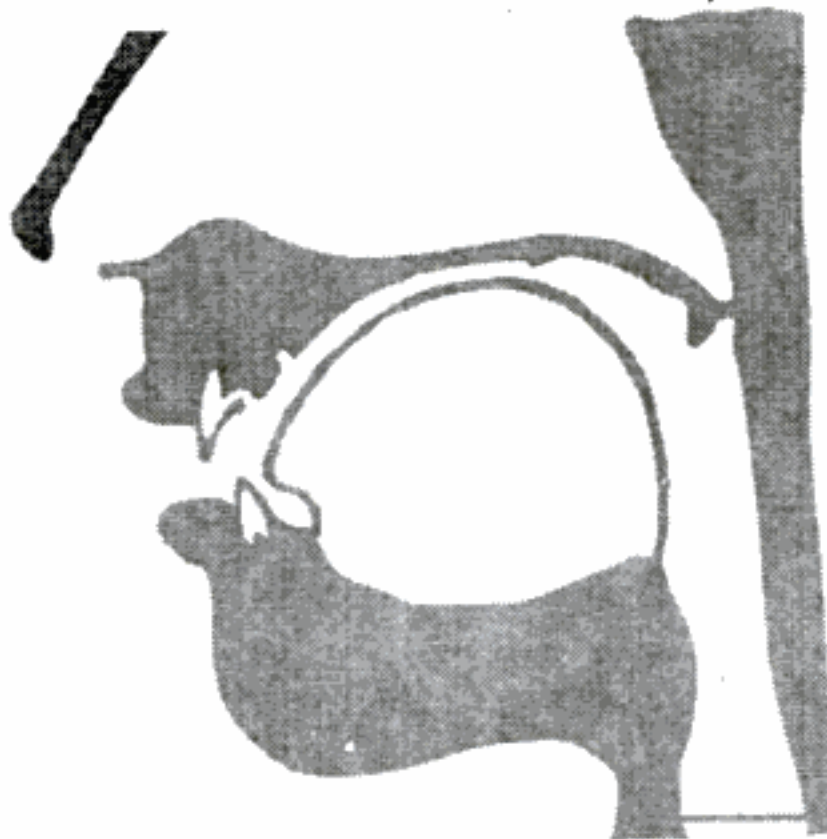


Fig. 18.5. Position for *j*



Fig. 18.6. Position for /

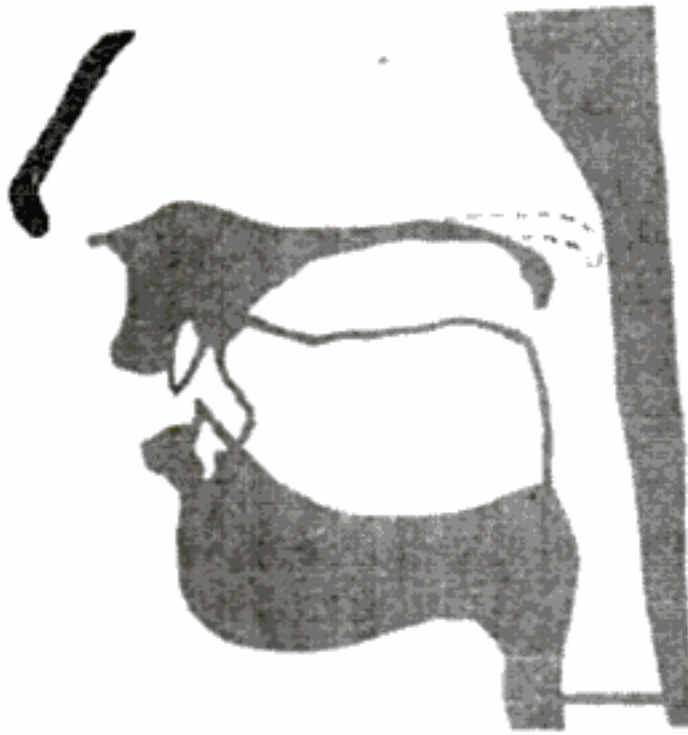


Fig. 18.7. Positions for *i, d, l, n* Dotted velum = *t, d, l* Black velum = *n*

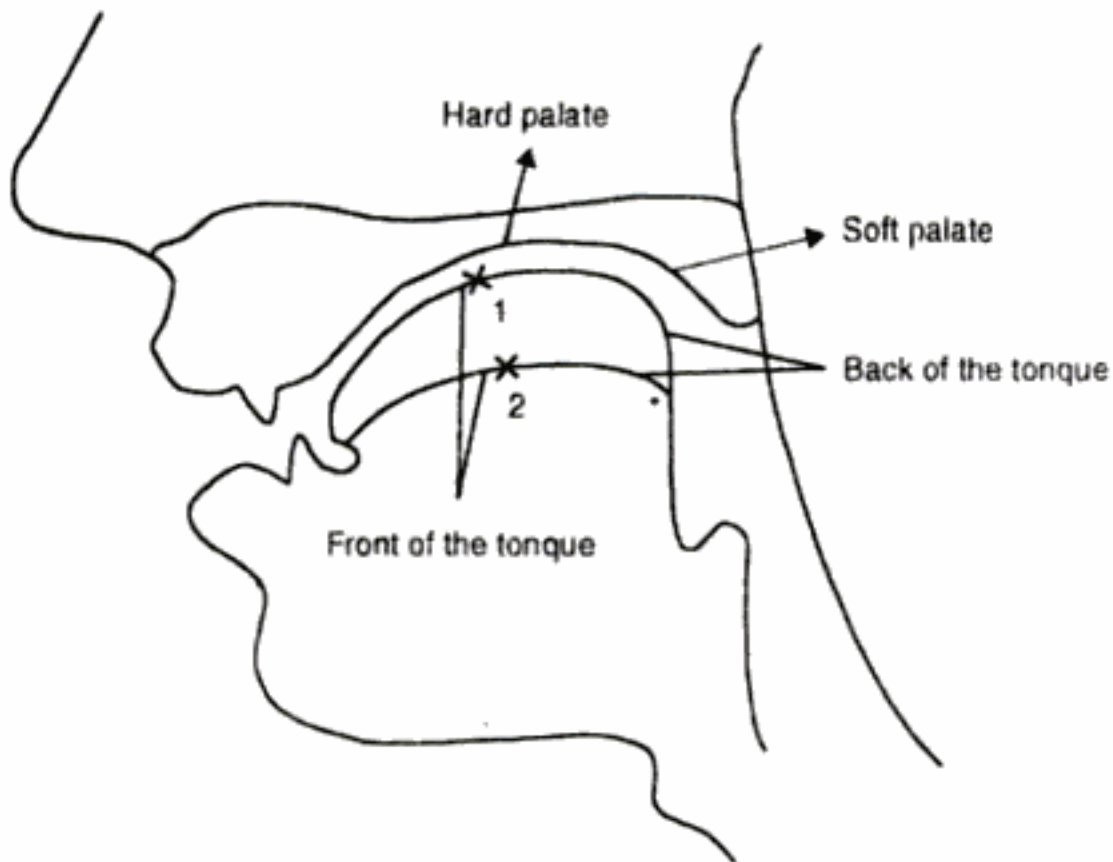


Fig. 18.8. Tongue position *vis-a-vis* other parts of mouth. Three positions of glottis in Fig. 9, 10 and 11.

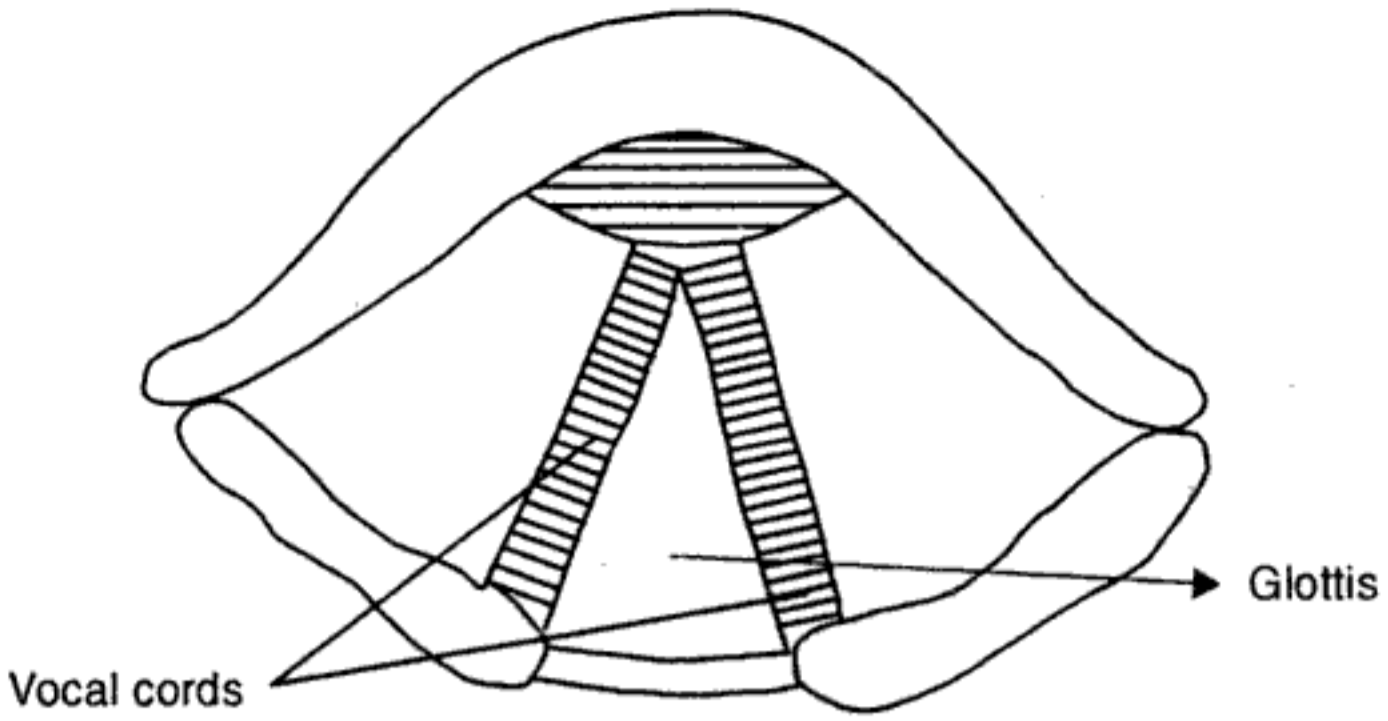


Fig. 18.9

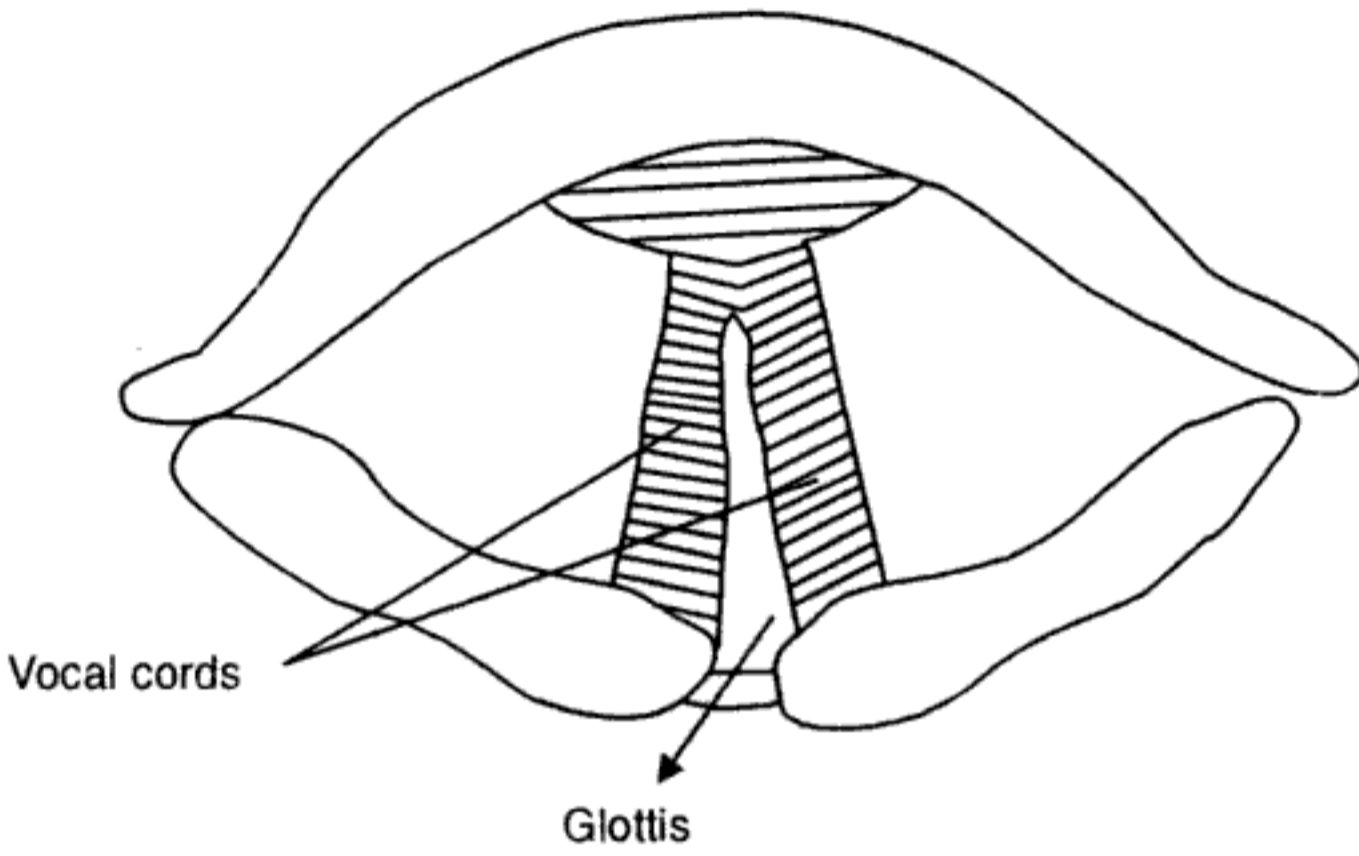


Fig. 18.10

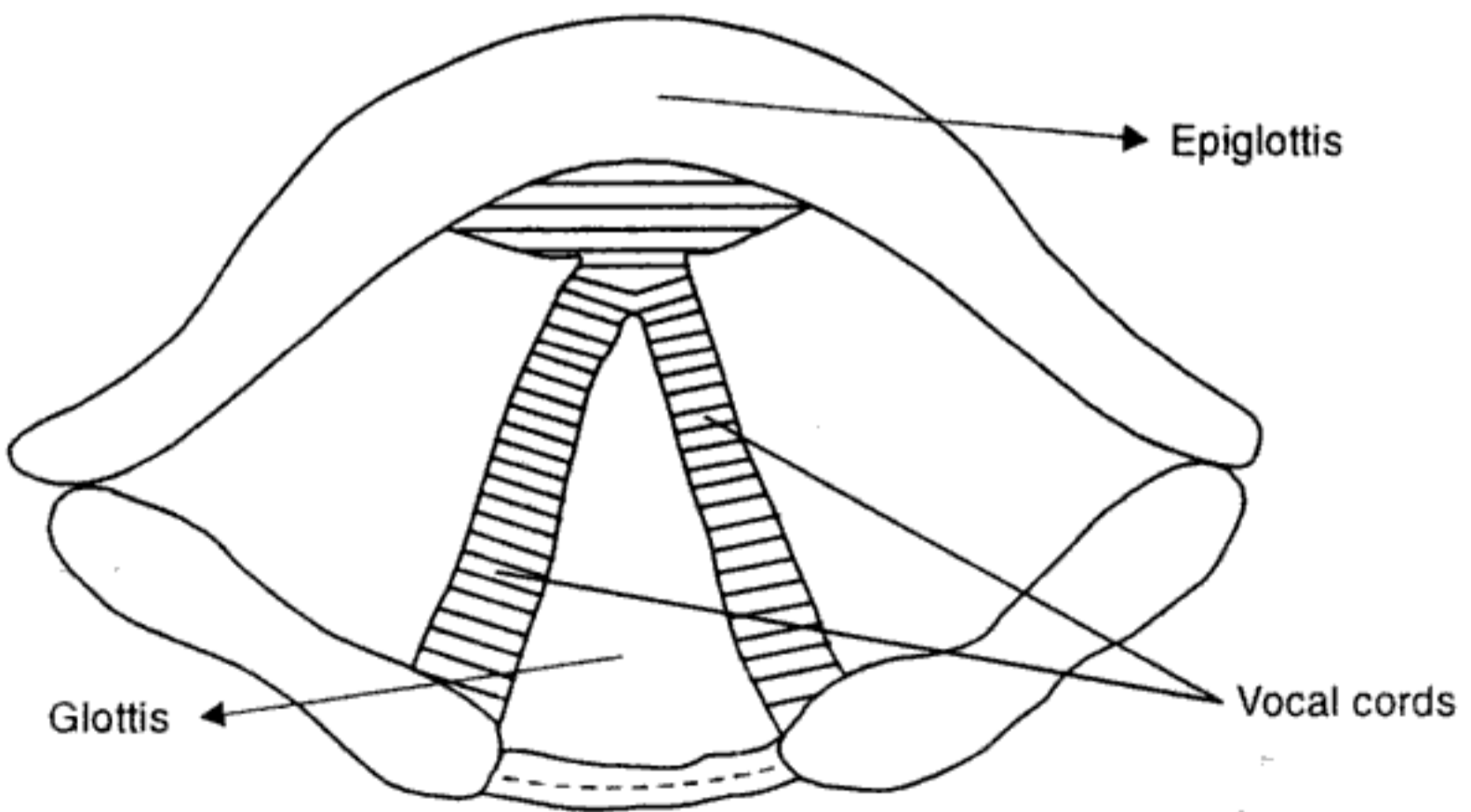


Fig. 18.11

Glides

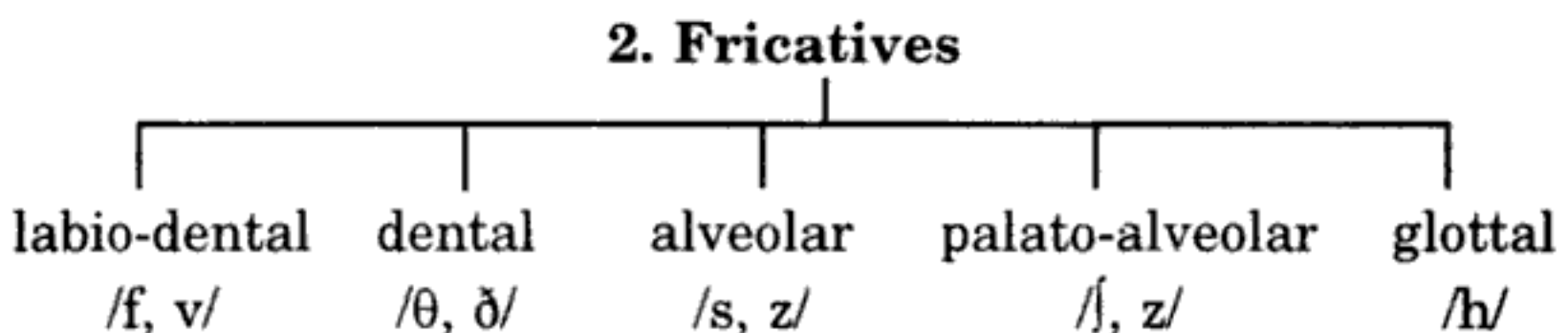
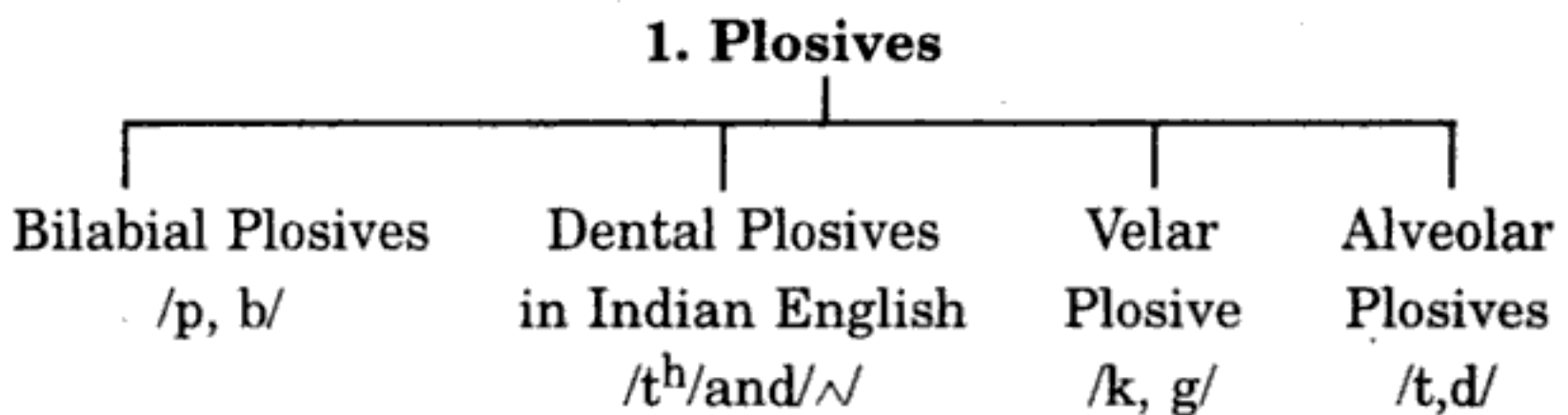
- /w/ 1. **Voiced labiovelar semivowel:** Lips, closely rounded; tongue back raised toward velum; velum closed; vocal cords vibrating.
- /j/ 2. **Voiced tongue front palatal semivowel:** Tongue front near hard plate; velum closed; vocal cords vibrating.
- /r/ 3. **Retroflex tongue point and blade semivowel:** Tongue sides against molars; velum closed; vocal cords vibrating.

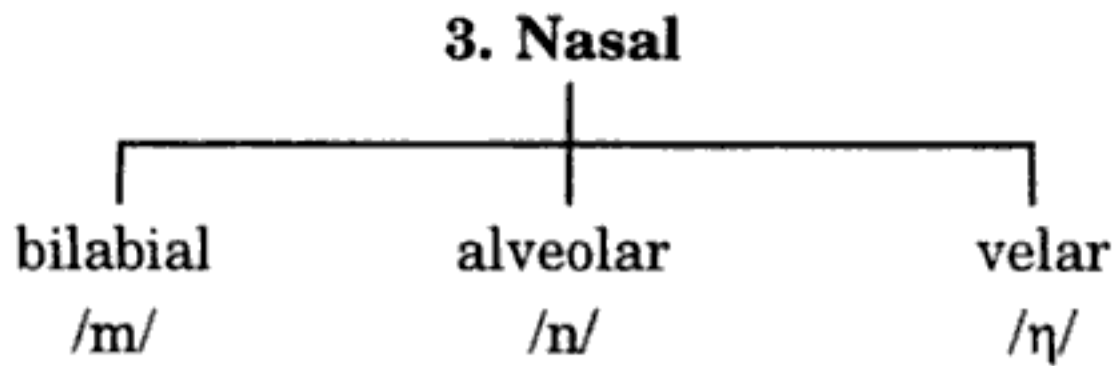
Consonants Grouped by Places of Articulation

- | | |
|---------------------------------------|----------------------|
| 1. lips | /p, b, m/ |
| 2. lips and tongue-velum | /w, (h) w/ |
| 3. lips-teeth | /f, v/ |
| 4. tongue-blade-teeth | /θ, θ ^x / |
| 5. tongue point-teeth ridge | /t, d, n, l/ |
| 6. tongue blade and front-teeth ridge | /ʃ, z, tʃ, dz/ |
| 7. tongue blade-teeth ridge | /s, z/ |
| 8. tongue point-palate | /r/ |
| 9. tongue point-palate | /j/ |
| 10. tongue back-velum | /k, g, o/ |
| 11. glottis | /h, h (w)/ |

Notes: Dash denotes the touching organs.

However, the above clarification of consonants may also be understood with the help of the following diagrams:





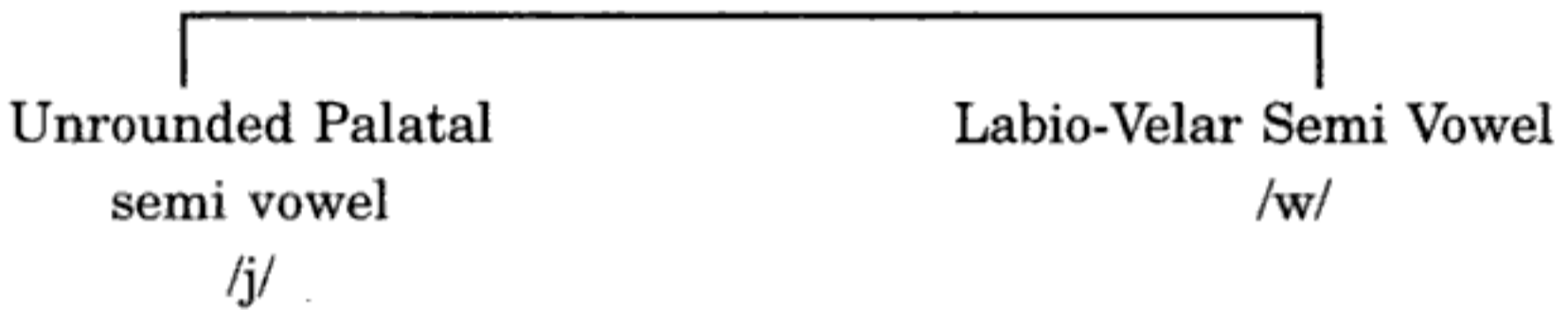
4. Lateral
/l/

5. Post-alveolar

Fricationless Contituent

/r/

6. Semi-Vowel



CONSONANT CLUSTERS

1. Initial Clusters

Word	Cluster	Group	Initial
1. Play	/pl/	2 consonants	in the beginning
2. blood	/bl/	2 consonants	in the beginning
3. dream	/dr/	2 consonants	in the beginning
4. clean	/cl/	2 consonants	in the beginning

2. Final Clusters

5. camp	/-mp/	2 consonants	in the end
6. absent	/-nt/	2 consonants	in the end
7. fixed	/-kst/	3 consonants	in the end
8. judged	/-dzd/	/d/ consonants	the final element
9. ask	/sk/	/k/ consonants	the final element
10. texts	/-ksts/	4 consonants	the final element
11. film	/-lm/	/m/ consonants	the final element

Students will gradually develop a fair sense of consonant clusters as it usually occur in Received Pronunciation (RP). Developing a fair comprehension of consonant clusters means to develop fairly a good orientation of RP practices.

PHONETIC TRANSCRIPTION OF COMMON BUT GENERALLY MISPRONOUNCED WORDS WITH SYLLABLE/WORD STRESS MARKS

A

Abandon	/ə'baendən/
Aberration	/,æbə'reiʃən/
Abeyance	/ə'beiəns/
Abide	/ə'baid/
Ability	/ə'biliti/
Abnormal	/æb'nɔ:məl/
Absentee	/,æbsən'ti:/
Abuse	/ə'bjuz/
Abuse	/ə'bjus/
Abusive	/ə'bjusiv/
Abysmal	/ə'bizməl/
Abyss	/ə'bis/
Academic	/,ækə'demik/
Access	/'ækses/
Acclimatize	/ə'klaɪmətaɪz/
Accommodation	/ə,kɒmə'deiʃən/
Accompany	/ə'kæmpəni/
Accomplice	/ə'kɒmplis/
Accurate	/'ækjʊrɪt/
Accursed	/ə'kɜ:sɪd/
Acme	/'ækmi/
Acoustic	/ə'ku:stɪk/
Acrobat	/'ækrəbæt/
Adequate	/'ædɪkwɪt/
Adhere	/əd'hɪə*/
Admiration	/,ædmə'reiʃən/
	or
	/,ædmi'reiʃən/
Advantage	/əd'vɑ:ntɪdʒ/
Aeroplane	/'ɛərəpleɪn/

Aesthetic	/i:s'θetik/
Affectionate	/ə'fekʃnit/
Agglomerate	/ə'glɒmərit/
Aggregate	/'ægrigit/
Albeit	/ɔ:l'bi:it/
Alchemist	/'ælkimist/
Alcohol	/'ælkəhɒl
Alms	/a:mz/
Alphabet	/'ælfəbit/
Altar	/'ɔ:ltə*/
Altarnate	/ɔ:l'tə:nit/
Altitude	/'æltitju:d/
Amalgam	/ə'mælgəm/
Amass	/ə'mæs/
Ameliorate	/ə'mi:ljəreit/
Amenity	/ə'mi:niti/
Amnesty	/'æmnisti/
Among	/ə'ʌmʌŋ/
Analogy	/ə'nælədʒi/
Anecdote	/'ænikdəut/
Annals	/'ænlz/
Annihilate	/ə'naiəleit/
Antecedence	/,ænti'si:dəns/
Anybody	/'eni,bodi/
Approximate	/ə'prɒksimit/
Aptitude	/'æptitju:d/
Arena	/ə'ri:ə/
Articulate	/a:'tikjulit/
Ash	/æʃ/
Assemblage	/ə'semblidʒ/
Astute	/əs'tju:t/
Astronomer	/əs'tronəmə*/
Asunder	/ə'sʌndə*/
Atrabilious	/,ætrə'biljəs/
Attitude	/'ætɪtju:d/
Automobile	/'ɔ:təməubi:l/
Avalanche	/'ævələ:n/
Avenue	/'ævinju:/
Average	/'ævərɪdʒ/

B

Backward	/ˈbækwəd/
Bargain	/ˈbɑ:ɡɪn/
Barely	/ˈbɑ:lɪ/
Bastiality	/ˈbestiˈæliːti/

C

Camouflage	/ˈkæmʊflɑ:ʒ/
Caprice	/kəˈpri:s/
Carnage	/ˈkɑ:nɪdʒ/
Carte blanche	/ˈkɑ:tˈblɑ:nʃ/
Clothing	/ˈkləʊðɪn/
Colony	/ˈkɒləni/
Comedian	/ˈkəˈmi:dʒən/
Comedy	/ˈkɒmɪdi/
Comment	/ˈkɒment/
Commerce	/ˈkɒmə(:)s/
Commercial	/kəˈmɜ:ʃl/
Committee	/kəˈmiːti/
Czar	/zɑ:*/

D

Decorate	/dekəreɪt/
Democracy	/diˈmɒkrəsi/
Deputy	/ˈdepjuti/
Desert	/diˈzɜ:t/
Desertion	/diˈzɜ:ʃən/
Desolate	/ˈdesəleɪt/
Detail	/ˈdi:teɪl/
Discharge	/dɪsˈtʃɑ:dʒ/
Dismal	/ˈdɪzməl/
Dwarf	/dwɔ:f/

E

Earthworm	/ˈəθwɜ:m/
Education	/ˌedʒu(:)ˈkeɪfən/
Emend	/i(:)ˈmend/

Entity	/ˈentɪti/
Equipage	/ˈekwɪpɪdʒ/

F

False	/fɔ:ls/
Filth	/fɪlθ/
Forest	/ˈfɒrɪst/
Forte	/fɔ:t (but in music)/ˈfɔ:ti/
Fragile	/ˈfrædʒaɪl/
Futility	/fju(:)tɪlɪti/

G

Gambol	/ˈgæmbəl/
Garage	/ˈgærɑ:dʒ/
Gauntlet	/ˈgɔ:ntlɪt/
Geometry	/dʒiˈɒmɪtri/
Glutton	/ˈglʌtn/
Guardian	/ˈgɑ:dʒən or ˈgɑ:diən/

H

Halt	/hɔ:lt or hɒlt/
Hara—kiri	/ˈhærəˈkɪri/
Harmless	/ˈhɑ:mlɪs/
Harmony	/ˈhɑ:məni/
Harvest	/ˈhɑ:vɪst/
Havoc	/ˈhævək/
Hectare	/ˈhektɑ:*/
Hinder	/ˈhaɪndə*/
House (v)	/haʊz/
Husband	/ˈhʌzbənd/
Hypocrite	/ˈhɪpəkraɪt/

I

Idol	/ˈaɪdl/
Image	/ˈɪmɪdʒ/
Imbecile	/ˈɪmbɪsɪ:l/
Immaculate	/ɪˈmækjulɪt/

Immodest	/i'mədɪst/
Imperfect	/ɪm'pɜ:fɪkt/
Inertia	/i'nə:ʃjə/
Instead	/ɪn'sted/

J

Jocund	/'dʒɔkənd/
Journal	/'dʒə:nl/
Judge	/dʒʌdʒ/
Junction	/'dʒʌŋkʃən/
Juvenile	/'dʒu:vɪnaɪl/
Juxtaposition	/,dʒʌkstəpə'zɪʃən/

K

Kaleidoscope	/kə'laidəskəʊp/
Key-note	/'ki:nəʊt/
Knee-breeches	/'ni:brɪtʃɪz/
Knell	/nel/
Know-how	/'nəʊhau/
Knowledge	/'nɒlɪdʒ/

L

Labyrinth	/'læbərɪnθ/
Lacerate	/'læsəreɪt/
Lackadaisical	/,lækə'deɪzɪkəl/
Lambaste	/læm'beɪst/
Lampoon	/læm'pu:n/
Language	/'læŋgwɪdʒ/
Languid	/'læŋwɪd/
Large-hearted	/'la:dʒ'hɑ:tɪd/
Large-minded	/'la:dʒ'maɪnɪdɪd/
Laughter	/'lɑ:ftə:*/
Lawless	/'lɔ:lɪs/
Legitimate	/li'dʒɪtɪmɪt/
Lethal	/'li:θəl/
Libel	/'laɪbəl/
Likeness	/'laɪknɪs/

Linen	/ˈlinin/
Loath (adjective)	/ləuθ/
Loathe (verb)	/ləuθ̩˘/
Lukewarm	/ˈlu:kwɔ:m/
Lung	/lʌŋ/

M

Mart	/ma:t/
Masque	/ma:sk/
Massage	/ˈmæsa:z/
Matchless	/ˈmætʃlis/
Mediation	/ˌmi:diˈeiʃən/
Medley	/ˈmedli/
Memory	/ˈmeməri/
Menses	/ˈmensi:z/
Menu	/ˈmenju:/
Merciless	/ˈmə:silis/
Meteoric	/ˌmi:tiˈɔrik/
Mileage	/ˈmailidz/
Minute (very small)	/maiˈnju:t/
Minute (memorandum)	/ˈminit/
Mirage	/ˈmira:z/
Mischief	/ˈmistʃi:f/
Misinterpret	/ˈmisinˈtə:prit/
Mistress	/ˈmistris/
Misuse (v)	/ˈmisˈju:z/
Money-market	/ˈmʌni-ma:kit/
Monstrous	/ˈmənstrəs/
Monument	/ˈmənjumənt/
Morale	/mɔˈra:l/
Morgue	/mɔ:g/
Morning	/ˈmɔ:nɪŋ/
Morpheme	/ˈmɔ:fi:m/
Motivation	/ˌməutiˈveʃən/
Mountain	/ˈmauntin/
Mouth	/mauθ/
Moustache	/məsˈta:ʃ/
Mugwump	/ˈmʌgwʌmp/

Mushroom	/mʌʃru:m/
Music	/'mju:zik/
Muslin	/'mʌzlin/
Myopic	/mai'ɔpik/
Myrtle	/'mɜ:tl/
Mystery	/'mɪstəri/
Myth	/miθ (rarely maiθ)/
Mythologic	/,miθə'lɒdzik/

N

Naive	/na:'i:v (nai'i:v)/
Nautch	/nɔ:tʃ/
Necklace	/'neklɪs/
Needless	/'ni:dlɪs/
Neglect	/ni'glekt/
Nervine	/'nɜ:vi:n/
News	/nju:z/
Niche	/nitʃ or niʃ/
Niggard	/'nɪgəd.
Nodule	/'nɒdju:l/
Noiseless	/'nɔɪzɪs/
Nom de plume	/'nɔ:mdə'plu:m/
Nomenclature	/nəu'menkletʃə*/
Nominee	/'nɒmi'ni:/
Non-existence	/'nɒnɪg'zɪstəns/
Noonday	/'nu:ndei/
Nothing	/'nʌθɪŋ/
Novice	/'nɒvɪs/
Nuance	/nju(:)'a:ns/
Nudge	/nʌdz/
Nugget	/'nʌgɪt/
Numeral	/'nju:mərəl/
Nutshell	/'nʌt-ʃəl/

O

Obdurate	/'ɒbdjʊrɪt/
Obedience	/ə'bi:djəns/
Object	/'ɒdbzɪkt

Obliterate	/ə'blitəreit/
Obstruct	/əb'strʌkt/
Occasion	/ə'kdleizən/
Occurrence	/ə'kʌrəns/
Ocean	/ə'uʃən/
Offensive	/'əfensiv/
Office	/'ɒfis/
Offing	/'ɒfiŋ/
Ominous	/'ɒminəs/
Once	/wʌns/
Oneself	/wʌn'self/
Onion	/'ʌnjən/
Onward	/'ɒnwəd/
Opinion	/ə'pinjən/
Opportune	/'ɒpə:tju:n/
Ordeal	/ɔ:'di:l, ɔ:'di:əl, ɔ:'diəl/
Ordinate	/'ɔ:dnit, 'ɔ:dinit/
Origin	/'ɒridzin/
Outcast	/'autka:st/

P

Pabulum	/'pæbjuləm/
Package	/'pækidz/
Pageantry	/'pædzəntri/
Pandemic	/pæn'demik/
Panegyric	/.pæni'dzirik/
Pantile	/'pæntail/
Parasite	/'pærəsait/
Parchment	/'pa:t mənt/
Parliament	/'pa:ləmənt
Parlour	/'pa:lə*/
Pastime	/'pa:s-taim/
Pathetic	/pe'θetik/
Patience	/'peɪjəns/
Penal	/'pi:nl/
Perfect	/pə:'fikt/
Perjury	/'pə:dzəri/
Perfidy	/'pə:fidi/

Pestilence	/ˈpestiləns/
Petulant	/ˈpetjulənt/
Philosophic	/ˈfiləˈsɒfɪk/
Phoenix	/ˈfi:niks/
Phoneme	/ˈfəuni:m/
Photography	/fəˈtɒgrəfi/
Physique	/fiˈzi:k/
Pirate	/ˈpaɪərɪt/
Plethora	/ˈpleθərə/
Plumage	/ˈplu:mɪdʒ/
Plunder	/ˈplʌndə*/
Possessive	/pəˈzesɪv/
Preside	/priˈzaɪd/
President	/ˈprezɪdənt/
Private	/ˈpraɪvɪt/
Proceeds	/ˈprəʊsi:dz/
Profligate	/ˈprɒflɪɡɪt/
Pronunciation	/prəˌnʌnsiˈeɪʃən/
Propaganda	/ˌprɒpəˈgændə/
Pursuit	/pəˈsju:t/

Q

Quantity	/ˈkwɒntɪti/
Quantum	/ˈkwɒntəm/
Quarrel	/ˈkwɒrəl/
Quarter	/ˈkwɔ:tə*/
Quarto	/ˈkwɔ:təʊ/
Quash	/kwɔʃ/
Quasi	/ˈkwa:zi(:), ˈkweɪsai/
Quinine	/kwiˈni:n, ˈkwɪni:n/
Quintal	/ˈkwɪntl/
Quorum	/ˈkwɔ:rəm/

R

Rapport	/ˈræˈpɔ:/
Rapprochement	/ræˈprɒʃmə:ŋ/
Reality	/ri(:)ˈæli:ti/
Ream	/ri:m/

Rebirth	/ˈri:ˈbəθ/
Recant	/riˈkænt/
Recapture	/ˈri:ˈkæptʃə*/
Receipt	/riˈsi:t/
Recipe	/ˈresipi/
Recruit	/riˈkru:t/
Recuperate	/riˈkju:pəreit/
Reduction	/riˈdʌkʃən/
Regime	/reiˈzi:m/
Registrar	/ˈredzɪsˈtra:*/
Regress	/ri:ɡres/
Religious	/riˈlɪdʒes/
Relinquish	/riˈlɪŋkwɪʃ/
Remain	/riˈmeɪn/
Remainder	/riˈmeɪndə*/
Remand	/riˈma:nd/
Remedial	/riˈmi:dʒəl/
Retrieve	/ˈri:ˈtri:v/
Retrim	/ˈri:ˈtri:m/
Revenue	/ˈrevɪnju:/
Rickety	/ˈrɪkɪti/
Ruffian	/ˈrʌfjən/
Rule	/ru:l/
Rumination	/ˌru:miˈneiʃən/
Rumpus	/ˈrʌmpəs/
Rupee	/ru:ˈpi:/
Ruse	/ru:z/
Ruthless	/ˈrʌðlɪs/
Ryot	/ˈraɪət, ˈraɪ-ət/

S

Sacrilege	/ˈsækrɪlɪdʒ/
Sagacious	/səˈgeɪʃəs/
Saliva	/səˈlaɪvə/
Salmon	/ˈsæmən/
Salt	/sɔ:lt, sɒlt/
Salubrity	/səˈlu:brɪti/
Salvage	/ˌsælvɪdʒ/
Salvation	/sælvəˈveɪʃən/

Scar	/ˈska:*/
Scenario	/siˈna:riəu/
Scenic	/ˈsi:nik/
Sceptre	/ˈseptə*/
Schedule	/ˈʃedju:l/
Schism	/ˈsizəm/
Schist	/ʃist/
Scholar	/ˈskɒlə:*/
Scion	/ˈsai-ən/
Scissors	/ˈsizəz/
Scooter	/ˈsku:tə*/
Screech	/skri:tʃ/
Seedless	/ˈsi:dli:s/
Shackle	/ˈʃækl/
Shilling	/ˈʃ:liŋ/
Shuttle	/ˌʃʌtl/
Skylark	/ˈskaila:k/
Slang	/slʌŋ/
Smart	sma:t/
Species	/ˈspi:ʃiz/
Specimen	/ˈspesimin/
Sponge	/spʌndz/
Sprinkle	/ˈsprɪŋkl/
Sugar	/ˈʃugə*/
Supplement	/ˈsʌplimənt/
Syren	/ˈsaiərən/

T

Talkative	/ˈtɔ:kətɪv/
Tansy	/ˈtænzɪ/
Target	/ˈtɑ:ɡɪt/
Tarnish	/ˈtɑ:nɪʃ/
Telegram	/ˈtelɪgræm/
Telegraph	/ˈtelɪgrɑ:f/
Theory	/ˈθiəri/
Thursday	/ˈθə:zdi, ˈθə:zdeɪ/
Tigress	/ˈtaɪɡrɪs/
Timeless	/ˈtaɪmlɪs/

Toffee	/ˈtoʃi/
Toilet	/ˈtɔɪlɪt/
Trauma	/ˈtrɔ:mə/
Treason	/ˈtri:zn/
Treatise	/ˈtri:tɪz/
Trousers	/ˈtraʊzəz/
Truant	/ˈtru(:)ənt/
Truism	/ˈtru(:)ɪzəm/
Tycoon	/taɪˈku:n/

U

Ultimate	/ˈʌltɪmɪt/
Ultra vires	/ˈʌltrəˈvaɪəri:z/ /ˈultra:ˈviəri:z/
Umbrage	/ˈʌmbrɪdʒ/
Umpteen	/ˈʌmpti:n/
Unaddressed	/ˈʌnəˈdrest/
Unfurnished	/ˈʌnˈfə:nɪʃt/
Unhatched	/ˈʌnˈhætʃt/
Unsuited	/ˈʌnˈsju:tɪd/
Use (n)	/ˈju:s/
Use (v)	/ˈju:z/

V

Valuation	/ˈvældʒuˈeɪʃən
Vanish	/ˈvæniʃ/
Verdict	/ˈvɜ:dɪkt/
Vicious	/ˈviʃəs/
Victim	/ˈvɪktɪm/
Village	/ˈvɪlɪdʒ/
Vouch	/vaʊtʃ/

W

Wane	/weɪn/
Warhead	/ˈwɔ:hed/
Warning	/ˈwɔ:nɪŋ/
Water	/ˈwɔ:tə*/



Wednesday	/ˈwenzdi/
What	/wɒt/
Whatever	/wɒtˈevə*/
Wicket	/ˈwɪkɪt/
Widespread	/ˈwaɪdspred/
Withal	/wiˈðɔl/
Womb	/wu:m/
Women	/ˈwɪmɪn/
Wool	/wul/
Woollen	/ˈwʊlən, ˈwʊlɪn/
Worsted	/ˈwʊstɪd/
Wrath	/rɒθ, rɔ:θ/
Wrist-watch	/ˈrɪst-wɒtʃ/

Y

Yacht	/jɒt/
Yak	/jæk/
Yearn	/jə:n/
Yesterday	/ˈjestədi/
Yonder	/ˈjɒndə/
Yours	/jɔ:z/

Z

Zoom	/zu:m/
------	--------

PHONETIC TRANSCRIPTION OF PASSAGES

Below have been given two exercises in order to show how phonetic symbols are used in passages:

1**Orthographic Passage**

I am the Manager you're referring to. Hold on a minute. My telephone number was 71307 till about a fortnight ago. The telephone Department changed my number recently. Aren't you Ram of the L.I.C.? Well, well, well. How are you, old boy?

Phonetically Transcribed Passage

ˈaɪm ðe, məˈnɪdʒə ˌjuəri, fəˈrɪŋ tu/ ˈhəʊld ˈɒn ə, mɪnɪt/ ˈmaɪ
ˈteləfəʊn ˈnʌmbə ˈwɒz, sevn, wʌn, θri: ,ziəreɪ, sevn/ tɪl əˈbaʊt

ə' fɔ:tnait ə,gəu// ðə 'teləfəun di'pɑ:tmənt 'tʃeɪndz d maɪ 'nʌmbə
'ri:sntli// 'a:nt ju: 'rɑ:m əvði 'el aɪ, si:// 'wel 'wel 'wel// 'hau a: ju:
əʊld bɔɪ//

2

Orthography

John: Hello. What on earth are you doing here? At this time of the night?

George: Hello, John. I am in trouble and I want you to help me.

John: Do come in first. Now sit down on this coach and tell me all about it. What is your trouble.

Phonetic Transcription

dʒɔ:n: hʌ' ləu/ 'wɒt ɔn 'ə:θ a: ju 'du:ŋ 'hiə// ət ðis 'taɪm əv ðə
nait//

dʒɔ: dz :hʌ'ləu 'dʒɔ:n// aɪm ɪn. trʌ bl/ ənd aɪ 'wɒnt ju tə 'help
mi://

dʒɔ:n: 'du: kʌm 'ɪn ,fɔ:st// nau 'sɪt daʊn ɔn ðis 'kaʊt/ ənd 'tel
mi: 'ɔ:lə, baʊt ɪt// 'wɒts jɔ: 'tr \bl//

STRESS AND INTONATION

Stress and intonation play a very significant role in Spoken English. Unless they are suitably practised, they will deform our speech. Unlike any other language, English has a very distinct place for stress and intonation. Students learning English even at the university level don't care much for proper stress patterns in their speech. It makes their position ridiculous particularly when they are facing an interview with their uncouth pronunciation or delivering their speech before a learned assembly. In an age of specialization, every specialist or professional has to be very polished and poised in his speech, which must be accurately embellished with stress and intonation. In a traditional system of education, no importance is generally attached to the spoken aspect of English, with the result that thousands of graduates who pass out yearly fail to carve out a place for themselves in the competitive society of today, where Spoken English, and for that matter, any spoken language, plays a pivotal role. In order that students may understand and apply stress and intonation correctly, some very significant rules have been given below:

SENTENCE STRESS

Stress is of two types—primary or tonic stress or accent and secondary stress. In any sentence, the following words are generally stressed:

- (i) Nouns
- (ii) Interrogative Pronouns (some others may also be stressed)
- (iii) Demonstratives such as *this*, *that*, *those*, *these* etc.,
- (iv) Adjective
- (v) Most Adverbs
- (vi) Verbs
- (vii) Some auxiliaries in restricted senses.

Prepositions, conjunctions, auxiliaries (except a few) and pronouns (except a limited ones such as Demonstrative and Relative Pronouns) remain unstressed.

It is possible that a longer sentence may be read more quickly than a shorter one, because the former may have fewer unstressed words than the latter one. For example—

1. **'Mohan's** 'father 'Dr. Vivek has 'just 'purchased 'twenty 'very 'useful 'articles.

2. The 'Cambridge 'English 'Dictionary does not 'record 'most 'words of 'Indian 'languages.

3. 'What, would you have 'done if he had 'beaten you on the 'road?

4. It would have been 'better to have 'visited him before he had 'come here.

Sentences 1 and 2 take more time than 3 and 4 because of stress pattern, though they are shorter than sentences number three and four.

Note: (a) 'Sign shows stressed word; such as 'beaten, 'Mohan, 'father, 'Dictionary, etc.,

(b) ,sign indicates falling stress; such as ,articles, ,languages, and ,road in the above sentences.

(c) 'sign indicates a rising stress,

(d) ↑ sign indicates a new high pitch in longer sentences.

Search out your self words to be bold/italics alongwith stress signs.

(e) **Bold type** letters or letters in italics show a fall or a rise in the stressed syllable in the tune or rhythm.

Illustrations:

- (i) Sita will read **today**. (unstressed)
Sita will 'read to 'day. (stressed)
- (ii) Can you dance today. (unstressed)
'**Can** you 'dance to, 'day? (stressed)
- (iii) The students requested the teacher to know him
(student) the ↑ appropriate method to **solve** the
question. (unstressed)

The '**student** '**requested** the '**teacher** to '**know** ,him
(student) the ↑ appropriate ,method to '**solve** the '**question**.

These illustrations may also be shown graphically, with the help of two parallel lines, for example :

- (i) Sita will 'read to 'day

. . — . \

- (ii) 'Can you 'dance to ,day?

— . — . /

- (iii) The 'student 'requested the 'teacher to 'know him
(student) the ↑ 'appropriate 'method to '**solve** the
'question.

. — — . — . — .

. ↑ — . . — . \

- Adjective-noun, adverb-adjective and adverb-verb, word combinations are stressed in full; but the adjacent stress should have a falling intonation. For example :

- (i) 'Very hot (adverb-adjective)

— . \

- (ii) 'pink' shirt (adjective-noun)

— . \

- (iii) 'black, 'eyes (adjective-noun)

— . \

(iv) 'least 'said (adverb-verb)

— . \

(v) 'heavy 'load (adjective-noun)

— . \

(vi) 'beautifully 'dressed (adverb-adjective)

— . \

• When several content words come together, full stress (1) is given to them. For example :

- (i) / a 'very good 'dictionary/
- (ii) / a 'piece of 'green 'cloth/
- (iii) /'very nearly the whole 'day 'long/

• Stressed and unstressed words may graphically be shown which is known as their key-patterns. For example :

key-pattern 1 [□ □ □ □] (i) I've 'brought them fresh.

key-pattern 2 → [J/JJJ]

• When two or more plosives follow one another, only the last one is discernible, thus allowing the regular speech-flow holding back and the preceding explosives are formed. For example :

- (i) post-card
- (ii) sweet-fruit
- (iii) grape vine
- (iv) lamp-post

• When two or three stresses occur in close proximity, the stress pattern is considerably slowed down. For example :

- (i) 'She 'sang a ,song.
- (ii) I, can't come, now.
- (iii) It is 'good to, /talk to you on 'this ,matter.

I, we, you, he, she, it and their derivatives are not stressed. For example :

- (i) 'shut **it**.
- (ii) 'teach **them**.
- (iii) 'Mohan 'caught me and 'offered a 'pen.
- (iv) He 'spoke to us to **find** her 'card.

- Prepositions are usually not stressed. For example:

(i) 'talk to me.

(ii) 'allow her to 'sing.

- **Some** remains unstressed as part of the indefinite article (a, an, some), but as an adjective in contrast to others, it is always stressed. For example:

Some boys don't like reading.

But it is right to say—

'Bring 'some 'money for me.

- **Reflexive Pronouns** are not stressed. For example—

'Do **yourself** 'this work?

- But it is right to say—

'Do it your **self**.

- The accentuation of long words is extremely irregular in English and is often very baffling and complex. It is, therefore, not feasible to record all those situations governing the stress patterns of these words. However, some points are of paramount importance to us. Words of the **Germanic Compounds** are usually stressed with stress signs on the original root. For example:

(a) 'speaker	(with suffixes)
'play-wright	"
'outward	"
'callousness, etc.,	"
(b) be' side	(with prefixes)
'foreground	"
'upkeep	"
'forecast, etc.	"

- Words of the **Classical Compounds** are normally stressed. For example:

oc 'casion

pro 'motion

calcu 'lation, etc.,

- But the scientific terms such as '**comical**, '**fanatical**, '**tragic**, etc., are the exceptions. Like-wise, '**catholic**, '**heretic**, '**lunatic**, '**Arabic**, a '**rithmetic** are the exceptions to the above rule.

- The following two-syllable suffixes are stressed on the syllable immediately preceding. For example:

-ion, -ial, -cient, ual, ity, etc.,

• Interrogate and Interrogative **fy** verbs having three syllables or more are stressed. For example:

- 'qualify
- 'glorify
- 'terrify, etc.,

• **Antepenultimate stress** is also current to the majority of English words of more than three syllables except the **Germanic Compounds**. For example:

- 'contrary
- 'quandary
- 'balcony, etc.,

• Words of more than 5 syllables are not frequently used in speech. However, their stress pattern is slightly different from words of two and three syllables in the sense that their first or second syllable is stressed, and also a weaker or secondary stress towards the middle. For example:

- (i) 'excom, muni'cation
- (ii) 'super, ero'gation.

• **Juxtapositional Compound Nouns** are generally stressed on the first part. For example:

- (i) 'fishing boat
- (ii) 'nursery school
- (iii) 'symphony orchestra
- (iv) 'pencil sharpner
- (v) 'sewing-machine, etc.,

• A number of words having two syllables take either end-stress as verbs and forward-stress as nouns or adjectives. For example :

- | | |
|----------------|--------|
| (i) 'conflict | (noun) |
| conflict | (verb) |
| (ii) 'increase | (noun) |
| in 'crease | (verb) |

• **Note :** converse, present, record, conduct, import, absent, progress, transfer, suspect, subject, rebel, perfume, combine, escort, desert, protest, produce, etc., are such other words which are stressed in accordance with the above pattern.

• But some words as addict, upset, redress, overflow, impress, console, torment, discount, entrance, etc., are less stressed words.

• Some words have their usual level-stress pattern in the following situations:

- (a) when final, and immediately preceded by a stress, the word loses its own first stress;
- (b) when a stress immediately follows the word, it loses its own second stress; and finally,
- (c) when a stress both precedes and follows the word, it often loses both its own stresses. For example :

(i) **'just**

(ii) **'sixteen**

(iv) **'miles**

(v) **'quite**

(v) The **'upstairs 'room** has an **'outside 'staircase**.

• The level stress is also retained with phrasal verbs. For example:

(i) to **'take 'off**

(ii) to **'put 'on**

(iv) to **'call 'upon, etc.,**

INTONATION

• By intonation the general impression is that of *symphony or melody of speech* or "the chanting pitch of the voice." In English language, there are chiefly two intonation patterns quite in vogue at present; first, the kinetic pattern; in which the first part is stressed fairly high and falls by, and by step-wise from stress to stress until the last significant stress is reached; and secondly the static pattern; in which a low tone continues till ending with unstressed syllables. For example:

Pattern 1: But she **'doesn't 'ask me for 'work.**

Graphic transcription : . . — . — . . \

Pattern 2 : **'Does she 'ask me for, work.**

Graphic transcription : — . — . — /

• **Note :** Pattern 1 indicates statements, remarks, orders etc., and has a note of finality; whereas pattern 2 indicates all suspected remarks and questions with some mental conditions. They do not, therefore, have any touch of finality in them.

• Below are some miscellaneous illustrations which have a mixed pattern of question-tags, imperatives, personal element, imaginative past, direct and indirect speech and the like:

1. "This is **"yours!"** he re ,marked, handling me the ,brown paper.
2. "'Pleased to "meet you," he, said, welcoming him, pro-
fusely.
3. "'Quite **'right**"! she, remarked by, nodding her ,head.
4. "Now 'who can 'write her 'name 'quite 'correctly?"
5. "The **'KETTLE's** ,boiling" ,he 'shouted from the
'room.

• Some verses have their popular rhymes. The following must be read aloud again and again in order to learn the correct stress patterns:

1. **'Solomon** ,Grundy, **'born** on ,Monday,
'Christened on ,Tuesday, **'married** on ,Wednesday,
'Fell ill on ,Thursday, **'worse** on ,Friday,
'Died on **'Saturday**, **'buried** on ,Sunday,
'That is the ,end of Solomon ,Grundy.
2. **'Jack** and **'Jill** 'went ,up the 'hill
To **'fetch** a 'pail of ,water,
'Jack 'fell ,down and 'broke his 'crown,
And **'Jill** 'came 'tumbling ,after.
3. **'Baa**, ,baa, **'black** ,sheep, 'have you ,any 'wool?
'Yes, ,sir, **'yes** sir, 'three ,bags **'full**.
'One ,for my 'master, and **'one** ,for my **'dame**,
And **'one** ,for the **'little** ,boy who 'lives ,down the 'lane.
4. **'Humpty** ,Dumpty **'sat** on a ,wall,
'Humpty ,Dumpty **'had** a 'great ,fall,
'All the 'king's ,horses and **'all** the 'king's ,men
Couldn't 'put ,Humpty to ,**gether** a ,gain.

Note : An exhaustive list of words with proper stress signs has been given earlier under the head-*Phonetic Transcription*. It is advised to learn them with great care.

PRACTICAL PROBLEMS

Spoken English cannot be improved upon unless one harnesses one's concerted endeavours into polishing one's accent

in speech as well as continuity in thought. Without proper concentration on the theme of one's speech or reading, one cannot make a probing comprehension of any serious passage. It is, therefore, necessary that one thinks over many a time on the topic one is going to speak. Next to concentration comes one's own confidence. Unless one develops self-confidence, one cannot overcome this great difficulty of being an effective orator. Then one will have to enhance one's fund of vocabulary, because mostly people fail to convince others by the power of their words. In fact, words have an immense magnetic power, and those who are unable to enrich their fund of words, they are also unable to carve out a unique place for themselves either in competitive examinations or in their respective professions. Then next thing important is regular practice of writing and speaking. If one feels hesitant to speak before others, one may stand before a mirror and speak regularly. Reading of standard literature and consulting good dictionaries are extremely useful for improving spoken English. For correct pronunciation, one has cautiously to be diligent, unless and until one's regional angularities are completely done away with. It is desired in this perspective that the assignments on phonetic transcription and stress and intonation should carefully be solved. The exhaustive list of phonetically transcribed words may prove of immense help to the readers really keen to improve their spoken English.

It is *sine dubio* true that some may write well, but may not speak well and the vice-versa. In the present milieu of scientific advances, one cannot make a successful professional of oneself unless one has an equal command over written and spoken English. It is said that Oliver Goldsmith wrote like an angel, but he talked like a poor poll. This may be true of many of us. Hence, spoken English has certainly assumed more ramified dimensions of paramountcy today than ever before.

Rhythm

- Rhythm occurs in connected speech: for, in a connected speech, some words will be stressed whereas others will remain unstressed. Stressed words are nouns, main verbs, adjectives, adverbs, demonstrative and interrogative pronouns.

Examples

1. 'Mohan 'received his 'letter in the 'office.
2. He is 'reading a 'book at the 'moment.
3. She is 'reciting a 'poem 'now.

In these sentences, tonic accent or primary stress is shown by an oblique bar.

• Weak forms

Generally in RP, the following parts of speech are supposed to be weak and as such they are not stressed in a rhythmic pattern:

1. *Articles*

a/ə/	a chart	/ə'tʃɑ:t/
an/ən/	an inkpot	/ən'ɪŋkɒt/
the/ðə/	the glass	/ðə'glɑ:s/

2. *Verbs (auxiliary)*

am/əm/	am reading	/əm'reɪdɪŋ/
are/ə/	I am coming	/aɪm'kʌmɪŋ/
can/kən/	can read	/kən ri:d/
is/z,s/	his shirt	/hi:z 'ʃɜ:t/
was/wəz/	she was late	/ʃi: wəz leɪt/

3. *Conjunctions*

and/ənd/	and the book	/ənd or 'bʊk/
as/əz/	as such girls	/əz sʌtʃ 'gɜ:ls/

4. *Prepositions*

of/əv/	of the glass	/əv ɒə ^x 'glɑ:s/
from/frəm/	from the gates	/frəm ɒə ^x 'geɪts/
to/tu/	to ask him about	/tu 'ɑ:sk hɪm ə'baʊt/

• Sufficient exercises have been given elsewhere in this chapter on phonetic transcription. Students are asked to go through these exercises and try to develop more comprehensive idea of and understanding about **rhythm** in RP.

• The rest of the parts of speech, *i.e.*, nouns, adjectives, adverbs, verbs and interjunctions form strong forms and as such they take rhythm pattern in an stressed way.

• For proper marks of stress/accent/intonation, students are advised to consult pages 17 to 23 of this chapter, where phonetic transcription of words and passages has been provided.

REMEMBER THIS ANECDOTE

Once Charles Darwin, the world renowned scientist and propounder of Evolutionary Theory, went to a poet to know as to why he failed to appreciate William Shakespeare's famous dramas. The poet gave him other poems to enjoy but Darwin again failed. **Atrophy** was diagnosed as the cause. Atrophy means paralysis or a strong language disorder in brain. **Nursery rhymes** to be persistently read were recommended as the ultimate cure for Darwin's **Atrophy**. Following nursery rhymes are likewise recommended to be read by the students with proper rhythm, stress and intonation so that their pronunciation may approximate **RP** and intelligibility rate of their spoken English may also be increased.

1

LITTLE MISS MUFFET

Little Miss Muffet
Sat on a tuffet,
Eating her curds and whey.
There came a big spider,
Who sat down beside her,
And frightened Miss Muffet away.

2

PUSSY CAT, PUSSY CAT

Pussy cat, pussy cat
where have you been?
I've been to London
to visit the Queen.
Pussy cat, pussy cat,
what did you there?
I frightened a little mouse
under her chair.

3

LITTLE TOMMY TUCKER

Little Tommy Tucker
Sings for his supper.

What shall we give him?
White bread and butter.
How shall he cut it
Without a knife?
How will he be married
Without a wife?

4

MARY HAD A LITTLE LAMB

Mary had a little lamb,
Its fleece was white as snow;
And everywhere that Mary went
The lamb was sure to go.
It followed her to school one day,
Which was against the rule;
It made the children laugh and play
To see a lamb at school.

5

WEE WILLIE WINKIE

Wee Willie Winkie
runs through the town,
Upstairs and downstairs,
in his night-gown,
Rapping at the window,
crying through the lock,
Are the children all in bed,
for now it's eight o'clock?

6

LITTLE JACK HORNER

Little Jack Horner
Sat in a corner,
Eating his Christmas pie.
He put in his thumb,
And pulled out a plum,
And said, "What a good boy am I!"

7

TWINKLE, TWINKLE, LITTLE STAR

Twinkle, twinkle, little star,
How I wonder what you are!
Up above the world so high,
Like a diamond in the sky!

8

TOOTHBRUSH

I have a toothbrush,
neat and gay,
To brush my teeth
with every day;
I brush them each morning,
I brush them each night,
Till all are shining,
Clean and bright.

9

TEAPOT

I am a little teapot.
Short and stout;
This is my handle.
And this is my spout.
When the water's boiling,
Hear me shout:
"Just lift me up
And pour me out."

10

A WISE OWL

I wish owl lived in an oak;
The more he saw, the less he spoke;
The less he spoke, the more he heard.
Why can't we all be like that
wise old bird?

11

RAIN, RAIN, GO AWAY

Rain, rain, go away,
Come again another day;
Little Johnny wants to play,
Rain, rain, go away.

12

TEDDY BEAR, TEDDY BEAR

Teddy bear, Teddy bear,
Turn around;
Teddy bear, Teddy bear,
Touch the ground.
Teddy bear, Teddy bear,
Polish your shoes;
Teddy bear, teddy bear,
Off to school.

13

DING, DONG, BELL

Ding, dong, bell
Pussy's in the well;
Who put her in?
Little Johnny Thin.
Who pulled her out?
Little Tommy Stout.
What a naughty boy was that
To drown poor pussy cat!

14

CHUBBY CHEEKS

Chubby cheeks, dimpled chin,
Rosy lips, teeth within,
Curly hair, very fair,
Eyes are blue, lovely too,
Teacher's pet, is that you?
Yes! Yes! Yes!

15
GOOD COUNSEL

The cock doth crow
To let you know
If you be wise
'Tis time to rise:
For early to bed,
And early to rise,
Is the way to be healthy
And wealthy and wise.

16
LONDON BRIDGE IS FALLING DOWN

London Bridge is falling down,
Falling down, falling down,
London Bridge is falling down,
My fair lady.
Build it up with iron bars,
Iron bars, iron bars,
Build it up with iron bars,
My fair lady.

GIE (GENERAL INDIAN ENGLISH)

In order to make GIE look like RP, a number of methods are recommended so that its intelligibility level is markedly distinguished :

1. Consonants /θ/, / ð/, /v/ and /w/ should be pronounced clearly.
2. Word accent and sentence accent patterns should be practised to acquire polish and perfection.
3. Pronunciation of vowels and diphthongs should clearly be learnt.
4. Intonation, Stress and Rhythm patterns should be acquired in such a way that they may appear RP-like.
5. Correct distribution of /s/ and /z/ in inflectional suffixes should be maintained.
6. Voiceless plosives /p/, /t/, and /k/ should be aspirated at the beginning of accented syllables.

7. Caution should be paid to differences in spelling, meaning of words, usages, pronunciation etc., between British RP and American English : for, the diversity and differences, though fascinating, should not puzzle you. What is essential for you is the consistency in your speech. It hardly matters if you choose *RP*, American or *GIE* as your model for emulation.

Specimen Phonetic Transcription of Dyadic Communication

// 'mistə 'edwin wɒt iz ðə'taim tu: mi:t ðə'deligit्स//
 // 'misiz 'emə it iz ten əklɒk ʃa:p//
 // 'mistə* 'edwin 'wud ju: pli:z tel mi: ðə pleis θv ðə 'mi:tiŋ//
 // 'misiz 'emə ðə pleis or ðə 'mi:tiŋ iz 'va:ni həu'tel dz^st
 'sevn 'kiləu, mi:təs fa:* frəm jɔ:* 'rezidəns//
 // wɒt iz ðəə'dzendə ov/ðə 'mi:tiŋ 'mistə* /edwin//
 // 'misiz 'emə ðə ə'dzendə ov ɔə 'mi:tiŋ iz tʃi:fli kə'mə:ʃəl
 ænd fi'nænʃəl//
 // b^t ðə ə'dzendə kən 'sə:niŋ kə'mə:ʃəl ænd fi'nænʃəl 'mætəz
 wɒz ɔ:l'redi dis'k^st 'mistə* 'edwin//
 // if ðæt iz səu ðen/'misiz 'ema/ðə dis'k^ʃən mei bi: ə'baut
 s^m 'mju:tʃuli ə'gri:d ə'pɒn 'imætez fɔ:* witʃ ju: wil hæv
 tu: wə:k 'veri ha:d//

Orthographic Transcription

Mr. Edwin: What is the time to meet the delegates ?

Mrs. Ema, it is 10 'clock sharp.

Mr. Edwin would you please tell me the place of the meeting ?

Mrs. Ema, the place of the meeting is Varney Hotel just seven kilo metres far from your residence.

What is the agenda of the meeting ? Mr. Edwin.

Mrs. Ema the agenda of the meeting is chiefly commercial and financial.

But the agenda concerning commercial and financial matters was already discussed Mrs. Edwin.

It that is so then, Mrs. Ema, the discussion may be about some mutually agreed upon matters for which you will have to work very hard.

PRAGMATISM: BORROWING OF INDIAN LOAN WORDS AND THEIR PRONUNCIATION
Grammatical Ramification and Etymic Evagation

One significant dimension of spoken English communication is that it has started borrowing a large number of words from Indian languages and pronouncing them in an unusual manner. The words, *i.e.*, the borrowed words or the loan words are about 7000 according to a very rough estimate. The largest chunk of the loan words are either nouns or verbs, and their phonetic transcription, too, is yet unconfirmed. That is why they have been given in Hindi so that students may easily understand them. For example, chitty /tʃiti/ (चिट्ठी) and roti /rəuti/ (रोटी), bahadur /bəha:dur/ (बहादुर) and lagao /ləgəu/ (लगाओ). By taking help of root words, new words have also been formed. For example, /nau/ (नाव) + wala /wa:la:/ (वाला) = naowala. Students are advised to get themselves familiar with this dimension of English language and its Phonetics, too.

Grammatical Ramification : A Borrowing Pattern :

It is no travesty of truth that since time immemorial English has been borrowing a large multitude of Indian words and has well been absorbing and digesting them into its basic texture, causing no difficulty for recognizing their grammatical ramifications and etymic evagations. The most celebrated writers of English such as John Fryer, Milton, Byron, Dryden, Robert Orme, Edmund Burke, William Jones, Macaulay, Thackeray, Stevenson, Kipling, Forester, Eliot, Aldous Huxley and a host of others have very successfully made their uses in their writings from the literary point of view. Some of the words thus borrowed have sufficiently been naturalized, even to the extent of proper assimilation whenever there is any general correspondence or formal propinquity between English and other Indian languages. Hence, there crops hardly any iota of doubt with regard to their accurate placement to the several grammatical classes or parts of speech and their different formations and multiplicities; and they, therefore, truly remain recognizable in their original and converted forms, both.

Of this multitudinous congregation of Indian loan words in English, the largest and greatest component is formed by

nouns. Interestingly enough, in English there are four distinct genders viz.,—masculine, feminine, neutral and common; whereas in Hindi and Urdu languages, nouns are divisible either in masculine or feminine genders, because there is no provision for any other gender. Hence, Indian loan words in English are accordingly classified keeping in view their nature and function. For instance *roti* /rəuti/ (रोटी)¹ and *chitty* /tʃiti/ (चिट्ठी); *beebee* /bi:bi:/ (बीबी) and *cot* /kɒt/ (खाट) are feminine genders; and *pundit* /pʌndit/ (पंडित) and *pariah* /pariha:/ (पढ़िया); *baboo* /babu:/ (बाबू) and *bahadur* /bəha:dur/ (बहादुर) are masculine genders. They, of course, differ in their inflexion and syntactical formation, yet English has liberally overlooked this salient feature of Indian words; and they are, therefore, essentially recognizable in accordance with their basic meaning and substance.

For the sake of embellishment and ornamentation, every living and absorbing language has its repository of striking adjectives. English too digested and absorbed many adjectives from Indian dialects, and they have now retained their permanent character in English, though they have undergone a significant semantic change. While getting their proper assimilation, they have slightly been changed in English with distinct grammatical ramifications and evagations of etymology. Illustrations for substantiating this viewpoint are in galore; *cutcha* /kətʃtʃa:/ (कच्चा); *pukka* /pəkka:/ (पक्का), *chitti* /tʃiti/ (चिट्ठी), *brahminee* /bra:hmini/ (ब्राह्मणी), *amildar* /amilda:*/ (अमीदार), *achar* /a:tʃa:*/ (अचार), *bukshi* /bʌktʃi/ (बक्शी), *chay* /tʃa:/ (चाय), *chocky* /tʃɔ:ki/ (चौकी), *conjee* /kʌnzi:/ (कंजी), *curry* /kəri:/ (कढ़ी), *Hindustani* /hindusta:ni/ (हिंदुस्तानी), *Hindoo* /hindu:/ (हिंदू), *Munshi* /munʃi/ (मुंशी), *Telgu* /telgu:/ (तेलगू), *thug* /thug/ (ठग), etc., are some of the adjectives or words working as adjectives in English which are very frequently used. But while the Bengali examples—*cutcha* /kətʃtʃa:/ (कच्चा) and *pukka* /pəkka:/ (पक्का) have retained their usual character in English, Hindi and Urdu adjectives ending in a usually change *a* into *i* before all feminine genders and into *e* before all masculine genders in the plural and in the oblique cases. *Kutchha* /kətʃtʃa:/ or *cutcha* (कच्चा) thus becomes *kachchi* /kətʃtʃi/ (कच्ची) and *chitta* /

tʃiθa:/ (चिट्ठा) becomes chithi /tʃiθi/ (चिट्ठी); but these distinctions are dispensed with in English and uninflected forms are taken over. Precisely, the abundance of adjectives ending in *y* or *i* in English, as also of Indian derivatives ending in *i* as in Bengali, had led to the suffix *i* being freely added to Indian words for the formations of new adjectives in English, such as brightly, brahminee /brahamini/ and cushy.

In any law of linguistic change, verb conversion is inevitably a desultory and dilatory process: for, it takes time in its proper adoption. It is, of course, not very frequent to observe Indian words working as verbs, yet a number of verbs amongst them can conveniently be noticed. The most salient characteristic of Hindustani verbs in English is that they have generally been adopted in imperative forms and then converted into infinitive ones. Such verbs as—to bunow (बनाओ), to lugow /ləgəʊ/ (लगाओ), to foozilow /fuzləʊ/ (फुसलाओ), to puckarow /pʌkdəʊ/ (पकड़ाओ), to sumjow /simhəʊ/ (समझाओ) etc., have been adopted in English in their quasi English use. Although Hobson-Jobson¹ notices their quasi English use, many of them are, nevertheless, no longer quasi English: for instance, bunow /bənəʊ/ (बनाओ), is used in London docks; toco /tɔkɔ/ (टोको) is used slang; maro /ma:rəʊ/ (मारो) is used by writers like Kipling; chello /tʃʌləʊ/ (चलो) and dekho /deikhəʊ/ (देखो) are still used in the army; and shampoo /ʃæmpu:/ (शैंपू) is no longer an outlandish guest. The most successful use of these verbs has been made by the authors of the stature of Kipling, E.M. Forster and Edward Thompson and others, and all of them have used these verbs as infinitives. In one of his famous books named *The Nobobs*, Dr. T.G.P. Spear significantly presents a social picture to show how European servants's retinue consisted of darogah /dʌrɔgɑ:/ (दरोगा), munshi /munʃi/ (मुंशी), palanquin-bearer /pa:lkin-bi:ruə*/ (पालकी ले जाने वाला), chabdars /tʃɔbdɑ:*/ (चौबदार), khansamah /kha:nsɑ:mɑ:/ (खानसामा), babarchy /ba:bʌrtʃi:/ (बाबरची), khitmatgar /khidmʌtɡɑ:*/ (खिदमतगार), hookah /hu:kɑ:/ (हुक्का), sarkar /sʌrkɑ:*/ (सरकार), duftaree /dæftri/ (दफ्तरी), syce /sa:i:s/ (साईस), chockydar /tʃɔkida:*/ (चौकीदार), darzi /dʌrzi:/ (दर्जी), dhobi /dhɔbi/ (धोबी), hajam /hʌzɑ:m/ (हज्जाम), etc. Women servants were the ayahs /

a:ja:z/ (आया) or ladies' maids and dhyes /dha:i:z/ (दाई). William Jones, and atleast 63 servants: even persons less extra-vagant than Mr. Hicky did not consider themselves as comfortably accommodated without entertaining a *dubash/dubha:ʃ* / (दुभाष) at 4 pagodas per month, a butler at 3, a peon at 2, a cook at 3, a commandore at 2, and a kichen boy at 1.² From this social communion and intercourse of European servants and Indian people, it was most likely that Hindustani verbs were adopted by them in imperative sense and then underwent a significant change to be used as infinitive ones.

Equally significant grammatical ramification is that of one or two word formative elements which have been adopted into English from Indian languages. For instance—*wallah* (वाला) is a derivative element which has given rise to host of *nomina agentis* in English. In Hindi *wala* (वाला) is a suffix forming adjectives with the sense pertaining to or connected with what is denoted by the substantive, and hence forming substantives as in *nao wala* (नाव वाला), *Dilliwala* (दिल्ली वाला), etc., and which in English is almost synonymous to *er*. From this suffix in this manner, we may have many words, such as—*box wallah* (बॉक्स वाला), *competition wallah* (प्रतियोगिता वाला), *rickshaw wallah* (रिक्शा वाला), *gun wallah* (बंदूक वाला), *ground wallah* (जमीन वाला), *sanitary walla* (सफाई वाला), *signals wallah* (सिग्नल वाला) etc., In a similar position, *log* (लोग) has been used:for instance—*babu log* (बाबू लोग), *saheb log* (साहब लोग), *bandar log* (बंदर लोग), *bahadur log* (बहादुर लोग) etc.

Etymic Evagation (Word-Formation) : Pronunciation Process

Many new forms of the words in English borrowed from Indian languages have come into existence due to the process of derivation, apart from that of direct borrowing. Some nouns are formed by the addition of suffixes as *age*, *dom*, *ism* etc., For example—*dacotage* /dækɔiteiz/, *baboodom* /ba:bu:d^m/, *thugdom* /th^gd^m/, *pariahdom* /pariha:d^m/, *babuism* /ba:buizm/, *swarajism* /swəra:zism/ etc., Furthermore, some nouns are formed

by adding other suffixes such as—ammership /əmə:rʃip/, rajahship /ra:za:ʃip/, nabobship /nəba:bʃip/, looter /lu:tə*/, brahmahood /brəha:məhu:d/, punidtry /pɒnditri/ etc..

Whereas some words are used as derivative **adjectives** such as lootable, prakritic, vedantic etc., and whereas some as adjectives in their past tense such as howdahed, purdahed, verandahed etc., some are used as **verbs** in their derivative forms such as aryanize, brahamanize, sanskritize etc.

Because of their variegated uses, certain words have successfully been used in different parts of speech; and their use has inevitably enhanced the basic beauty and charm of the expression. For example—shampoo /ʃəmpu:/ (शैंपू), toco /tɔkɔ/ (टोको), dekho /deikhɔ:/ (देखो) etc., are essentially verbs, but they have been used as nouns. Bahadur (बहादुर), baksheesh /bʌkʃiʃ/ (बक्शीश), curry /kʌri/ (कढ़ी), dacoit /deikɔit/ (डकैत), dum-dum (डम डम), juggernaut (जगन्नाथ), nautch (नाच), palankeen /pa:lki:/ (पालकी), punkah /pʌnkha:/ (पंखा), salaam /səla:m/ (सलाम), tom-tom /tʌmtʌm/ (टम टम) etc., are nouns but they have been used as verbs.

Since some of the Indian proper denominations, names and titles have been used for long by many authors; and since they frequently occur in a general type of writing, they have, therefore, come to be used as **common nouns**. For example—Amadavat /əhæmda:ba:d/ (Ahmedabad अहमदाबाद), Brahmapootra /bræhmputra:/ (ब्रह्मपुत्र), Calico /ka:likɔ/ (कालीको), Poonah /pu:na/ (पूना), Surat /su:rət/ (सूरत), Taj Mahal¹ /Ta:zməhəl/ (ताजमहल), etc., These proper nouns have acquired a significant sense and carry almost entirely a foreign sense in them. For instance, Amadavat is applied to a little pretty cage-bird; Chittagong /tʃitgəʊ/ (चिटगाँव) to a variety of domestic fowls; Bengal /bəŋga:l/ (बंगाल) to a piece of exported goods from Bengal to England; Calamandir /ka:lməndir/ (कालमंदिर) to a beautiful and durable cabinet wood; Calico (कालीको) to anything exported from Calicut; Dum dum to a dum-dum bullet; Goa /gəʊa:/ (गोआ) to a marsh crocodile; Jodhpur /zɔdhpur/ (जोधपुर) to a kind of breeches; Kerseymere /kəʃmɪri/ (कश्मीरी) to a special twilled fine linen; Lunkah /lʌŋka:/ (लंका) to a kind of

strong cheroot; Madopollam /mədupa:lm/ (मडोपालम) to a variety of cotton cloth; Malabar /m^la:ba:*/ (मलाबार) to a kind of small piece of cloth; Madras /mədra:s/ (मद्रास) to a kind of handkerchief; Satara /səta:ra/ (सतारा) to a kind of woollen cloth; and Surat /su:rət/ (सूरत) to a kind of cotton and coarse goods.

Many eminent English poets and novels used Indian words in an exactly stylistic and artistic manner, converting some of them into reasonably **idiomatic** expressions. We in India almost use them as idioms and phrases. Some of these recognizable uses have now become quite common. For example—to sling the bat; as frequently used by Kipling, it is (not) the cheese; as often used by Thackeray, sitting (in) dharna or put in dharna; to vote khaki; let's have a dekho; and first chop or second chop, as copiously used by many eminent writers are quite recognizable and common in use.

Some of the forms obtained by derivative and combinative uses of the loan words have given birth to **hybrids**. These hybrids are now commonly used, and they carry a significant sense with them. For example—gymkhana /zimkhana:/ (जिमखाना), maykhana /məjkhana:/ (मयखाना), memsaheb /məmsa:hib/ (मैमसाहिब), box wallah /bɔxwa:la:/ (बॉक्स वाला) etc.,

From folk-etymology and form-association, many interesting words have emerged in loan words. It is the localised use of the word mixed with English sense that a new word or form has been produced. For example—*solar hat, mongoose, grass cutter, godown, bandicoot* etc.

Some English words corrupted in Indian languages went again into Anglo-Indian; for example, *memsaheb* and *inglees* etc., while Kipling used *simkin* in his verses, which is also a kind of corruption of Hindustani word *champagne*. This process of linguistic corruption of English words by Indian natives and the vice-versa brought about a significant transformation in these loan words. The significant factor that European servants in India used a mixed kind of language with a view to making the native understand their viewpoint and also by the natives to assisting their masters, gave birth to a number of such words that were not only largely corrupted but also partly localised. Keeping this fact in mind, Jespersen opines that the Europeans used a mixture of expression in order to enable a native to

understand English and, therefore, they addressed them “as if they were deaf, and in the most infantile language.”

Some of the Indian **translation loan** words in English have been used in a special sense so as to carry the exact resembling meaning of the word. In this process, it generally happens that the meaning of the English words is put in loan words and they have been made almost synonymous to the original meaning and sense. Of this practice, there are many queer instances where even words have been formed only on the basis of the sound that a particular object makes. For example—the echo retained by *hookah* has been signified by **hubble bubble**; and in some cases, the sense remains rather dominant; for example—Sir William Jones uses the word *dviija* (1794) in the sense of twice born; *pigrat* has been translated into Telgu words—*pandi-kokku*; *pepper* water into Tamil—*mulagu tannir*, *mulligatawney*; seven sisters and brothers into *sat bhai*; a kind of bird of the same name, etc.

Apart from the above process, the creation of English names for trees, fruits, birds and beasts has been quite prolific in India. For example—Indian fig tree, Indian gooseberry, etc., Such Indian expressions as drum-stick, firefly flying bat, sweet apple (*sitaphal* /si:ta:phal/ सीताफल) show flower, tailor bird, wood apple, wood oil etc., are also very common.

Postulatum of Purism Versus Indian Words : Phonetic Changes

English continued to borrow Indian words “most prolifically” till the later decades of the eighteenth century; and the process of simplification, namely the method of assimilation and adoption without much phonetic or semantic change—a method so common and much in vogue during the seventeenth century—continued to operate upon them without any apparent restraint from any linguistic or scholarly pelonasm. But with the end of the eighteenth century, a very precocious purist reaction came into existence; and according to which the free and unrestrained inflow of Indian words was not only to be checked, but also to be made vulnerable to many transmogrifications before letting them pass into the territory of English and properly getting circulated among the people. Many a purist of this period postulated this “doctrine of pur-

ism" solely to preserve some of the pristine peculiarities of their tongue and partly to give an English 'habitation and a name' to the borrowed words. This purist reaction, therefore, did almost the same thing to language what puritanist reaction did to religion during the age of Milton; though for other purposes this seeming propinquity or likeness between these two events is of no material significance. The vital fact that English became "selfconscious of its purity" by the lapse of the eighteenth century, compelled many a noted and celebrated writer and lexicographer of the day, out of exigence, to look askance any kind of foreign element; and it was in this spirit of raising eyebrows that Indian words underwent many trials and tribulations before they could get currency in English. Though it is doubtless true that it was during this period that India and Britain came much closer than ever before, their linguistic relations were processed many a ken, perhaps more than any other facet of contact, before attaining to maturity.

The promonition of the purists against easy adoption of Indian words led to the necessity of dictionaries in Indian languages for the benefit of Englishmen, though it was already felt because of increasing trade and commerce, socio-cultural relations and pedantic interests between India and Britain. The prolificacy of Indian words in English, despite variegated ifs and buts, is therefore, a tale told by two distinct forces—one out of dire exigence advocated it like Sir William Jones, whose dictum was—"no man can perfectly describe a country, who is unacquainted with the natural language of it;" the other due to embellishing language reacted against it. But the common emphasis was laid on evolving dictionaries, writing Indian words in Roman letters with the regularity and force of orthography, which, in fact, brought about significant changes even in pronunciation and spelling of Indian words. True, that by now conspicuous stress was put on the pronunciation; and that the spelling went unnoticed. But now onwards greater emphasis was laid on spelling than pronunciation—an important transitional epoch of Indian words from the viewpoint of Phonetics. In this respect, many lexicographers tried to record the spelling of the word without giving any regard for pronunciation and it, therefore, resulted in still worse form of these words.

It is, of course, very paradoxical that even the noted orientologists, despite the realization of a uniform system of

transliteration and the appreciable familiarity with many Indian languages could not give a standard and acceptable pronunciation and often spelling of the foreign words and also of Indian languages. The consequence of this rarity of a commonly acceptable form and system led to an orthographic hunt for the old loan words; and also to its conformity by the new ones. Now this tendency of re-assimilation and re-purification is reflected on the words containing an aspirated stop consonant. For instance, *Bhang* from Hindustani *Bhang* /bha:ŋg/ (भाँग) (pers=bang; Sans=bhanga) means a narcotic and intoxicant shrub, has undergone various phonetic changes through the centuries. *Bang* /ba:ŋg/ occurs in the seventeenth century and continues to be used till the turn of the eighteenth century. During the nineteenth century (1859), this word suffered a change in spelling and it emerged as *Bhang* /bha:ŋg/. But curiously enough, the Oxford English Dictionary recognizes both the forms but gives preference to *Bhang* /ba:ŋg/ as the more correct, explaining:

“Bang.....has prevailed since c. 1675; bhang has become frequent during the present century and it is etymologically preferable.”¹

Another such example is of the word *Bhistry* /bhi:ti/ (भिस्ती). Till the turn of the eighteenth century, its form and pronunciation were:

spelling : *Beasty* first came to be used in 1781, pronunciation : *Beesti* /bhi:sti:/. But during the nineteenth century, its pronunciation and spelling also changed:

spelling: *Bheesty* in use till 1810, pronunciation : *bisti* /i:isti/. But the Oxford English Dictionary as well as Prof. Daniel Jones records the pronunciation of this word as /bi:sti/²

In the same vein, words containing aspirated stop consonant *Ph* (फ) have variously been pronounced. In the earlier loans, it was regularly and naturally substituted for f-such as *Phul* (फूल)=fool /fu:l/; (rack) used by Fryer; *phuslao*=foozilow; but in the nineteenth century Hindi (फ) sound was substituted by ph, the examples of which are in galore; though the exact equivalent of Hindi (फ) in English is non-existent:

phansigar /fa:singə:*/ (फांसीगर) (1813)

phulari /phulka:ri:/ (फुलकारी) (1890)

Phut /phu:t/ (फूट) (1892)

Many peculiar sounds emerged with **KH** aspirated stop consonant, for example:

khaki /kha:ki/ (खाकी) (1863)

khair /khə:*/ (खैर) (1831)

khanjar /khəndzə:*/ (खंजर) (1821)

khatri /khætri:/ (खत्री) (1885)

kheda /khəd/ (खेद) (1879)

khilat /khi:lət/ (खिल्लत) (1803)

khud /kh^d/ (खुद) (1878)

khus-khus /kh^s-kh^s/ (खस-खस) (1857)

khansamah /kha:nsa:ma:/ (खानसामा) (1813)

khet /khet/ (खेत) (1878)

Aspirated consonant with **GH**:

ghaut, ghat /gha:t/; (घाट) (1844)=gate /geit/ (1603),

ghee=gee /ghi:/ (घी) (1665).

In these illustrations, it is obvious that gate used in 1603 came to be written as *ghaut* or *ghat* in 1844; and likewise, *gee* used in 1603 was also affected in the nineteenth century. Their pronunciation and spelling, therefore, underwent a phonetic change.

Aspirated consonant with **DH**:

The word (धतूरा) Dhatura /dh^tu:ra/ from Hindi suffered many phonetic transmogrifications in various centuries. In good olden days say before the later decades of the seventeenth century, it was recorded as dewtry /diwtri:/, but in 1673, it became datura /d^tu:ra:/ and in 1892, it came to be written as dhatura: /dh^tu:ra:/. In the same way, the Hindi word dhoti /dhɔti:/ (धोती) used to be written till 1622 as dutee /duti:/, but during the nineteenth century it was not only improved upon but also variously written—such as dhoti /dhɔti/, dhotee /dhɔti:/, dhootie/dhu:ti/ and dhoty /dh:ɔti/. Other interesting illustrations of the aspirated consonant with **DH** can conveniently be listed as:

dhall /dha:l/ (ढाल) (1799)

dhobi /dhɔbi:/ (धोबी) (1860)

dhole /dhol/ (ढोल) (1827)

- dhow /dhɔ/ (ढो) (1802)
 dhaman /dha::m^n/ (दामन) (1817)
 dhan /dh^n/ (धन) (1815)
 dhani /dh^ni/ (धनी) (1826)
 dharma /dhərma:/ (धर्म) (1826)
 dharmsala /dhərməʃəla:/ (धर्मशाला) (1805)
 dhoon /dhun/ (धुन) (1814)
 dhoona /dhu:na:/ (धूना) (1846)
 dhoop /dhu:p/ (धूप) (1857)

From all the above illustrations, it becomes clear that there are many Indian words with **dh** aspirated stop borrowed by English; and all of them have undergone either spelling or pronunciation change or may be in many cases, both. Interestingly enough, the *Oxford English Dictionary* authenticates the Indian **DH** sound, which is, in fact, un-English, but on the contrary, the *OED Sup.*, and also Prof. Daniel Jones record this sound as **D**, which is, undoubtedly, English. The *OED*, therefore, records *dhobi* as *dhobi*; whereas Prof. Daniel Jones records it as /dɔ:bi; the pronunciation offered by *OED* for dhak /dha:k/ (ढक), dharma /dh^rma:/ (धर्म), dhoti /dhoti:/ (धोती) etc., is the Indian **DH** sound. But on the contrary, the *OED Sup.*, authenticates *d* uniformly to all these sounds instead of **dh**.

One significant factor why this phonetic transmogrification often resulted in hybridisation or deformity of the word is the ignorance of the speaker and his wrong and careless use of many aspirated consonants. For example:

- Bhudda /bhuda:/ for Buddha /budha:/ (बुद्ध);
 Bhaber /bha:b^r/ for Baber /ba:b^r/ (बाबर);
 dhooly /dhu:li/ for dooly /du:li/ (दुली);
 dhal /dha:l/ for dal /da:l/ (दाल);
 dhoney /dhɔnei/ doney /dɔnei/ (दोने);
 dhow /dhɔ/ for dow /dɔ/ (दो);
 dhourra /dhəura:/ for dourra /dəura:/ (डोरा);
 dhurrie /dh^ri:/ for durrie /d^ri:/ (दरी);
 dhurzie /dh^rzi:/ for durzie /d^rzi:/ (दर्जी).

Equally important a reason that contributed to the phonetic transmogrification of Indian words during the nineteenth

century was the awareness of many English writers and journalists. They took help of typographical devices, the printing of words with an initial capital, in italics, sometimes within inverted commas and often with the use of diacritical marks. Though during the seventeenth century, many, methods of ornamentation such as writing a foreign word with capital even in the middle or in the end of a sentence, yet this practice of theirs was only confined to embellishment of writing and served, therefore, no serious purpose other than beautification. But the nineteenth century writers used their methods solely to cut out a foreign setting to Indian words in English. In one of the popular passages from Fryer's Account, one notices the crotchet or fad of pedantry of the 17th century writers, serving no other purpose than embellishment:

The Rich (woman in India) have their Arms and Feet Fettered with Gold and Silver, the meener with Brass, Glass or Tuthinag..... A Lungy.....tied loose over their shoulders Belt-wise and tucked between their Legs in nature of short Breeches, besides a short Wastecoat or Ephod...being all their Garb.

In this passage, the words written with capital letters—Rich, Arms, Feet, Fettered, Gold, Silver, Brass, Glass, Tuhinag, Lungy, Belt-wise, Legs, Breeches, Wastecoat, Ephod, Garb—all are used for embellishment and for no other linguistic or phonetic purposes. But during the nineteenth century, these writing-devices have their significance from the point of view of phonetic study.

Assignments (Theory Part)

1. Write brief notes on:
 - (a) Language as a means of communication
 - (b) Science of language (linguistics) and communication.
2. What is phonology?
3. Differentiate between phoneme and allophone. Give apt illustrations where necessary.
4. What is IPA? How has IPA helped RP?
5. What are the kinds of Phonetics? Write short notes about them?
6. What are speech organs?
7. What is the role of speech organs in production of speech?

8. Write down pure vowels and diphthongs?
9. What are the categories of consonants?
10. How would you group consonants according to places of articulation?
11. What are consonant clusters?
12. Write short notes on:
 - (a) Stress
 - (b) Intonation
 - (c) Rhythm
13. Write a note on phonetic transcription and orthographic transcription.
14. What do you know about semantics, pragmatics and phonetics of loan words in English?
15. Write down your reactions to the phonetic changes of Indian loan words in English.
16. How far have the Devnagri roots of borrowed words been retained in English? Draw a diagram to indicate this new dimension of English Phonetics and Vocabulary.

ASSIGNMENT 1 **(Practical Part)**

Make a thorough perusal of the phonetic transcription of the words given above, and then write them down giving due stress on their phonetic symbols, sounds and intonations:

- | | |
|-------------|--------------|
| 1. Abandon | 6. Adhere |
| 2. Abeyance | 7. Adequate |
| 3. Abnormal | 8. Mythology |
| 4. Absentee | 9. Muslin |
| 5. Revenue | 10. Myrtle |

ASSIGNMENT 2

Write down the following in phonetic transcription:

- | | |
|----------------|---------------|
| 1. Photography | 6. Plunder |
| 2. Physique | 7. Possessive |
| 3. Quantity | 8. Private |
| 4. Quarrel | 9. Rapport |
| 5. Quarter | 10. Rebirth |

ASSIGNMENT 3

Write down the phonetic transcription of the following:

- | | |
|-------------|--------------|
| 1. Thursday | 4. Tycoon |
| 2. Tigress | 5. Valuation |
| 3. Toffee | 6. Verdict |
| 7. Village | 9. Wane |
| 8. Victim | 10. Water |

ASSIGNMENT 4

Write down the phonetic transcription of the following and also use stress and intonation signs:

- | | |
|-----------|----------------|
| 1. Yacht | 6. Woollen |
| 2. Yonder | 7. Wrist-watch |
| 3. Yours | 8. Wrath |
| 4. Zoom | 9. Yak |
| 5. Womb | 10. Worst |

ASSIGNMENT 5

Write down the phonetic transcription of the following and also use stress and intonation signs:

- | | |
|---------------|---------------|
| 1. Naive | 11. Noonday |
| 2. Necklace | 12. Nothing |
| 3. Niche | 13. Novice |
| 4. Niggard | 14. Nudge |
| 5. Office | 15. Nutshell |
| 6. Ocean | 16. Object |
| 7. Offensive | 17. Obstruct |
| 8. Occurrence | 18. Occasion |
| 9. Noiseless | 19. Obedience |
| 10. Nuance | 20. Nominee |

ASSIGNMENT 6

Write down the phonetic transcription of the following and also use stress and intonation signs:

- | | |
|---------------|----------------|
| 1. Pabulum | 11. Background |
| 2. Parasite | 12. Bargain |
| 3. Parliament | 13. Barley |
| 4. Pastime | 14. Bestiality |
| 5. Pathetic | 15. False |
| 6. Perjury | 16. Earthworm |
| 7. Pestilence | 17. Discharge |
| 8. Phoenix | 18. Dwarf |
| 9. Phoneme | 19. Desolate |
| 10. Petulant | 20. Czar |

ASSIGNMENT 7

Write down the phonetic transcription of the following and also use stress and intonation signs:

- | | |
|---------------|---------------|
| 1. Camouflage | 11. Hara-kiri |
| 2. Carnage | 12. Harmless |
| 3. Caprice | 13. Harmony |
| 4. Comedy | 14. Harvest |
| 5. Comment | 15. Havoc |
| 6. Committee | 16. Hectare |
| 7. Democracy | 17. Hinder |
| 8. Amend | 18. Husband |
| 9. Asunder | 19. Image |
| 10. Astromer | 20. Imbecile |

ASSIGNMENT 8

Write down the phonetic transcription of the following and also use stress and intonation signs:

- | | |
|------------------|----------------|
| 1. Imperfect | 11. Loathe (v) |
| 2. Inertia | 12. Memory |
| 3. Instead | 13. Mediation |
| 4. Jocund | 14. Medley |
| 5. Journal | 15. Retrieve |
| 6. Juxtaposition | 16. Rule |
| 7. Labyrinth | 17. Rumpus |
| 8. Lacecrate | 18. Ruthless |
| 9. Languid | 19. Salmon |
| 10. Lethal | 20. Salvage |

ASSIGNMENT 9

Write down the phonetic transcription of the following and also use stress and intonation signs:

- | | |
|-------------|-----------------|
| 1. Scenario | 11. Theory |
| 2. Scenic | 12. Telegraph |
| 3. Sceptre | 13. Umbrage |
| 4. Schism | 14. Umpteen |
| 5. Scholar | 15. Unaddressed |
| 6. Scion | 16. Unfurnished |
| 7. Sugar | 17. Unhatched |
| 8. Syren | 18. Unsuitied |
| 9. Fancy | 19. Truant |
| 10. Tarnish | 20. Treatise |

ASSIGNMENT 10

Write down the phonetic transcription of the following and also use stress and intonation signs:

- | | |
|------------------|----------------|
| 1. Hypocrite | 11. Recipe |
| 2. Idol | 12. Recruit |
| 3. Immodest | 13. Regime |
| 4. Juvenile | 14. Registrar |
| 5. Juxtaposition | 15. Relinquish |
| 6. Language | 16. Remainder |
| 7. Laughter | 17. Remedial |
| 8. Linen | 18. Rupee |
| 9. Mosque | 19. Ruse |
| 10. Libel | 20. Sacrilege |

ASSIGNMENT 11

Write down the phonetic transcription of the following and apply marks of stress and intonation; then read it with proper rhythm:

All living creatures have some means of conveying information to others of their own group, communication being ultimately essential for their survival. Some use vocal noises, others physical movements or facial expressions. Many employ a variety of methods. Birds use predominantly vocal signals, but also show their intentions by body movements; animals use vocal noises as well as facial expressions like the baring of

teeth; insects use body movements, the most famous of which are various dances of the bees.

ASSIGNMENT 12

Write down the phonetic transcription of the following and apply marks of stress and intonation; also read it with proper rhythm:

It was not till the eighteenth century that some biologies began to consider seriously the possibility that the order in which animals are arranged really indicates the way in which they have been derived one from another. In this notion, the idea of a static order, created once and for all, becomes charge into that of an evolutionary order, in which the higher steps have been derived by the transformation of the lower.

ASSIGNMENT 13

Read the following with rhythm and also write it with proper stress and intonation:

Pease-pudding hot, pease-pudding cold,
Pease-pudding in the pot nine days old,
Some like it hot, some like it cold,
Some like it in the pot nine days old.

ASSIGNMENT 14

Read and write the following with proper stress, intonation, and rhythm:

George Porgie, pudding and pie,
Kissed the girls and made them cry.
When the boys came out to play,
George Porgie ran a way.

ASSIGNMENT 15

Read and write the following with proper rhythm, stress and intonation patterns:

Monday's child is fair of face,
Tuesday's child is full of grace,
Wednesday's child is full of woe,
Thursday's child has far to go,

Friday's child is loving and giving,
Saturday's child works hard for its living,
But the child that is born on the Sabbath Day,
Is bonny and wise and good and gay.

ASSIGNMENT 16

Rewrite the following in phonetic transcription:

Objective reporting is not always needed, if the writer's suggestions or individual comments are specifically invited on a particular problem. In such a case, the writer should be as much objective as possible; and where he thinks that he cannot avoid being subjective, he can offer his subjective views or comments in a balanced and unbiased manner. But such occasions are either very rare or demand a high quality of judging acumen on the part of a technical writer.

ASSIGNMENT 17

Apply the marks of stress and intonation in the following passage and re-write it. Then read it aloud with rhythm:

By culture we mean behaviour patterns, customs, information that is handed down from generation to generation by learning. This is in sharp contrast to biological behaviour patterns, which are presumably gene controlled, therefore, inherited and instinctive. But like so many sharp distinctions, this one is in fact dull and there are all sorts of shades between the two. In the first place culture transmission depends upon the ability to learn, to retain, and this capacity is gene controlled and inherited. The reason we say that man is a cultured rather than an instinctive animal is that his capacity to learn is so great compared to any other animal, that what instincts he may have are obscured and forgotten. The important thing to examine them is what, if any, are the cultural characteristics of animals other than man and what are the instinctive reactions of man.

ASSIGNMENT 18

Read the following passage with proper rhythm, stress and intonation. Also re-write it indicating signs of stress and intonation:

The word mutation is used to mean any sudden appearance of a new character (as opposed to the unmasking of a recessive character already present). This naturally includes the kind of mutation we have been discussing where a gene becomes altered in some way. But there is another way new traits can be caused to appear, and this is by chromosome rearrangements. What happens is that sometimes during the first division, errors are made, and extra bits of chromosome may be added, or a segment of a chromosome may be inverted. These new chromosome arrangements will themselves result in new traits. We can then add one more method in which the sexual system can produce variation.

ASSIGNMENT 19

Read aloud the following passage, by applying the signs of stress and intonation:

More serious is the tendency of mass media to reduce people to the role of more or less passive spectators. In countries where most people can afford radio or television sets, for example, those who once would have contributed something to a common culture are often content simply to be entertained. In this respect both popular culture and high culture have suffered, most notably perhaps in the decline in amateur music making. But it is silly to be sentimentalized about "the good old days" when popular culture flourished, for they were also times of widespread ignorance and superstition, which mass communications have done to sweep away. Folk art is still a living tradition in many relatively undeveloped countries. But the people who live in these parts of world want to acquire as fast as they can all the material benefits that only advanced technology, and the modern industries dependent on it, can give them. Yet it is just this advanced technology that, seemingly, always leads to the destruction of popular culture.

ASSIGNMENT 20

Read the following with proper, rhythm, stress and intonation:

People in general now have a much wider knowledge of the world than the people of early generations had. Knowledge

has become wide open to all of us as it never was before. But it may be that the majority of men and women will never appreciate great art and literature; that the work of creative artists like Sophocles, Beethoven, and Rambrandt will always remain the province of a minority gifted with special sensitivity and intelligence. Or are most of us born with the seeds of these qualities within us, only needing the right soil in which to germinate? Whatever the answer, education and environment are clearly of the utmost importance in their development. Society expresses itself—and so, consciously or unconsciously, teaches its members—through the totality of its communications. Their quality as well as their quantity is, therefore, of vital concern to us all?

ASSIGNMENT 21

Read chapters 32, 33, 36, 38, 39, 40, 41 and 42 for an exhaustive reading practice with proper *Stress, Intonation* and *Rhythm*. These chapters are basically meant for *advanced learners* of Phonetics and Spoken Methods.

19

Oral Communication

Interviews: *Important Tips, Reasons for Poor Performance, Magic Words, Communicate Your Strength, Key-points, Don't, Do, Top Job Interview Questions.*

Seminars/Conferences/Symposia/Workshops : *Differences, Common Guidelines*

Group Discussion (GD) : *Key-points, Important Considerations*

GD and Personality Development : *Cognitive Skills Behavioural Dimensions*

Communication : (a) *Articulation*

(b) *Coherence*

(c) *Listening Assimilation*

(d) *Kinesics*

Public Speaking : *Important Factors, Purposes, SWOT Analysis, Rhetoric Devices.*

Presentations :

Presenter, Medium, Target, Planning and Preparation, Delivery, Manner of Presentation, Use of Visual Aids, Presentation in Meetings and Conferences.

Developing Argumentative Skills/Role Play Presentations : *Four Communication Skills—Spoken Skills, Written Skills, Reading Skills, Listening Skills, Persuasion, Emotive Appeal, Sound Proposition, Solid Proofs. Use of Scientific and Concrete Vocabulary, Thorough Knowledge of the Subject, Kinesics, Voice Modulation, Patience, Consistency,*

Extraordinary Command over Language, Profundity of Subject-Matter, Excellent Exposure and Orientation, Kinesics, Listening Capacity.

Testing Comprehension: Reading and Listening Exercises Assisted by Audio Visual Aids : Elocution or Audience Based Speech : *Thorough knowledge of the Audience, Rhetoric Devices, Body Language, Voice Modulation, Laughter Through Interesting Anecdotes.*

Eloquent Speech: *Clarity, Brevity, Interesting Exposure of the Theme, Audience-Oriented Presentation*

Phone Etiquette Communication; Greetings and Introductions Communication; Card Etiquette Communication; Speaking Voice Communication; Dining Etiquette Communication; Miscellaneous Communication: Hair-cut, Skin Care, Nails, Fragrance, Postures and Gestures.

ORAL COMMUNICATION

Oral Communication is essentially needed for every professional these days. Oral communication requires a lot of excellence in spoken skills. The circumference of oral communication or spoken English has now been widened beyond expectations. With revolution of information technology, oral communication has assumed different dimensions. Some of the activities which every professional requires and where oral communication is paramountly needed are as under:

1. Interviews/ Seminars/ Workshops/ Symposia/ Conferences
2. Group Discussion
3. Presentations
4. Public Speaking/Official Speaking
5. Reading and Listening Comprehension
6. Elocution/Audience-based Speech
7. Panel Discussions

In all these activities of oral communication, there are certain things, common for all the activities, which are as follows:

1. Kinesis or Kinesics (body language)
2. Efficacious communicative skills

3. Knowledge of the subject-matter
4. Thorough knowledge of using modern gadgets/ apparatuses/equipments etc.,
5. Sense of dress, fashion and decency
6. Effective language
7. Knowledge of Phonetics, Semantics and Pragmatics including RP Pronunciation, Stress and Intonation etc.,
8. Mechanics of articulation or voice modulation

INTERVIEWS/SEMINARS/WORKSHOPS/ SYMPOSIA/CONFERENCES

Interview

Every Professional has to face interviews in his own company or elsewhere. Students after acquiring requisite qualifications have to attend to interviews. Some fear attending interviews. Some do not at all fare well during the interview. Some still suffer from a particular kind of phobia and do not face interviews well.

The reasons why interviews are not faced well are very common:

1. Weak communication skills (SWRL)
2. Poor knowledge of the subject
3. Poor Kinesics
4. Unimpressive Presentation

Always remember that first impression is the last impression. So try to cultivate yourself in such a way that you may leave a good impression just within seconds of the commencement of the interview. For this impression, you must be careful about the following:

1. Attire (dress)
2. Grooming
3. Alertness
4. Cleanliness
5. Eye-contact
6. Timely arrival
7. Smile
8. Handshake
9. Listen and hear
10. Acknowledge ignorance frankly.

Magic Words

Your interviewer wants to listen the following magic words from your mouth:

1. Team work
2. Motivation
3. Cost-cutting
4. Increased sales or profits
5. Organizational benefits

Communicate your strengths

Below have been given some examples as to how you can display you strengths into skills and activities. Every employer wants to see you as persistent, determined, motivated and goal-oriented:

<i>You think</i>	<i>Your employer wants to hear</i>
1. I am cool and a trendsetter	1. I am dynamic, confident and a self starter
2. I can crunch number	2. I have great Maths skills and am precise and analytical
3. I am good on phone	3. I communicate well and enjoy working with people
4. My jump shot is classic	4. I am persistent, determined, motivated and goal-oriented
5. Our team made great plays	5. I am a team member and adapt well to new situations
6. I can handle chaos	6. I am flexible and effective and work well under pressure
7. I am tough and hold my own	7. I am determined and assertive
8. I care about people	8. I am caring, sensitive and people-oriented

Key Points

1. Know what you want and what you have to offer.
2. Demonstrate evidence of your capabilities.
3. Frame your response in a positive manner; always remember, you are selling yourself.
4. Practice your responses and questions with a friend or with a tape recorder.
5. Present yourself in a relaxed, confident and enthusiastic manner.
6. Be yourself, neither dull nor pompous.

7. Be positive; stress your qualifications for the job and your readiness to undertake its duties.
8. Ask when you may call to learn about the hiring decision.
9. Voice modulation.

Don't

- Smoke or chew anything, even if invited to do so.
- Apologize for your lack of experience.
- Ask about your salary or days off.
- Handle anything on the interview desk.
- Discuss personal problems, financial problems etc.,
- Criticize former employees.
- Provide any information which is not factual.
- Beg for job or hang around after the interview.

Do

- Come a little early; it shows you are really interested in the position.
- Address the interviewers by titles and names. Never call them by their first name, unless you are told to do so.
- Come alone; you don't want the employer to think that you need hand-holding.
- Shake hands firmly; nobody wants a mouse or a bone-crusher working for them.
- Wait until you are asked to be seated.
- Maintain good eye-contact; failure to maintain eye-contact with the interviewer can indicate lack of interest, honesty and sincerity.
- Maintain good body language: for, it can reveal a lot about you and can help create a positive or negative impression.
- Take time to think about your answers to interview questions. Do not be afraid to ask for clarification if there are questions you do not understand.

Top Job Interview Questions

- What jobs have you liked the most? the least?
- Can you tell something about your present job?
- What do you expect to be doing five year from now?
- Why do you want to work for our organization?

- What are your strengths and weaknesses?
- Can you give me two reasons to appoint you?
- What makes you qualified for the present job?
- How do you define professional success?
- Are you able to travel extensively?
- Can you tell me about your skills?
- Are you able to use computers?
- Can you describe your ideal boss?
- Have you any samples of your work?

The word interview has been derived from the word **intrevue** which means 'sight between'. It is, of course, a more formal form of **dyadic** communication. There are various types of interviews ranging from an interview by a journalist for newspaper reporting; an interview broadcast and telecast on the radio and television; a counselling interview; an employment interview to a data collection interview. Each kind of interview differs from another in the sense that each offers a situational variance. However, the main and common factors generally are those explained earlier and which are essentially needed for every type of interview.

SEMINARS/CONFERENCES/SYMPOSIA/ WORKSHOPS

A **Seminar** refers to the discussion in a small group which assiduously debates and ruminates over a research finding. A lead paper is presented and then discussion follows. The participants are usually knowledgeable professionals. In a University, seminars are organized by a group of experts (also advanced stage students) with the supervisor as the sole guide.

In a **Symposium**, an assembly of experts discusses a problem. Each speaker is allotted some time for presentation of his views. A *Symposium* differs from a panel discussion in the sense that whereas in a symposium speakers speak one after another and in the end arrive at a conclusion, in a panel discussion, a question is posed for the participants. The panel discussion is generally best suited to public discussion programmes on radio and T.V.

Conference means to confer with others in order to pool their ideas. The subject matter spectrums in a conference are wider than those of a seminar or a symposium. A convention is

generally a fellowship meeting of a closely linked fraternal group. A workshop is the gathering of professionals where lead papers are presented followed by practicals, which provide a solid exposure and orientation to the participants.

Following are some common guidelines to the speakers/participants in seminars/symposia/workshops/conferences:

1. W⁵ (what, why, when, where and who; know very well the contextual purpose of W⁵ and accordingly participate)
2. Be natural and curious
3. Furnish concrete details
4. Be brief
5. Be enthusiastic
6. Kinesics (body language)/paralanguage
7. Be ready to share ideas with others
8. Voice modulation (knowledge of fundamentals of Phonetics, RP, Stress, Intonation and Rhythm)

For organizing seminars/symposia/workshops/conferences, standard formats of invitation detailing date, time, place, themes, inaugural session, plenary session, information about the Chief Guest, Guest of Honour, presidential address, lodging and boarding details and other relevant details should invariably be provided. Even printed literature to be used at such occasions should also conform to the prescribed norms. Every step, right from the very conception of the idea of organizing the above big events to the final stage, should be meticulously taken or else the desired result is never achieved. Ideas are very precious and even if a few ideas are found at such gatherings, they may have the potential to affect the whole life of the society. Hence the importance of organizing seminars/workshops/conferences/symposia cannot be ignored.

GROUP DISCUSSION

For every professional, GD (Group Discussion) is an important activity. Even for recruitment, GD is a pre-condition. It is also a pre-condition for seeking admission. Hence GD has grown very important these days.

Usually participants sit together to take part in a discussion. The number of participants varies in accordance with the situation. Few topics are written on small pieces of

paper and the participants are required to pick one chit in order of their serial order. Then the participant is required to speak on the topic for 5 to 10 minutes. The judges or the interviewers judge the merit of the participant on the basis of the following:

1. Knowledge of subject
2. Delivery system
3. Kinesics
4. Voice modulation
5. Confidence

GD is not an activity to be taken casually. Great amount of care is needed to pass through a *GD* test. Most of students generally fail in *GD*; for, there is lack of persistent effort on their part. To be victorious in a *GD* test, the following hints should be kept in mind:

1. Polish your language (due consideration should be given to the use of RP system; Rhythm Patterns; Intonation Patterns; Stress Systems)
2. Enrich your vocabulary daily
3. Increase your knowledge of the current affairs
4. Know about kinesics or body language
5. Develop confidence in your own self
6. Be innovative and self motivated
7. Try to develop your own style of speaking

PERSONALITY DEVELOPMENT: PD—CASE STUDY: APPRAISAL

GD reflects upon personality grooming which includes *inter alia* the following elements:

1. **Cognitive Skills** comprising:
 - (a) Quality of content/comprehension of core idea
 - (b) Relevance of contribution
 - (c) Creativity
 - (d) Real life examples
 - (e) Data generation
 - (f) Analytical ability
 - (g) Reasoning/Assimilation
2. **Behavioural Dimensions** comprising:
 - (a) Attitude
 - (b) Rapport building

- (c) Participation
 - (d) Body language
 - (e) Assertion/Amenability/Tolerance
 - (f) Team Membership/Leadership
 - (g) Accommodation/Patience/Influencing ability
3. **Communication** comprising :
- (a) Articulation
 - (b) Coherence in presentation
 - (c) Fluency/Listening Assimilation
 - (d) Kinesics/Eye contact

PUBLIC SPEAKING

Public speaking is an important dimension of oral communication. Great public speakers like Jawaharlal Nehru, M.K. Gandhi and Radhakrishnan were very powerful speakers for all occasions. This was because of their profundity of knowledge, extraordinary command over language and also their thorough knowledge of the audience. A successful public speaking cannot be made without these cardinal factors.

An aspirant for effective public speaking should keep the following important factors in his mind:

1. Knowledge of the audience
2. Full familiarity of the subject
3. Proper use of language (Phonetics, Rhythm, Stress, Intonation)
4. Effective use of Kinesics (body language)
5. Use knowledge of the lives of great men
6. Use jokes and humorous anecdotes
7. Use quotations, proverbs and maxims
8. Give impressive examples from your own experience
9. Emulate great public speakers
10. Use rhetorical device
11. Cultivate your own effective style
12. Keep an eye on the listeners' patience level
13. Learn to make impromptu speeches, too

Public speaking serves the following purposes:

1. Service for society
2. Service for self
3. Service for the nation
4. Purpose of Information
5. For persuasion and
6. For entertainment.

SWOT Analysis

SWOT Analysis is essential for public speaking wherein **S** means strength; **W** means weakness; **O** means objective and **T** means target.

Rhetoric Devices

Every speaker has his own rhetoric devices with the help of which he increases his effectiveness. Students must try to emulate rhetoric devices of the great speakers.

ORAL PRESENTATIONS

Presentations are a part of life of every professional. Even students have to give presentations quite frequently. With abrupt changes in science and technology, presentations have become unavoidable. However, communication can be through oral presentation or written presentation. Oral presentation involves

1. the presenter
2. the medium/materials
3. the target audience

In fact, the entire responsibility of presentation is that of the presenter. As such the following points should be kept in mind:

1. Planning and Preparation

- (a) the topic must be known in advance
- (b) the target audience must properly be known
- (c) the time of your disposal
- (d) obtain relevant books and journals to strengthen your knowledge of the subject
- (e) cite names, illustrations, references
- (f) acknowledge the source of borrowed material
- (g) prepare visuals such as transparencies, slides, film strips well in advance
- (h) make use of infrastructure, OHP, LCD projector, computer etc.,

2. Delivery

- (a) *Contents*
 - presentation should be very focussed
 - discreet use of illustrations and anecdotes
 - logical development of the theme

(b) ***Manner of Presentation***

- use appropriate technique
- use jokes and anecdotes
- time allocation—neither too much nor too short
- ask questions from the audience so as to be interactive with them
- anticipate possible questions and their answers

(c) ***Presenter***

- relax before presentation
- establish eye-contact
- voice should be loud and clear
- positive attitude
- respect audience and their intelligence
- kinesics

3. **Use of Visual Aids**

- use flip charts where necessary
- use OHP and LCD where necessary
- don't overcrowd matter on transparency

PRESENTATION IN CONFERENCES/ MEETINGS ETC.,

- feel involved
- go through the agenda carefully and plan the presentation
- write down points on a sheet of paper
- respect opinions of others, too
- be flexible and tolerant
- think logically and analytically
- listen to others attentively
- voice modulation
- positive attitude
- use of multimedia (video-conferencing, interactive discussion etc.,)

In addition to the above spoken parts of communication, there are the written aspects, too, which can be materialized through written text, brochure, tourist brochure, user manual, CV etc.,

DEVELOPING ARGUMENTATIVE SKILLS: BASED ON ELOCUTION AND AUDIO-VISUAL AIDS

The four communication skills are:

1. Spoken skills
2. Written skills
3. Reading skills
4. Listening skills

In order to develop argumentative skills, the following should be added to SWRL:

1. Persuasion
2. Emotive Appeal
3. Sound Proposition
4. Solid Proofs
5. Use of Scientific and Concrete Vocabulary
6. Use of Audio-Visual Aids.

A good argumentative speaker is always prepared to counter all disagreements and technical objections. For all this, he should have the following qualities:

1. Thorough knowledge of the subject
2. Kinesics
3. Voice modulation
4. Patience
5. Consistency

Students are advised to go through the following specimen speeches provided in the following chapters in order to develop argumentative skills:

1. Chapter 39
2. Chapter 40
3. Chapter 42

For role play presentation, the following factors are basically needed:

1. Extraordinary command over language
2. Profundity of subject matter
3. Excellent exposure and orientation
4. Use of body language
5. Unbounded capacity for listening to others

It is recommended that the following chapters should be read again and again for role play presentation:

1. Chapter 33 and Chapter 42
2. Chapter 39 and Chapter 40

For the sake of compendium, the exercises of the above chapters are not reproduced here in full.

TESTING COMPREHENSION: READING AND LISTENING EXERCISES ASSISTED BY AUDIO-VISUAL AIDS

Reading and Listening are two important skills of communication. The other two skills are spoken skills and written skills. These two skills, i.e., Reading and Listening (RL) have sufficiently been dealt with in chapter 2 elsewhere under T⁴ (Traits four), and T⁴ (Technique four) of Reading skills and B¹² (Barriers Twelve). Also exercises 18, 19, 20 of chapter I, have been provided for Reading purposes. In addition to this, exercises 24, 25, 26, 27, 28, 29 and 30 of chapter 37 are also recommended for Reading. Comprehension skills have also been dealt with in detail in Chapter 2 under Listening Comprehension: Methods of Improvement. In addition, sufficient material exists in Chapters 39, 40, 41 and 42 respectively for strengthening comprehension skills. Computer Disk (CD) provided alongwith this book has also sufficient material on Comprehension. Students are advised to go through all this material doggedly in order to learn a lot about comprehension.

CD on comprehension contains recorded material for more than three hours and a half. This has been done because students need a lot of material to pass TOEFL, TWE and TSE tests. In the language lab, too, the students shall find a lot of material and also exposure for improving upon their SWRL.

ELOCUTION OR AUDIENCE BASED SPEECH

Following points should be noted down for effective elocution or audience based speech:

1. Thorough knowledge of the audience
2. Rhetoric devices
3. Kinesics (body language)
4. Voice modulation
5. Laughter through interesting anecdotes



A speech filled with wisdom and eloquence is characterized by the following qualities:

1. Clarity
2. Brevity
3. Interesting exposure of the theme
4. Audience-oriented presentation
5. Ordinary language easily comprehensible by the listeners

A good speaker has the following qualities:

1. Lively and enthusiastic
2. Earnest and passionate
3. A sense of responsibility to audience, to subject, to time
4. A sense of leadership
5. Balanced and sane
6. Sense of humour

Quality of a Good Speech:

1. Clear
2. Interesting
3. Educative
4. Pregnant with Meaning

Students are advised to listen to CD very carefully and meticulously so as to develop a clear idea of a good speech. They are also advised to go through the exercises provided in Chapters 37, 38, 39, 40 and 41 respectively.

INDIVIDUAL CONFERENCING: USE OF MECHANICAL AND ELECTRONIC DEVICES AND QUIZZES

Computer technology and telecommunication links via satellites have revolutionized communication. STD and ISD make instantaneous communication breaking the barriers of space and time. The whole world seems to have gathered into one small room and individual conferencing has become extremely easy. Word Processor, Telex, Fax (Facsimile), E-Mail, Voice Mail, Internet, Multimedia, Teleconferencing and Telephone Answering Machines are the modern mechanical and electronic devices which have brought about a mind-boggling revolution in the field of communication.

Now-a-days, every professional knows the use of Word Processor, Fax, E-Mail, Voice Mail, Internet, Multimedia,

Telephone, STD, ISD and also the use of such other mechanical and electronic devices which have made communication much more faster and meaningful than before. Through these devices, a man desirous of conferring with someone in USA or in any other country can have a meaningful dialogue with others. These devices of communication are quicker, safer and less prone to distortion and misinterpretation.

Individual conferencing enables people to meet and work together though without meeting together physically in one room. A person sitting thousands of kilometers away can hear, ask questions and quizzes, share information with others while comfortably sitting in one room, saving a lot of money and time, without being physically present with them. In fact, during these days of globalization and privatization, when multinationals are carrying on their business the world over, teleconferencing and individual conferencing are very effective methods for them for sharing views, policies and information, so essential for their business.

Communication skills are also needed for:

- (a) Phone Etiquette
- (b) Greetings and Introductions
- (c) Card Etiquette
- (d) Speaking Voice

Your dress also communicate. You must be sartorial savvy and must care for your shirt, trousers, handkerchief, shoes, hosiery, belts and buckles, briefcase, scarves and gloves, colour of dress.

In addition to this, your hair-cut, your skin care, nails and fragrance also communicate. Your postures and gestures also communicate. A good handshake communicates your affection and warm-heartedness.

Your dining etiquettes also communicate.

Students are required to frame suitable exercises as well as elaborative discourses on the above forms of communicative items.

ASSIGNMENTS

1. What are different dimensions of oral communication?
2. What are important tips for facing an interview?
3. What are common factors for different dimensions of communication?

4. Why are interviews not faced well by the students?
5. What will you do to make your first impression as the best impression in interviews?
6. What are the **Magic Words** which the interviewers want to listen from candidates during interviews?
7. How would you communicate your strengths during interview?
8. What are **dos** and **don'ts** for facing an interview successfully?
9. What are top job interview questions?
10. Differentiate among seminars, conferences, symposia and workshops?
11. What are the common guidelines for participants to attend seminars/conferences/symposia/workshops?
12. What is GD? What are helpful hints to face GD successfully?
13. Write briefly about the following which develop your personality (PD):
 - (a) Cognitive Skills
 - (b) Behaviour Dimensions
 - (c) Communication Skills
14. Why is public speaking important?
15. What are essential factors for public speaking?
16. How is oral presentation planned and prepared?
17. What are important hints for making successful presentations in meetings/conferences etc.,
18. What methods would you adopt for developing argumentative skills and role play presentations?
19. How is your reading and listening comprehension tested in your language lab? Record your own reading and then replay it in the class and try to improve your pronunciation and speech production mechanism with the assistance of your teacher.
20. What is audience-based speech or elocution?
21. How would you make your elocution effective?
22. How would you make individual conferencing and how would you use electronic and mechanical devices?

20

Technical Glossary

Technical Glossary

- A. *Engineering terms*
- B. *Agricultural terms*
- C. *Veterinary term*
- D. *Home Science terms*

A. ENGINEERING TERMS

Air Vector: In an air navigation, a vector representing the true heading and true air speed of an aircraft, and forming a part of the wind triangle.

Anemometer: An instrument for measuring the speed of wind or other air stream.

Athodyd: A ramjet or pulsejet engine.

Ballistic: The kind of science dealing with the motion, behaviour, appearance or modification of missiles.

Barany chair: A revolving chair that is used for testing the equilibrium of a person.

Barograph: A barometer that imprints a continuous record of atmospheric pressure on a graph. We may also call it barometrograph.

Barrel engine: An engine having its cylinders arranged parallel to and around the drive shaft just like the chambers used for cartridges in revolver.

Bernoulli' Law: The famous law in physics propounding the theory that as the velocity of a fluid increases, its internal pressure decreases.

Bourdon tube: The Bourdon tube is used in fuel-pressure gauges, hydraulic-pressure gauges, and other instruments. It is a metallic, C-shaped or coiled-shaped tube. It was named after Louis Pierre Marie Bourdon, the famous French mathematician.

Colepter: A jet aircraft with an annular wing. It is also popularly known as "flying barrel" because of the fact that it takes off vertically and also lands vertically.

Convertiplane (also convertaplane or convertoplane): A kind of aircraft built in such a way as it can be used as variously particularly as an aircraft, which can be flown as a fixed-wing airplane or as a helicopter or autogiro.

Cosmonautics: The science of travel beyond the solar system. This word has been coined in recent years to describe the spaceflight.

Cowling: A sheath type covering of metal, wood or other material adjusted to, over or around an aircraft component to be used as a regulator for the flow of cooling air. It also stream-lines and protects the part it covers.

Cruise Missile: Guided missile, the major portion of whose flight path to its target is conducted at approximately constant velocity. It also depends on the dynamic reaction of the air lift, and upon propulsion forces to balance the forces known as drag forces.

Cresceleration: A progression system of velocity that determines the increase or decrease per unit of time. It is also abbreviatively shown as G's.

Cuttle-fish: Sea-water animal with long arms (tentacles), which sends out a black liquid when it is attacked.

Cyclotron: An apparatus for producing heavy electric particles moving at high speed, and which is specifically used experimentally in nuclear research work.

D'Arsonval galvanometer: A d-c galvanometer consisting of a narrow rectangular coil, freely suspended between the poles of a permanent magnet. The coil rotates because of the interaction between the currents of the magnetic field and the permanent field.

Davit: One of a pair of curved metal arms supporting a ship's boat.

Decanter: A vessel into which wine is poured before being brought to table.

Defalcation: Misappropriation of money.

Deceleron: An aileron speed brake used especially on certain types of jet aircraft.

Delta wing: The delta wing is different from the flying wing. It is an airplane or wing design in which the swept-back wings provide the airplane the looks or appearance of an isosceles triangle.

Denouement: The final stage, where everything is made clear in the development of the plot of a story, play etc.

Derrick: A machine for moving or lifting heavy weights, especially on a ship.

Differential aileron linkage: A connection or linkup between the ailerons and the control stick or column. It causes a heavier upward displacement of one aileron than the downward one.

Digital computer: A mechanism that is used to provide certain mathematical operations.

Dihedral: The swinging movement of an airplane's wing upward or downward. The dihedral positive means the upward swinging, whereas the dihedral negative means the downward movement.

Dip: It is the vertical inclination of a compass needle which freely moves vertically in response to a magnetic line of force.

Diplex operator: The simultaneous transmission or reception of two signals using a specified common feature such as a single antenna or a single carrier.

Discrete units: These are distinct or individual units. Automobile crank shafts or bathtubs would be discrete units whereas petroleum or orange juice cannot be termed as discrete units, because they are produced or obtained in one continuous flow.

DMC (distance measuring equipment): A device of radio aid used in navigation in order to decide the actual distance from a transponder beacon. It determines the time of transmission to and from the beacon.

Doppler radar: Any form of radar that detects or determines the motion of a distant object away from a radar set by means of the change in radio frequency of the echo signal due to the motion.

Down the slot: A vernacular expression for a successful flight of a missile down the test range and within the left and right range limits.

Duplexer: In radar practice, a kind of mechanical device which utilizes the finite delay between the transmission of a pulse and the echo there of so as to permit the connection of transmitter and receiver to a common antenna.

Dynameter: A device for measuring the magnifying power.

Dynatron: A negative resistance device, particularly a tetrode operating on that portion.

Easel: A wooden frame to support a picture or a blackboard.

Eel: A kind of long, snake-like fish, as slippery as an eel.

Echelon: A step-like formation of troops, aircrafts, ships, etc.

Egads: A locally devised term meaning—Electronic Ground Automatic Destruct Sequencer. It is used as an electronic timing device. It automatically selects and provides control for a number of command destruct or ground transmitters.

Ecliptic: The plane of the earth's orbit around the sun. It is also known as the path of the sun through the constellations as projected on the celestial sphere.

EDP Centre: Electronic data-processing centre. It is an automatically operated equipment engineered to simplify the use and interpretation of the mass of data gathered by modern instrument installations.

Electrode: Either pole of an electric battery.

Electroject: A current sheet or stream moving in an ionized layer in the upper atmosphere of a planet. On earth, electrojects move around the equator following the subsolar point and also in polar regions where they give rise to auroral phenomena, generally used by solar activity.

Elevator: A control surface, usually attached to the horizontal stabilizer, moved to make the tail of an aircraft go up or down.

Elevon: An airplane control surface combining the functions of an elevator and an aileron.

Electrometer tube: A vacuum tube designed to amplify extremely small currents.

Elliptical polarization: A wave polarized in such a manner that both the transverse electric and magnetic fields have unequal components at right angles to each other that are not in time phase.

Escape velocity: It is the minimum velocity that enables an object to escape from the surface of the planet or other body without further propulsion. The escape velocity of the earth is just over seven miles per second, or 25,000 mph (miles per hour).

Eureka: (Gr. I have it !) A cry of triumph at a discovery.

Exotic fuel: New fuel combinations under study and development for aircraft and rocket use with the purpose attaining for greater thrusts than now possible.

Explorer: The first U. S. satellite successfully launched in the earth-circling orbit on January 31, 1958.

Facsimile transient: The damped oscillation superimposed on the signal envelope which may develop when a signal undergoes a sharp amplitude change.

Fanning beam: A narrow antenna which is repeatedly scanned over a limited area.

Faucet: A device for controlling the outflow of water.

Ferret: An aircraft equipped to detect, locate, record and analyze electromagnetic radiation.

Ferro-concrete: Concrete with an iron or steel framework or bars inside it.

Flaperon: A kind of control surface used both as flap and as an aileron.

Flying tail: A horizontal stabilizer, the attack-angle of which is adjustable from the cockpit for longitudinal trim.

Flying wing: A kind of airplane in which an arrowhead-like wing constitutes the entire or major part of the airframe.

FM doppler: A kind of radar involving frequency modulation of both carrier and modulation on radial sweep.

FM radar: A system in which the radiated wave frequency is

varied continuously. The difference in frequency between the radiated and received signal is then used as a measure of range.

Frise aileron: A type of aileron having its leading edge projecting well ahead of the hinge axis.

Fuselage: The main structure or central section of an airplane, which houses or contains the crew, passengers, cargo, etc., the body or hull of an airplane.

Forceps: Small pincers or tongs used by dentists when pulling out teeth and by doctors for gripping things.

Gasolene: Petrol, motor spirit.

Gasometer: A large tank in which gas is stored and measured.

G-Force: A force exerted upon an object by gravity or by reaction to acceleration or deceleration, as in a change of direction.

Gerontology: The branch of science concerned with the processes of growing old (especially in human beings).

Gegenschein: Faint light area of the sky always opposite the position of the sun on the celestial sphere. It is believed to be the reflection of sunlight from particles moving beyond the earth's orbit.

Gimbal: (usually plural in singular sense). A contrivance containing two mutually perpendicular and intersecting axes of rotation.

Glide path: The flight path of an aircraft or winged missile as it glides downward, the line of which forms an angle with the longitudinal axis of the aircraft or missile.

Guided missile: A missile which is directed to its target while in flight or motion, either by a present or self-reacting device within the missile or by the radio command outside the missile.

Gyrodyne: A rotorcraft which gains its support from one or more partially power-driven rotors and its propulsion from a conventional propeller which is independent of the rotor system and provides torque compensation.

Haddock (halibut): (plural unchanged), a sea-fish much used for food.

Hygrometer: An instrument for measuring and indicating either the relative humidity or the dew point of the air.

Loran: A long distance radio navigation system.

Mach: The speed of relatively moving body or a part there of, as measured by the speed of sound in the medium in which it moves.

Nacelle: A separate, streamlined inclosure on an airplane for sheltering or housing something.

Ozonosphere : A region in the stratosphere having a relatively high concentration of ozone, occurring at a height of approximately between 15 and 22 miles, and important chiefly for its absorption of solar radiation. It is sometimes called the *ozone layer* or *ozone stratum*.

Pantograph: In a radar, a system for transmitting and automatically recording data from an indicator to a remote point.

Parasitic antenna: An antenna that is excited by radiation from other antennas rather than by electrical connection with them.

Pascal's law: The principle that a fluid exerts pressure equally in all directions, or that a fluid not acted upon by external forces has an internal pressure the same at all points.

Permeameter: An instrument for measuring the magnetic flux or flux density.

Transponder: An electric device that receives a challenging signal and automatically transmits a response.

Thermometer: An instrument for measuring temperature difference.

Telemetry: The radio link between a missile and the ground station used to transmit information.

Televoltmeter: A telemeter that measures voltage.

Weir: Wall or similar structure built across a river to control the flow of water

Winch: Windless machine for hoisting or pulling.

Zoom: Deep humming sound of the sudden upward flight of an aircraft.

B. AGRICULTURAL TERMS

Adaptation: The process by which men or animals, species or other insects change in form or function in such a way to

better survive under given environmental conditions. Darwin popularised this theory of evolution.

Alkali soil: A variety or kind of soil in which alkali salts are in large quantity ways a pH of 8.5 or more and which is not congenial to normal growth of plants.

Anaerobic bacteria : The kinds of bacteria which are capable of surviving and working even in the absence of oxygen.

Anther: The upper part of stamen which produces pollen.

Autogamy: The process of self-fertilization.

Autopolyploid: A polyploid arising through multiplication of the complete haploid set of a species.

Auxillary bud: A bud located in the axil of a leaf.

Azonal soils: Soils without distinct genetic horizons.

Bacteria: One kind of single-celled plants.

Biometry: The branch of science which deals with statistical procedures in biology.

Catch crop: A crop seeded with one of the regular crops in a rotation or between the growing period separating two regular crops, for the purpose of adding to soil, organic matter and nitrogen.

Carotene: A yellow colouring matter of many fruits and vegetables, It is changed to vitamin A when eaten.

Caryopsis: The fruit or seed of the grasses; a one-seeded fruit.

Chlorophyll: The green colouring matter that is found in plants.

Chlorosis: Yellowing of green portions of plants, particularly the leaves. It is caused by disease organisms. Unavailability of nutrients and other things may also cause it.

Colloid: Small organic or inorganic particles.

Corolla: The term used in referring to the petals when taken as a group.

Culm: The stem of grasses.

Deflocculate: To separate or break down soil aggregate into their component particles.

Emasculation: Removal of anthers from a flower.

Endosperm: The starchy part of a grain which is located on the outside of the embryo and serves as important source of food for the embryo.

- Epidermis*: The outer layer of cells of a plant.
- Flocculate*: The process of individual particles into small groups or clusters as those of clay particles.
- Forage*: Pasture, hay or silage etc. It is a vegetable material in a fresh, dried or ensiled state which is fed to livestock.
- Fungicide*: A chemical material applied as a dust or spray for the purpose of destroying bacteria and fungi on the plant or seed.
- Gene*: The unit of inheritance which is carried on the chromosomes of the germ cells and largely determines the character of the offspring.
- Germplasm*: The sum total of the hereditary materials in a species.
- Herbicide*: A chemical that will kill weeds or other plants.
- Heterocaryosis*: The presence of two or more genetically different nuclei within single cells of a mycellium.
- Hypocotyle*: The part of the young plant extending from the uppermost root hair or branch root upward to the first node.
- Ion*: An electrically charged particle, element or group of elements.
- Locus*: The position occupied by a gene in a chromosome.
- Membrane*: A thin layer of tissue.
- Monocotyledon*: A plant having only one seed leaf in each of its seeds.
- Mutation*: A sudden heritable variation in a gene or in chromosome structure.
- Nitrification*: Formation of nitrates from ammonia as in soils by soil organisms.
- Node*: The slightly enlarged parts of the stem, commonly known as joints, from which the leaves and buds arise.
- Ovule*: The part of the flower which contains the egg cell and develops into seed when fertilized.
- Porosity*: The fraction of the soil volume not occupied by the soil particles.
- Protandry*: Maturation of anthers before pistils.
- Rhizome*: An underground creeping stem which usually grows

horizontally and produces roots and new plants at its nodes.

Solum : The upper part of the soil profile.

Stoma : Pores or openings in the surface of a leaf through which the gases and water vapour pass.

Triploid : An organism with three basic (x) sets of chromosomes.

Tuber : A much enlarged, fleshy, underground stem. The Irish potato is an example of a plant that produces tubers.

Vesicular Structure : Soil structure characterized by round or eggshaped cavities or vesicles.

Xenia : The effect of pollen on the embryo and endosperm.

C. VETERINARY TERMS

Abomasum : The fourth or true digestive stomach.

Acetonemia : Another name for ketosis in kettle.

AI : Artificial insemination.

Anemia : A condition in which the blood is deficient in red blood cells, in hemoglobin, or in total volume causing lack of vitality.

Antibiotic : A substance produced by a micro-organism and able in dilute solution to inhabit or kill another micro-organism.

Antiserum : A serum containing antibiotics against a particular disease which is used to treat that disease.

Artery : A vessel carrying blood away from the heart through the body.

Arthritis : A crippling of the joints caused by various organisms; characterized by puffiness at the joints and pain; and treated in the early stages with antibiotics.

Ascarids : Large, round worms in the intestinal tract of almost all species of animals, including human beings; characterized by loss of appetite, unthriftiness and inactivity.

Azoturia : Lameness in a horse characterized by profuse sweating, trembling, inco-ordination, and darkening of the urine.

Bedsore : An ulceration of tissues deprived of nutrition caused by prolonged pressure.

- Blackleg** : A sudden-appearing disease in cattle.
- Bloat** : An accumulation of gas in the rumen of cattle, goats and sheep.
- Bovine** : Relating to cattle or oxen.
- BVD (Bovine virus diarrhea)** : A viral disease in cattle.
- Brucellosis** : A disease in pigs, cattle and man caused by the organisms brucellae.
- CMT (California Mastitis Test)** : A test used to determine if a cow has mastitis.
- Connibalism** : Flesh-eating animals; when an animal devours its own kind; occurs in young chicks that are overcrowded and bored.
- Capped elbow or hock** : Lameness in a horse caused by bruising.
- Cautery** : A hot iron, caustic, or other agent used to burn, sear or destroy tissue.
- Colostrum** : The first milk secreted by a mother after giving birth; characterized by high protein and necessary antibodies for the newborn.
- Conjunctivitis** : Inflammation of the conjunctiva (the mucous membrane covering the eyeball and the inner side of the eyelid) caused by irritation of foreign matter, such as dust; characterized by mattery or runny, itchy eyes; treated with an anesthetic ointment.
- Cystitis** : Inflammation of the bladder.
- Dermatitis** : Inflammation of the skin caused by in irritation.
- Diarrhea** : Abnormally frequent bowel movements with more or less fluid stools.
- Edema** : The accumulation of fluid in tissues caused by poor circulation in an area due to sprain, injury, tight leg wraps, or pregnancy.
- Emetic** : An agent that induces vomiting.
- Estrogen** : A female hormone.
- Fetus** : An unborn, developing animal.
- Frostbite** : The freezing of some part of the body, such as the ears and feet of newborn goats.
- Gastritis** : Inflammatio. of the mucous membrane of the stomach.

Hematoma : Swelling due to the collection of blood under the skin; a large bruise.

Hemorrhage : Heavy or uncontrollable bleeding.

Hernia : A protrusion of the bowel or other organ through a weak spot in the muscle or wall of the body cavity.

Hog Cholera : A highly infectious often fatal vital disease of pigs.

Hydrophobia : Another name for rabies. It is a disease caused by a virus that is highly concentrated in the saliva of infected animals.

Intramedullar pins : Stainless steel pins which are run through the marrow of the bone to repair fractures.

Intravenous : Situated in or entering through a vein, as in an intravenous injection.

Jenny burro: A female donkey.

Johne's disease : A chronic, often fatal, inflammation of the intestines, especially in cattle, caused by bacteria; characterized by persistent diarrhea and gradual emaciation; no treatment available.

Laparotomy : A surgical incision into the abdominal cavity.

Leptospirosis : A bacterial disease in animals.

Lockjaw : Another name for tetanus. It is an acute infectious disease caused by an organism usually introduced through a wound.

Mites : Small parasites that feed on blood and live in the roosts and litter of poultry.

Necrotic : Relating to dead tissue.

Newcastle : A sudden appearing, quick spreading viral disease in poultry.

Osteomyelitis : Inflammation of the bone.

pericardium : The membrane that encloses the heart and its surrounding blood vessels.

Pinkeye : An infection in cattle spread by flies ; characterized by watery eyes which may become bloodshot ; treated with eye powders ; also called infectious keratitis.

Pneumonitis : A contagious viral disease in cats.

Pullorum : A destructive poultry disease caused by a bacteria.

Reticulum : The second stomach of ruminant (animals that chew a cud, such as cattle, goats and sheep).

Rumen : the large first stomach of a ruminant.

Septum : A dividing wall or membrane between body spaces or masses of soft tissue, as between the nostrils.

Speculum : An instrument inserted into a body passage for inspection or medication, as a mouth speculum used for dental work.

Subcutaneous injection : An injection given just under the skin.

Swamp fever : A viral disease in horses.

Tonsillitis : Inflammation of the tonsils caused by bacteria.

Visceral : pertaining to the liver, kidneys or other body organs.

Whipworm : A parasitic worm in the liver and cecum of dogs.

Wind puffs : Lameness in a horse caused by strain.

D. HOME SCIENCE TERMS

Absorption : The transfer of nutrients across cell membranes ; following digestion, nutrients are transferred from the intestinal lumen across the mucosa and into the blood and lymph circulation.

Achlorhydria : The absence of hydrochloric acid in gastric juice.

Acid : A substance that gives off or donates protons (H⁺ions).

Adipose : Fat, fatty.

Aerobic : Growing in presence of air.

Albumin : A protein in tissues and body fluids soluble in water and coagulated by heat ; principal protein in blood regulating osmotic pressure ; lactalbumin of milk.

Allergen : Substance, usually protein, capable of producing altered response to cell, resultong in manifestation of allergy.

Anemia : Deficiency in the circulating hemoglb in red blood cells, or packed cell volume.

Anorexia : Loss of appetite.

Anthropometry : The branch of anthropology dealing with comparatibve measurements of the parts of the human body.

Anuria : Lack of urinary secretion.

Apatite : Complex calcium phosphate salt giving strength to bones.

Atrophy : A wasting away of cell, tissue or organ.

Basal metabolism : Energy expenditure of the body at rest in the post-absorptive state.

Calorie : A unit of heat measurement ; in nutrition, the kilocalorie is the amount of heat required to raise temperature of 1 kg water to 1° C.

Casein : principal protein in the milk : a phospho-protein.

Cholecystitis : Inflammation of the gall-bladder.

Clostridium : A genus of bacteria.

Coagulation : The process of changing into a clot, as in heating of an egg. curdling of milk.

Collagen : Widely distributed protein that makes up the matrix of bone, cartilage, and connective tissue.

Cornary : Related to blood vessels supplied to the heart muscle.

Cryptoxanthine : A yellow pigment present in some foods ; precursor of vitamin A.

Cytology : The anatomy, chemistry, physiology, and pathology of the cell.

Deoxyribonucleic acid (DNA) : The giant molecule in cell nucleus which determines hereditary traits ; consists of four bases attached to ribose and phosphate.

Diglyceride : A fat containing 2 fatty acid molecules.

Diuresis : Increased secretion of urine.

Dysgeusia : Perverted sense of taste ; bad taste.

Dysosmia : Impaired sense of smell ; obnoxious odour.

Dyspepsia : Indigestion or upset stomach.

Dyphagia : Difficulty in swallowing.

Dyspnea : Difficulty or distress in breathing.

Eclampsia : Convulsions occurring during pregnancy and associated with edema, hypertension, and proteinuria.

Edema : Presence of abnormal amounts of fluid in intercellular spaces.

Endemic : Prevalence of a disease in a given region.

Enzyme : An organic compound of protein nature produced by living tissue to accelerate metabolic reactions ; hydrolases,

oxidases, transferases, dehydrogenases, peptidases and others.

Erythrocyte : Mature red blood cell.

Etiology : Cause of a disease.

Familial : Common to a family.

Febrile : Feverish ; having a fever.

Fistula : A tubelike ulcer leading from an abscess cavity or organ to the surface, or from one abscess cavity to another.

Flatulence : Distention of stomach or intestines with gases.

Folic acid : A vitamin of the B complex necessary for the maturation of red blood cells.

Gastrectomy : Surgical removal of part or all of the stomach.

Glucose : A single sugar-group occurring in fruits and honey ; also obtained by the hydrolysis of starch, sucrose, maltose and lactose ; sugar found in the blood ; dextrose, grape sugar.

Gluten : Protein in wheat and other cereals that give elastic quality to a dough.

Glycosuria : Presence of sugar in the urine.

Hematuria : Condition in which urine contains blood.

Hemoglobin : The iron-protein pigment in the red blood cells ; carries oxygen to the tissues.

Hepatic : Pertaining to the liver.

Hepatomegaly : Enlargement of the liver.

Hormone : Substance produced by an organ to produce a specific effect in another organ.

Hypercalcemia : Abnormally high calcium level in the blood.

Ischemia : A local deficiency of blood, chiefly from narrowing of the arteries.

Jaundice : Condition characterized by elevated bilirubin level.

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