

*Aashma Verma*

According to the New Syllabus of  
Gujarat Technological University  
(w.e.f. academic year 2018-19)

# ENGLISH

(Code: 3110002)

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# SYLLABUS

GUJARAT TECHNOLOGICAL UNIVERSITY

ENGLISH

B.E. 1ST YEAR

Sr. No.	Topics	Module Weightage
1	<b>Vocabulary building :</b> Introduction to Word Formation Types of word formation processes: compounding, clipping, blending, derivation, creative respelling, coining and borrowing Acquaintance with prefixes and suffixes Synonyms, antonyms, and standard abbreviations.	20%
2	<b>Phonetics: IPA</b> Transcription Introduction to different accents	10%
3	<b>Identifying Common Errors in Writing: Tenses</b> Subject-verb agreement Noun-pronoun agreement Misplaced modifiers Articles Prepositions Modal Auxiliaries Redundancies	20%
4	<b>Basic Writing Skills</b> Sentence Structures Use of phrases and clauses in sentences Importance of proper punctuation Creating coherence Organizing principles of paragraphs in documents	10%
5	<b>Nature and Style of Writing</b> Describing Defining Classifying Writing introduction and conclusion	20%
6	<b>Writing Practices</b> Comprehension Précis Writing Letter Writing Email etiquettes Abstract Memo writing	20%

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# UNIT : 1

## VOCABULARY BUILDING

### 1.1 INTRODUCTION TO WORD FORMATION :

'A simple way to define, understand and utilize a word is by coming to know its formation – the root that it comes from the various prefixes and suffixes that change not only the shape of a word but also its shade and meaning'.

To study grammar in depth, one needs to understand the five fundamental units of grammar structure. These are as given below:

1. Morpheme
2. Word
3. Phrase
4. Clause
5. Sentence

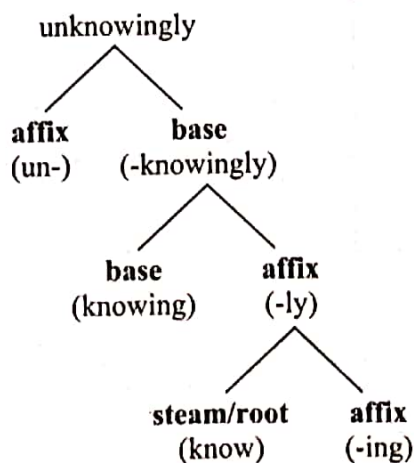
To understand word formation, first one needs to understand Morpheme.

A Morpheme is a short segment of language.

For example: The word *unlikely* is made of three morphemes. Such as -un-, -like, and -ly whereas the word carpet has a single morpheme. Here car and pet are independent morphemes by themselves, but the word carpet has nothing to do with the meanings of the words car and pet. Carpet is a minimal meaningful unit by itself. Again, the word garbage has a single morpheme but the words garb and age are independent morphemes by themselves. So 'A systematic study of morphemes or how morphemes join to form words is known as Morphology'.

### 1.2 FREE AND BOUND MORPHEMES :

Free morphemes are those which can stand on their own as independent words. Such as happy, regard and boy in words like unhappy, disregarded, boyhood whereas un-, dis-, ed, -hood etc. cannot stand on their own as independent words. These are always attached to a free morpheme or a free form. So such morphemes are known as Bound morphemes. Here the diagram shows the morphological analysis of the word *unknowingly*.



The root is that which cannot be further split up. Affixes can be divided into prefixes (which come at the beginning of the base) and suffixes (which come at the end of the base). Consider the following sets:

Set A			Set B				
	Prefix	Base		Base	Suffix		
1.	unhappy	un-	happy	1.	friendship	friend	-ship
2.	immobile	im-	mobile	2.	boyhood	boy	-hood
3.	enable	en-	able	3.	boy	boy	-s
4.	illegal	il-	legal	4.	nicely	nice	-ly

Another dimension affixes can be divided as inflectional affixes and derivational affixes. Inflectional is a change made in the form of a word to express its relation to other words in the sentence and Derivation is as below:

### 1.3 DERIVATION :

Derivation is the process by which new words are formed from existing words. Derivation can be classified in two parts: Class maintaining and Class changing. Class maintaining is that in which the original word and the new word belong to the same class. (e.g. boy and boyhood - both nouns, play and replay - both verbs). Class changing is that in which two words belong to different categories. (e.g. able and enable - verb from adjective, season and seasonal - adjective from noun, sing and singer - noun from verb)

#### 1.3.1 Acquaintance with Prefixes & Suffixes :

It is important to understand the root (base) of a word to understand its meaning, it is also significant to learn how certain beginnings can add to the meaning or change the existing meaning of certain words. It is so because one forms words by adding prefixes and suffixes to different words. So, it is not only the roots but also the prefixes and suffixes which help us to arrive at the meaning of a word.

So, during study the shape of a word, one can divide it into three parts - the prefix, the suffix, and the root word.

#### Use of Prefixes:

To coin new words of various types, one can use Prefixes:

##### (a) Negative prefixes

Prefix	Base word	New word
a-	theist moral	Atheist Amoral
de-	frost forestation	defrost deforestation
dis-	passionate service	Dispassionate Disservice
il-	logical limitable	illogical illimitable
ir-	rational relevant	Irrational Irrelevant
im-	possible/mortal	impossible/immortal
in-	evitable sensitive	inevitable insensitive
mis-	interpret represent	Misinterpret Misrepresent

non-	entity violence	non-entity non-violence
un-	stable like	unstable unlike
Pseudo-	Secular religious	pseudo secular pseudo religious

(b) Prefixes of number

Prefix	Base word	New word
mono-	syllabic logue	monosyllabic monologue
uni-	lateral cellular	unilateral unicellular
bi-	lingual lateral	Bilingual bilateral
di-	pole ode(electrode) urnal	dipole diode diurnal
tri-	weekly angle	Triweekly triangle
tetra-	Cyclic	tetracyclic
Multi/poly-	syllabic racial pronged lingual	Polysyllabic multiracial multipronged multilingual

(c) Prefixes of time and order

Prefix	Base word	New word
mono-	syllabic	monosyllabic
ante-	chamber	Antechamber
ex-	MLA Principal	ex-MLA ex-principal
fore-	knowledge tell	fore-knowledge foretell
pre-	natal mature	prenatal premature
post-	war dated	post-war post-dated
re-	evaluate examine	re-evaluate re-examine
super-	structure fine	superstructure superfine



## (d) Prefixes of location

Prefix	Base word	New word
Inter-/intra-	national class group departmental	International interclass intergroup intra-departmental
sub-	way terranean marine	Subway subterranean submarine
trans-	plant migration	Transplant transmigration

## (e) Prefixes of degree and size

Prefix	Base word	New word
arch-	bishop angel	Archbishop archangel
hyper-	active critical	hyperactive hypercritical
mini- (midi-/maxi-)	bus skirt	minibus miniskirt
out-	run live	Outrun Outlive
over-	active smart	Overactive Oversmart
sub-	Human zero standard	Subhuman sub-zero substandard
super-	man natural	Superman supernatural
under-	state cooked	understate undercooked
ultra-	modern simple	Ultramodern ultra simple

## (f) Prefixes of attitude

Prefix	Base word	New word
anti-	hindu	anti-hindu
	social	anti-social
co-	operate	cooperate
	sponsor	cosponsor
counter-	act	counteract
	proposal	counterproposal
pro-	congress	pro-congress
	democracy	pro-democracy

## (g) Other Prefixes

Prefix	Base word	New word
auto-	biography	autobiography
	smart	autosmart
neo-	rich	neorich
	classical	neoclassical
pan-	Indian	pan-Indian
semi-	circle	semicircle
	nude	semi-nude

## (h) Class - changing Prefixes

Here are examples of some Class - changing Prefixes:

Prefix	Word	Class	New word	Class
a-	float	verb	afloat	adverb
	head	noun	ahead	adverb
be-	head	noun	behead	verb
	friend	noun	befriend	verb
de-	form	noun	deform	verb
	frost	noun	defrost	verb
en-	able	adjective	enable	verb
	trust	noun	entrust	verb

**Use of Suffixes:**

The suffixes can also be divided into two categories: class - maintaining and class - changing. Here are few examples:

**(a) Class - maintaining suffixes**

Suffix	Word	Class	New word	Class
-dom	King	noun	kingdom	noun
-er	London	noun	Londoner	noun
-ery	machine	noun	machinery	noun
ess-	Tiger	noun	tigress	noun
-hood	Boy	noun	boyhood	noun
Ite	hindu	adjective	hinduite	adjective
-ship	friend	noun	friendship	noun

**(b) Class - changing suffixes****(I) Noun to adjective**

Suffix	Word	Class	New word	Class
-al	accident	noun	accidental	adjective
-ese	China	noun	Chinese	adjective
-ful	beauty	noun	beautiful	adjective
-ian	India	noun	Indian	adjective
-ish	child	noun	childish	adjective
-less	harm	noun	harmless	adjective
-ly	friend	noun	friendly	adjective
-like	child	noun	childlike	adjective
-ous	virtue	noun	virtuous	adjective

**(II) Adjectives to noun**

Suffix	Word	Class	New word	Class
-ity	able	Adjective	ability	noun
-ness	happy	Adjective	happiness	noun
-ry	brave	Adjective	bravery	noun

**(III) Nouns to verbs**

Suffix	Word	Class	New word	Class
-ify	Fort	Noun	fortify	verb
-en	length	Noun	lengthen	verb
-le	Top	noun	topple	verb

(IV) Verbs to nouns

Suffix	Word	Class	New word	Class
-age	drain	verb	drainage	noun
-al	withdraw	verb	withdrawal	noun
-ant	pollute	verb	pollutant	noun
-ation	condemn	verb	condemnation	noun
-ee	Pay	verb	payee	noun
-er	drive	verb	driver	noun
-ment	govern	verb	government	noun
-or	Act	verb	actor	noun

(V) Verbs to adverb

Suffix	Word	Class	New word	Class
-ily	sleep	verb	sleepily	adverb
-fully	play	verb	playfully	adverb

(VI) Adjective to adverb

Suffix	Word	Class	New word	Class
-ly	nice	adjective	nicely	adverb
-wards	back	adjective	backwards	adverb

1.4 COMPOUNDING :

Compounds are made of two or more bases. In some cases, these bases are separated by a hyphen, whereas in other cases, the hyphen appears to have disappeared with the passage of time. There is no rule of governing the presence or absence of the hyphen. Here are few examples of compound words:

(a) Noun + Noun

- motor cycle
- teargas
- girl-friend
- bread-piece
- fire-engine
- paper-back
- hair breadth
- goldfish
- television fan
- block-head
- pot-belly

(b) Noun + Adjective

- trustworthy
- home sick
- duty free
- beauty conscious
- brick-red
- sea-green

(c) Adjective + Noun

- paleface
- greenhorn
- fathead
- yellow press
- red light

**(d) Compounds with verbs/adverbials/verbal nouns**

sight-seeing	man-eating
birth-control	heart-breaking
record-player	easy-going
brain-washing	baby-sitting
walking-stick	lip-read

**1.5 CLIPPING :**

Some words are used in shortened form by subtracting one or more syllables from a word. Clipping can be classified in the following types: 1. Initial clipping 2. Final clipping 3. Medial clipping 4. Complex clipping.

**1. INITIAL CLIPPING OR APHERESIS**

Initial (or fore) clipping subtracts the former part of the word. Examples: bot (robot), gator (alligator), phone (telephone), net (internet).

**2. FINAL CLIPPING OR APOCOPE**

Final (or back) clipping subtracts final part of the word. Examples: ad (advertisement), cable (cablegram), exam (examination), gas (gasoline), gym (gymnastics), memo (memorandum).

**3. MEDIAL CLIPPING OR SYNCOPE**

There are few words which subtract middle part. Maths (mathematics), specs (spectacles), fancy (fantasy), ma'am (madam).

**4. COMPLEX CLIPPING**

Clipped forms can also be used in compounds. One part of the original compound most often remains unbroken. Examples: op art (optical art), org-man (organization man). Sometimes both halves of a compound are clipped as in navicert (navigation certificate). In such cases it is difficult to know whether this word formation should be treated as a clipping or as a blending, for the border between these two is not clear.

**1.6 BLENDING :**

Two words which have separately different meaning, get combined and make a new word.

**EXAMPLE**

Brunch	<i>From</i>	breakfast and lunch
motel	<i>From</i>	motorists and hotel
smog	<i>From</i>	smoke and fog
telecast	<i>From</i>	television and broadcast

**1.7 BORROWING :**

Generally English (or any other language) borrows words from other languages with which it comes into contact. Through borrowing words, it enriches its store of words.

**EXAMPLES**

Bazar	<i>from</i>	Persian
Dame	<i>from</i>	French
Guru	<i>from</i>	Hindi
Sheikh	<i>from</i>	Arabic
Tycoon	<i>from</i>	Japanese

**1.8 CREATIVE REPELLING :**

Creative Respelling is also a kind of word formation where words are formed by simply changing the spelling of a word that the speaker wants to relate to the new word. Especially product names often involve creative respelling. Such as: Dr Kleen (clean).

**1.9 COINING :**

Coining is also known as inventions. It is the process of word formation where the new words are coined or invented from existing material to represent a new invention or development, such as: wireless, hyper-market, X-rays etc.

**1.10 STANDARD ABBREVIATIONS :**

Abbreviation is a shortened form of a written word or phrase used in place of the whole word or phrase.

“Amt” is an abbreviation for “amount”

“USA” is an abbreviation of “United States of America”

**List of Standard Abbreviations:**

Sq.	Square
VIP	Very Important Person
PTO	Please Turn Over
Pkg.	Package(s)
P.S	Post Scriptum
Mg	Milligrams
g	gram(s)
B.A	Bachelor of Arts
BSC	Bachelor of Science
PhD	Doctor of Philosophy
CC	Carbon Copy
BCC	Blind Carbon Copy
FAQ	Frequently Asked Questions
DOB	Date of Birth
CEO	Chief Executive Officer

**1.11 SYNONYMS AND ANTONYMS :****SYNONYMS :**

‘A synonym is a word or phrase that has the same or nearly the same meaning as another in the same language.’ Such as ‘a long time’ or an ‘extended’ time, long and extended become synonyms. In the figurative sense, two words are often said to be synonymous if they have nearly the same meaning. For example, ‘Big’ is synonymous to ‘Large’ as ‘Happy’ is to ‘joyful’.

Synonyms can be any parts of speech (e.g. nouns, verbs, adjectives, adverbs, or prepositions) and in such cases, pair of synonyms can also belong to the same parts of speech. Few examples of English synonyms are as below:

- beaker and receptacle (noun)
- beautiful and attractive (adjective)
- in and into (preposition)
- opening and aperture (noun)

- quickly and rapidly (adverb)
- saturnine and woebegone (adjective)
- wash and clean (verb)

Synonyms can be defined with its certain senses of words. For example 'close and shut' may have slightly different nuances. 'Closing a shop' contains meaning that the shop is no longer operational and no one can do the business. But 'shutting the shop' means the shop has been made secure so that nothing can be taken out.

In English, almost all words have more than one synonym.

**For example :**

**Enormous :** big, huge, massive, giant, immense

**Drill :** accustom, exercise, habituate, hone, practice, rehearse, tune up, work out

**See :** watch, observe, notice, envisage, spot

**Eager :** keen, enthusiastic, avid, fervent, ardent, passionate

**Touchy :** sensitive, thin-skinned, delicate

**ANTONYMS :**

Just as one can learn new words by getting to know their synonyms, it is also important to understand their antonyms – the words opposite in meaning- to understand their usage.

'Antonym is a word or phrase that is opposite in meaning to a particular word or a phrase in the same language.'

**For example :**

**Like :** hate, dislike, detest, loathe, despise, abominate

**Sharp :** blunt, dull, even, moderate, blurred, dim, slow, stupid

**Asleep :** awake, conscious, lucid, wide awake

**Gloomy :** bright, sunny, happy, cheerful, optimistic

Having knowledge of antonyms will help you not only learn the difference between words but also enable you to improve your expression while writing and speaking.

### 1.12 SELF-PRACTICE :

1. What is Word Formation?
2. What is morpheme? Explain it with its types and morphological analysis.
3. Write a note on: Derivation.
4. Write a short note on: Prefixes and Suffixes.
5. Write a short note on: Synonyms and Antonyms.
6. Write a short note on: Compounding.
7. Explain Blending and Borrowing.
8. Explain Coining and Standard Abbreviation in detail.
9. Explain Clipping in detail.

### 1.13 QUESTIONS ASKED IN GTU (WINTER 2018) :

1. Explain Clipping Word Formation and compare its types by giving examples.
2. Differentiate between word formation processes of Compounding and Blending with examples.
3. Define the following terms with examples. (1) Derivation (2) Borrowings.
4. Identify the word formation process by which the following words are created: a. VIP b. Motel c. Happiness
5. Give antonyms of: a. asleep b. gloomy



# UNIT : 2

## PHONETICS

### 2.1 INTRODUCTION :

For communicative purpose, a person learns various languages. Writing is not widely spread like the medium of speech. There are many reasons such as, in history of language community, speech comes first because people use it first for spoken purpose rather than writing purpose. And learning of any language begins with speech, not with writing. In general, people tend to speak more than they write. Now a days modern technological devices like telephone, radio, television and tape recorder have been invented for the purpose of oral communication. Thus, in modern world, need of effective communication through the medium of speech is being increased. The study of Phonetics which is a branch of linguistics, deals with this medium. It is an academic discipline that can help the students to gain oral proficiency in an international language like English.

### 2.2 DEFINITION :

All Spoken words are collections of different sounds. Phonetics is the study of sounds of human speech. The term phonetics is derived from the Greek word phone, means sound or voice.

'Phonetics is the branch of linguistics that deals with the sounds of speech and their production, combination, description, and representation by written symbols.' (Linguistics is a systematic study of language.)

Phonetic helps to learn correct pronunciation. **Pronunciation** is the way a word or a language is usually spoken or the manner in which someone utters words of a language.

### 2.3 PHONEME :

- 'A **phoneme** is any one of the set of smallest units of speech in a language.' It distinguishes one word from another.
- To change one phoneme in a particular word can produce another word. For example, changing the first phoneme in the word 'cat' can produce a word with a very different meaning, such as 'rat'.
- A phoneme is represented between slashes (/b/, /k/, /s/, etc.) by convention.

#### 2.3.1 How to differentiate sounds from Letters?

K = Letter

/k/ = Sound

### 2.4 CLASSIFICATION OF SOUNDS :

#### (1) Oral and Nasal :

- Sounds are produced by the speech organs by forcing the air stream out of the lungs either through the mouth or the nose.
- All sounds are either oral or nasal.
- In oral sound, the air is released through the mouth and in the nasal, the air is released either fully or partially through the nose.
- **For example :**  
Oral sounds: /aI/, /k/, /h/ etc.  
Nasal sounds: /ŋ/, /m/, /n/



**(2) Voiced and Unvoiced :**

- All sounds produced with the vibration of the vocal cords are called voiced sounds. For example, vowels, diphthongs (combination of two vowel sounds or vowel letters), and consonants such as /b/, /d/, and /m/ are voiced sounds.
- In the production of unvoiced sounds such as /p/, /t/, /k/, /s/. etc., the vocal cords do not vibrate and the air passes through the wide-open glottis.
- The vibration can be felt by putting the palm of the hand on the Adam's apple.
- There are total 9 unvoiced sounds. ( /p/, /k/, /t/, /s/, /f/, /h/, /ʃ/, /θ/, /ʒ/ )

**(3) Vowels and Consonants :**

- Sounds are also classified as vowels and consonants on the basis of manner and place of production.
- In English, all the vowels are oral and voiced.
- Among the consonants, only three are nasal: /m/, /n/ and /ŋ/ (as in 'sing'). Several oral consonants are unvoiced.
- There are 20 vowel sounds and 24 consonant sounds in English.

**2.5 VOWELS AND CONSONANTS :****Vowels**

During the production of vowel sounds, the air from the lungs comes out in an unrestricted manner in a somewhat continuous stream. There is no closure of the air passage or friction between any speech organs.

- In English, out of 26 alphabets, there are 5 vowels which have 20 sounds.
- These 20 vowel sounds are further classified as Pure Vowels (Monophthongs) and diphthongs.  
(12 Monophthongs + 08 Diphthongs = 20 Vowel sounds)

**(A) Monophthongs :**

- A pure vowel is called as a Monophthong.
- A pure vowel is a single sound marked by its steady quality. During the production of a pure vowel, its quality does not change.

Sr. No.	IPA Symbols	Words
1.	/ə/	(simple) away, around
2.	/ʌ/	(wide) but, cut
3.	/ə:/ OR /ɜ:/	(deep) girl, burn
4.	/ɑ:/	basket, ask
5.	/e/ OR /ɛ/	bet, bed, men
6.	/æ/	bat, bad, man
7.	/ɪ/	bit, bid
8.	/i:/	beat, bead
9.	/ʊ/	pull, put
10.	/u:/	pool, root, hood
11.	/ɔ/ OR /ɒ/	cot, box, ox
12.	/ɔ:/	caught, board

**(B) Diphthongs:**

→ In the production of a diphthongs, one sound position glides to another, as a result of which the quality of the vowel changes. For example, /i:/ is a pure vowel as in 'feet', whereas /aɪ/ is a diphthong as in 'fight'.

Sr. No.	IPA Symbols	Words
1.	/eɪ/	day, afraid
2.	/aɪ/	July, decide, buy
3.	/ɔɪ/	boy, voice, enjoy
4.	/əʊ/	go, so, ghost
5.	/aʊ/	town, mountain
6.	/ɪə/	hear, here, appear
7.	/ʊə/	sure, cure, January
8.	/eə/ OR /ɛə/	hair, wear, care

**Consonants**

While pronouncing consonants, the passage is either completely or partially closed and the air passes through the speech organs with an audible friction.

→ In English, there are 21 consonants which have 24 sounds.

(12 voiced and oral, 3 voiced and nasal, 9 unvoiced and oral)

→ A list of consonant sounds with example.

**24 Consonant Sounds :**

Sr. No.	IPA Symbols	Words	Description
1.	/k/	kin, car	unvoiced, oral
2.	/g/	game, jog	voiced, oral
3.	/tʃ/	chin, march	unvoiced, oral
4.	/dʒ/	jam, judge	voiced, oral
5.	/z/	zoo, zebra	voiced, oral
6.	/t/	treat, tattoo	unvoiced, oral
7.	/d/	bed, dance	voiced, oral
8.	/θ/	thin, sloth	unvoiced, oral
9.	/ð/	they, father	voiced, oral
10.	/ŋ/	nest, one	voiced, nasal
11.	/p/	pen, pipe	unvoiced, oral
12.	/f/	fan, photo	unvoiced, oral
13.	/m/	may, come	voiced, nasal
14.	/j/	yellow, York	voiced, oral
15.	/r/ OR /ɹ/	red, rabbit	voiced, oral
16.	/l/	lion, bowl	voiced, oral
17.	/v/	vote, vampire	voiced, oral
18.	/w/	what, win	voiced, oral

19.	/b/	bread, bob	voiced, oral
20.	/f/	share, rush	unvoiced, oral
21.	/s/	son, brass	unvoiced, oral
22.	/h/	hat, hamlet	unvoiced, oral
23.	/ŋ/	bring, long	voiced, nasal
24.	/z/	vision, pleasure	voiced, oral

**NOTE :**

1. If /r/ comes at the end of a word or before a consonant, it doesn't pronounce.
2. In spelling, where V comes, then use sound /v/ and where W comes, then use sound /w/.

**2.6 AIRSTREAM MECHANISMS :**

- Speech sounds are produced with the help of an airstream. The term airstream refers to the movement of air as it is pushed up from the lungs during the process of speech production.
- The respiratory system includes the lungs, the muscles of the chest and the windpipe. There are three main airstream mechanism. These are *pulmonic*, the *glottalic* and the *velaric*.

**PULMONIC :**

The airstream begins at the lungs which act as the initiators in pushing air out (egressive) or in drawing air in (ingressive). The pulmonic egressive airstream mechanism is mostly used in spoken languages all over the world.

**GLOTTALIC :**

The closed glottis works as the initiator and the air moves in or out of the pharynx. The sounds produced with an ingressive glottalic airstream are called implosives and those produced with an egressive glottalic airstream are called ejectives. Normally, this mechanism is not used in English.

**VELARIC :**

This airstream has the back of the tongue as the initiator and the air in the mouth is set in motion to produce certain click sounds using only the velaric ingressive airstream. The click sounds produced with this airstream exit in several African languages but are not linguistically important.

**2.7 THE ORGANS OF SPEECH :**

In preceding section helped to know that an airstream mechanism is needed to produce speech sounds and most of the sounds are produced with a pulmonic egressive airstream in all over the world. When a person breathes out air from the lungs, various organs in the vocal tract control or modify the airstream to convert it into speech sounds. These organs are called the vocal organs or the Organs of speech.

The organs of speech can be classified into the following three groups:

- (A) The respiratory system consisting of the lungs, the muscles of the chest and the windpipe or trachea.
- (B) The phonatory system comprising the larynx in the throat.
- (C) The articulatory system consisting of the nose, teeth, the tongue, the roof of the mouth and the lips.

**2.7.1 Functions of Organs of Speech :**

Speech Organs belong to Articulatory system:

**1. LIPS :**

Lips include upper lip and lower lip. They help to create different sounds - mainly the bilabial e.g. /p/, /b/, /m/, and /w/, labio-dental consonant sounds e. g. /f/ and /v/, rounded to produce the lip-shape for vowels like /u/ and thus create an important part of the speech organs.

**2. TEETH :**

The small whitish structures found in jaws in front of mouth, teeth come immediately after lips. They mainly help to create the labio-dental sounds. (Tongue touching the front teeth) e.g. /f/and /v/and others like/ð/and/θ/.

**3. ALVEOLAR RIDGE :**

Alveolar ridge is generally hard ridge behind the upper front teeth. It is located between the roof of the mouth and the upper teeth. You can feel its shape with your tongue. Its surface is rough, and is covered with little ridges. To produce sound /s/, air from the lungs passes continuously through the mouth, but the tongue is raised sufficiently close to the alveolar ridge to cause friction as it partially blocks the air that passes. Moreover, sounds are produced with the tongue touching here (such as t and d) are called *alveolar*.

**4. HARD PALATE :**

Hard palate is a thin horizontal bony plate of the skull, placed in the roof of the mouth. It is generally known as the "roof of the mouth". Its smooth curved surface can be felt with the tongue. The reciprocal use between the tongue and the hard palate is essential in the formation of certain speech sounds, notably /t/, /d/, and /j/.

**5. SOFT PALATE :**

The Soft palate (velum) allows air to pass through the nose and through the mouth. Usually while speaking, it is raised so that air cannot escape through the nose. This function separates the nasal cavity from oral cavity in order to produce the oral speech sounds. If this separation remains incomplete, air escapes through the nose during speech and the speech sounds like hyper nasal. It is also important to know that velum is one of the articulators that can be touched by the tongue. When person produces the sounds /k/ and /g/ the tongue comes in contact with the lower side of the velum, and it is considered as *velar consonants*.

**6. UVULA :**

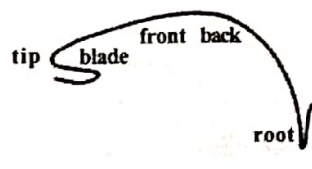
The full name of the hanging ball is the "*palatine uvula*," refers its location on soft palate. It functions in order with the back of the throat, the palate, and air coming up from the lungs to create a number of harsh and throaty sounds and other sounds. In many languages, it closes to prevent air escaping through the nose while producing some sounds.

**7. GLOTTIS :**

The combination of vocal folds and space in between the fold is known as glottis. The vocal folds vibrate, as a result vibration produces a "buzzing" quality to the speech called voice or pronunciation. Sound production involves only the *glottis* is called glottal. Example is the sound /h/.

**8. TONGUE :**

The tongue is a very important articulator which can be moved into many different places and different shapes. Its movement in oral cavity plays important role in production of almost every speech sound. Generally, it is divided into different parts: tip, blade, front, back and root.



Apart from these articulatory organs, other organs of the body also play a crucial role in the production of speech sounds which are as below:

### THE LUNGS :

The function of above mentioned body parts help to produce speech sounds where speech requires some sort of air source. A person produces a majority of speech sounds by forcing air upwards from the lungs, an action that is used in normal breathing

### THE LARYNX ("voice box")

The larynx, is generally known as the voice box or the Adam's apple. It plays crucial role in the production and differentiation of speech sounds. The larynx is situated exactly at the point where the throat is divided between the trachea (the windpipe which leads to the lungs) and the esophagus (the tube that carries food or drink to the stomach).

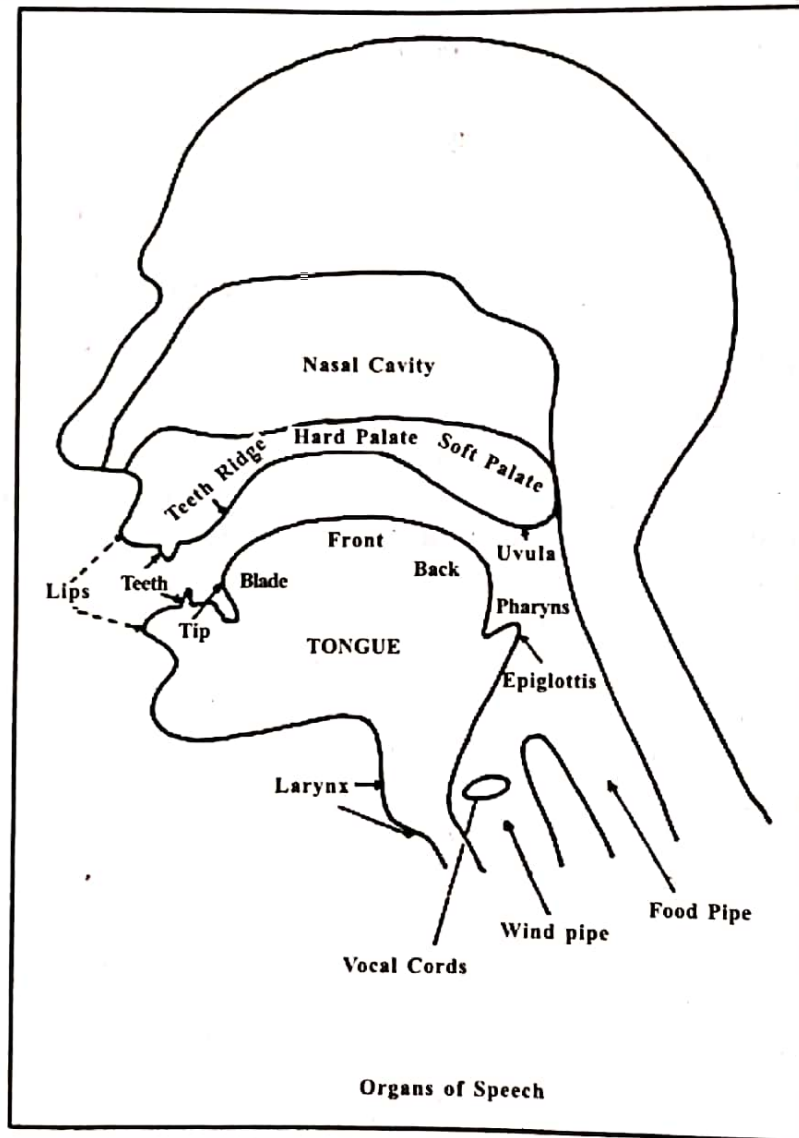


Figure: A vertical cross – section of the human head and neck with the names of the organs of speech.

### 2.8 PLACE OF ARTICULATION :

In the section of the articulatory system, it is mentioned briefly that the airstream through the vocal tract must be blocked in some way for sounds production. The sound which is produced with some forms of obstruction are called consonants. So consonants can be classified according to the place and manner of such obstruction.

**1. BILABIAL (two lips)**

Utter words such as 'pill', 'bill', 'mill' and note how the lips come together for the first sound in each of these words. Find similar pairs of words with bilabial sounds in the mid-position. (e.g. able) and at the end (e.g. tip)

**2. LABIO-DENTAL (lower lip and upper front teeth)**

When person pronounces the words like 'few', 'view' the lower lip is raised to touch the upper front teeth.

**3. DENTAL: (tongue tip or blade and upper front teeth)**

Say the words 'thigh', 'they' the tip of the tongue can either be below the upper front teeth or close behind the upper front teeth.

**4. ALVEOLAR (tongue tip or blade and the alveolar ridge)**

In words such as 'tie', 'die', 'lie', 'no', 'so', 'loo' the tip or blade of the tongue comes in contact with the alveolar or teeth-ridge.

**5. RETROFLEX: (tip of the tongue and the back of the alveolar ridge)**

Retroflex sounds are not very common in English but speakers of English who pronounce 'r' at the end of the word such as 'hour', 'air', 'flair', many have retroflex articulation. Some speakers also use retroflex sounds at the beginning of words such as 'rye', 'row', 'ray'.

**6. PALATO-ALVEOLAR: (tongue blade and the back of alveolar ridge)**

When person utters words 'sky', 'she', 'show', the tip of the tongue may be down behind the lower front teeth and the blade of the tongue is normally close to the back part of the alveolar ridge.

**7. PALATAL: (front of tongue and hard plate)**

If you pronounce words such as 'new', 'hue', 'cue', you can feel the front of the tongue raised towards the hard palate. In the palatal sounds after *k* as in 'cue', however, the contact point may be between the hard palate and the soft palate.

**8. VELAR: (back of tongue and soft palate)**

The final consonants sounds in words such as 'back', 'bag', 'bang', have the furthest back place of articulation in English. In all these sounds the back of tongue is raised to touch the soft palate.

**9. GLOTTAL: (open or partially closed glottis)**

The consonant *h* in 'he', 'high', 'how' is an example of glottal articulation. It is produced by the air coming through a partially closed glottis.

**2.9 MANNER OF ARTICULATION :**

There are many ways in which the articulators block the flow of air through the vocal tract. The articulators may completely close the oral tract for an instant or a relatively long period. They may also narrow the opening considerably or simply change the shape of the tract when approaching each other. The several ways of modifying the sounds may be called as *manner of articulation*.

Consonants can be divided according to the manner of articulation as below:

**1. PLOSIVE :**

There is the complete closure of the air-passage; pressure is built up, and then the air is released with the explosion. e.g. English /p, b, t, d, k, g/

**2. AFFRICATE :**

There is the complete closure of the passage in the mouth; then the organ are separated slowly so that friction is heard. e.g. /tʃ, dʒ/

**3. NASAL :**

There is the complete closure of the air passage in the mouth; the soft palate is lowered and the air escapes through the nose. e.g. English /m, n, ŋ/

**4. ROLL :**

There are a number of rapid taps made by a flexible organs against a firmer surface. For example some people pronounce English /r/ by making the tip of the tongue strike against the teeth-ridge a number of times.

**5. FLOP :**

There is only one tap; for example English /r/ in '*very*' is pronounced by making one tap of the tip of the tongue against the teeth-ridge.

**6. LATERAL :**

At some point on the mouth, there is a closure in the middle, but the air escapes through the sides. e.g. English /l/

**7. FRICATIVE :**

There is narrow passage for the air between two organs and friction is produced when the air passes through it. e.g. English /f, v, θ, ð, s, z, ʃ, ʒ, h/ . English /r/ in words like 'train' and 'draw'.

**8. FRICTIONLESS CONTINUANT :**

There is no closure or friction, but the sound has a consonantal function. e.g. English /r/ in words like rain, red etc.

**9. SEMI-VOWEL :**

A vowel glide with a consonantal function. e.g. English /j, w/.

**2.10 IPA :**

- Since there are standard sounds in English, these are put together with standard symbols. These symbols are called the International Phonetic Alphabet symbols or in short IPA.
- One should have knowledge about these symbols as She/he will find that they are used in dictionaries for indicating the correct pronunciation of words.
- ⇒ 'Using standard symbols for standard sounds is known as transcription.' It will help to learn how to transcribe words.

**2.11 TRANSCRIPTION :**

The following is a complete list of the phonetic symbols with its phonetic transcription.

**2.11.1 Vowels**

Sr. No.	IPA Symbols	Word	Phonetic Transcription
1.	/i:/	bead	/bi:d/
2.	/ɪ/	bid	/bɪd/
3.	/e/ OR /ɛ/	bed	/bed/
4.	/æ/	bad	/bæd/
5.	/ə:/ OR /ɜ:/	bird	/bɜ:d/
6.	/ə/	bitter	/bɪtə/
7.	/ʌ/	above	/əbʌv/
8.	/ɑ:/	ask	/ɑ:sk/

9.	/ɔ/ OR /ɒ/	box	/bɔks/
10.	/ɔ:/	hoard	/hɔ:d/
11.	/ʊ/	put	/pʊt/
12.	/u:/	food	/fu:d/
13.	/eɪ/	fail	/feɪl/
14.	/aɪ/	file	/faɪl/
15.	/ɔɪ/	foil	/fɔɪl/
16.	/aʊ/	fowl	/faʊl/
17.	/əʊ/	foal	/fəʊl/
18.	/ɪə/	peer	/pɪə/
19.	/ʊə/	poor	/pʊə/
20.	/eə/ OR /ɛə/	pair	/pɛə/

## 2.11.2 Consonants

Sr. No.	IPA Symbols	Word	Phonetic Transcription
1.	/k/	can	/kæn/
2.	/g/	gear	/gɪə/
3.	/tʃ/	chain	/tʃeɪn/
4.	/dʒ/	jane	/dʒeɪn/
5.	/z/	caesar	/si:zə/
6.	/t/	tan	/tæn/
7.	/d/	dear	/dɪə/
8.	/θ/	thought	/θɔ:t/
9.	/ð/	thine	/ðaɪn/
10.	/n/	sun	/sʌn/
11.	/p/	pan	/pæn/
12.	/f/	fought	/fɔ:t/
13.	/m/	sum	/sʌm/
14.	/j/	yet	/jet/
15.	/r/ OR /ɹ/	right	/raɪt/
16.	/l/	light	/laɪt/
17.	/v/	vine	/vaɪn/
18.	/w/	wet	/wɛt/
19.	/b/	beer	/bɪə/
20.	/ʃ/	show	/ʃəʊ/
21.	/s/	sew	/səʊ/
22.	/h/	how	/haʊ/
23.	/ŋ/	sung	/sʌŋ/
24.	/z/	seizure	/si:zə/



## 2.11.3 Practice of Vowels and Consonants :

## Unit 1 Vowel Practices

## Sett 1

	/i:/	
1. bee - /bi:/	key - /ki:/	sea - /si:/
2. need - /ni:d/	leave - /li:v/	these - /ði:z/
3. receive - /ri:si:v/	teacher - /ti:tʃə/	ceiling - /si:lɪŋ/
	/ɪ/	
1. bill - /bɪl/	give - /gɪv/	sing - /sɪŋ/
2. hill - /hɪl/	sick - /sɪk/	stick - /stɪk/
3. wicked - /wɪkɪd/	village - /vɪlɪdʒ/	minute - /mɪnɪt/

## Compare /i:/ and /ɪ/

1. feet - /fi:t/	fit - /fɪt/
2. bead - /bi:d/	bid - /bɪd/
3. ease - /i:z/	is - /ɪz/
4. heat - /hi:t/	hit - /hɪt/
5. feel - /fi:l/	fill - /fɪl/
6. sheep - /ʃi:p/	ship - /ʃɪp/

## Set: 2

	/e/ OR /ɛ/	
1. any - /eni/	bed - /bed/	test - /tɛst/
2. friend - /frɛnd/	breath - /brɛθ/	send - /sɛnd/
3. repent - /rɪpɛnt/	invent - /ɪn'vent/	detest - /dɪ'tɛst/

## Compare /i:/, /ɪ/ and /ɛ/

1. least - /li:st/	list - /lɪst/	lest - /lɛst/
2. read - /ri:d/	rid - /rɪd/	red - /rɛd/
3. peak - /pi:k/	pick - /pɪk/	peck - /pɛk/
4. seek - /si:k/	six - /sɪks/	next - /nɛkst/
5. seat - /si:t/	sit - /sɪt/	set - /sɛt/

## Set : 3

	/eɪ/	
1. say - /seɪ/	grey - /greɪ/	weigh - /weɪ/
2. age - /eɪdʒ/	pay - /peɪ/	face - /feɪs/
3. remain - /rɪmeɪn/	hate - /heɪt/	display - /dɪspleɪ/

## Compare /eɪ/ and /e/ OR /ɛ/

1. date - /deɪt/	debt - /dɛt/
2. later - /leɪtə/	latter - /lɛtə/
3. raid - /reɪd/	red - /rɛd/
4. wait - /weɪt/	wet - /wɛt/
5. pain - /peɪn/	pen - /pɛn/
6. waste - /weɪst/	west - /wɛst/

<b>Set : 4</b>	/æ/	
1. bad - /bæd/	bag - /bæg/	badge - /bædʒ/
2. cat - /kæt/	map - /mæp/	sack - /sæk/
3. carry - /kæri/	chat - /tʃæt/	happy - /hæpi:/ OR /hæpi/

**Compare /e/ OR /ɛ/ and /æ/**

1. bet - /'bet/	bat - /bæt/
2. bed - /bed/	bad - /bæd/
3. men - /mɛn/	man - /mæn/
4. head - /hed/	had - /hæd/
5. guess - /gɛs/	gas - /gæs/

**NOTE :**

According to Oxford Dictionary, Weak vowels /i/ and /u/: The sounds represented by /i:/ and /ɪ/ must always be made different, as in *heat* /hi:t/ compared with *hit* /hɪt/. The symbol /i/ represent a vowel that can be sounded as either /i:/ or /ɪ/, or a sound which is a compromise between them. In a word such as *happy* /'hæpi/, younger speakers use a quality more like /i:/ but short in duration. When /i/ is followed by /ə/ the sequence can also be pronounced /jə/. So the word *dubious* can be /'dju:biəs/ or /'dju:bjəs/. In the same way the two vowels represented /u:/ and /ʊ/ must be kept distinct but /u/ represents a weak vowel that varies between them. If /u/ is followed directly by a consonant sound, it can also be pronounced as /ə/. So *stimulate* can be /'stɪmjuleɪt/ or /'stɪmjuleɪt/.

<b>Set : 5</b>	/ʌ/	
1. but - /bʌt/	jug - /dʒʌg/	much - /mʌtʃ/
2. cut - /kʌt/	bus - /bʌs/	stuck - /stʌk/
3. ugly - /ʌgli/	country - /kʌntri/	enough - /ɪ'nʌf/

**Compare /ʌ/ and /æ/**

1. hut - /hʌt/	hat - /hæt/
2. much - /mʌtʃ/	match - /mætʃ/
3. bud - /bʌd/	bad - /bæd/
4. luck - /lʌk/	lack - /læk/
5. drink - /drɪŋk/	drank - /dræŋk/

<b>Set : 6</b>	/ɜ:/	
1. girl - /gɜ:l/	word - /wɜ:d/	turn - /tɜ:n/
2. shirt - /ʃɜ:t/	stir - /stɜ:/	search - /sɜ:tʃ/
3. early - /ɜ:li/	journey - /dʒɜ:ni/	rehearse - /rɪ'hɜ:s/

**Compare /ɜ:/ and /ʌ/**

1. hurt - /hɜ:t/	hut - /hʌt/
2. burn - /bɜ:n/	bun - /bʌn/
3. girl - /gɜ:l/	gull - /gʌl/
4. shirt - /ʃɜ:t/	shut - /ʃʌt/
5. bird - /bɜ:d/	bud - /bʌd/

<b>Set : 7</b>	/ɔ/ OR /ɒ/	
1. job - /dʒɒb/	clock - /klɒk/	stop - /stɒp/

- |                     |                    |                      |
|---------------------|--------------------|----------------------|
| 2. wash - /wɒʃ/     | swot - /swɒt/      | long - /lɒŋ/         |
| 3. office - /'ɒfɪs/ | quarrel - /kwɒrəl/ | knowledge - /nɒlɪdʒ/ |

**Compare /ɒ/ and /ɔ:/**

- |                 |                 |
|-----------------|-----------------|
| 1. cot - /kɒt/  | caught - /kɔ:t/ |
| 2. not - /nɒt/  | naught - /nɔ:t/ |
| 3. cod - /kɒd/  | cord - /kɔ:d/   |
| 4. cock - /kɒk/ | cork - /kɔ:k/   |
| 5. pot - /pɒt/  | port - /pɔ:t/   |

**Set : 8**

- |                     |                   |                     |
|---------------------|-------------------|---------------------|
| 1. go - /gəʊ/       | though - /ðəʊ/    | sew - /səʊ/         |
| 2. nose - /nəʊz/    | coat - /kəʊt/     | spoke - /spəʊk/     |
| 3. pillow - /pɪləʊ/ | window - /wɪndəʊ/ | potato - /pə'tetəʊ/ |

**Compare /ɔ:/ and /əʊ/**

- |                    |               |
|--------------------|---------------|
| 1. tall - /tɔ:l/   | toll - /təʊl/ |
| 2. born - /bɔ:n/   | bone - /bəʊn/ |
| 3. caught - /kɔ:t/ | coat - /kəʊt/ |
| 4. nought - /nɔ:t/ | note - /nəʊt/ |
| 5. cork - /kɔ:k/   | coke - /kəʊk/ |

**Set : 9**

- |                      |                |                   |
|----------------------|----------------|-------------------|
| 1. full - /fʊl/      | good - /gʊd/   | wool - /wʊl/      |
| 2. put - /pʊt/       | book - /bʊk/   | cook - /kʊk/      |
| 3. pudding - /pʊdɪŋ/ | sugar - /ʃʊgə/ | cushion - /kʊʃən/ |

- |                       |                 |                      |
|-----------------------|-----------------|----------------------|
| 1. blue - /blu:/      | shoe - /ʃu:/    | two - /tu:/          |
| 2. food - /fu:d/      | prove - /pru:v/ | tune - /tju:n/       |
| 3. approve - /əpru:v/ | cute - /kju:t/  | pursuit - /pə'sju:t/ |

**Compare /ʊ/ and /u:/**

- |                 |                |
|-----------------|----------------|
| 1. soot - /sʊt/ | suit - /su:t/  |
| 2. full - /fʊl/ | fool - /fu:l/  |
| 3. pull - /pʊl/ | pool - /pu:l/  |
| 4. wood - /wʊd/ | woed - /wu:d/  |
| 5. hood - /hʊd/ | who'd - /hu:d/ |

**Set : 10**

- |                       |                      |                  |
|-----------------------|----------------------|------------------|
| 1. cry - /kraɪ/       | high - /haɪ/         | buy - /baɪ/      |
| 2. time - /taɪm/      | drive - /draɪv/      | child - /tʃaɪld/ |
| 3. occupy - /ɒkjəpaɪ/ | satisfy - /sætɪsfaɪ/ | imply - /ɪmplaɪ/ |

- |                    |                |                 |
|--------------------|----------------|-----------------|
| 1. day - /deɪ/     | rate - /reɪt/  | fail - /feɪl/   |
| 2. sale - /seɪl/   | wage - /weɪdʒ/ | train - /treɪn/ |
| 3. weight - /weɪt/ | bait - /beɪt/  | mate - /meɪt/   |

**Compare /aI/ and /eI/**

- |                   |               |
|-------------------|---------------|
| 1. hight - /haIt/ | hate - /heIt/ |
| 2. right - /raIt/ | rate - /reIt/ |
| 3. line - /laIn/  | lane - /leIn/ |
| 4. time - /taIm/  | tame - /teIm/ |
| 5. die - /daI/    | day - /deI/   |

**Unit : 2 Consonant Practices****Set : 1****/f/**

- |                     |                  |                    |
|---------------------|------------------|--------------------|
| 1. fall - /fɔ:l/    | first - /fɜst/   | phase - /feIz/     |
| 2. flat - /flæt/    | form - /fɔrm/    | phrase - /freIz/   |
| 3. stiff - /stIf/   | half - /hɑ:f/    | cough - /kɔf/      |
| 4. coughs - /kɔfs/  | laugh - /lɑ:f/   | puffs - /pʌfs/     |
| 5. coffee - /kɔ:fi/ | affair - /ə'feə/ | afraid - /ə'freId/ |

**/v/**

- |                           |                  |                    |
|---------------------------|------------------|--------------------|
| 1. vest - /vest/          | view - /vju:/    | verse - /vɜ:s/     |
| 2. live - /lIv/ OR /laIv/ | love - /lʌv/     | of - /əv/          |
| 3. knives - /naIvz/       | gives - /gIvz/   | saves - /seIvz/    |
| 4. govern - /gʌven/       | avoid - /ə'vɔId/ | reverse - /rIvɜ:s/ |

**Compare /f/ and /v/**

- |                  |                |
|------------------|----------------|
| 1. fan - /fæn/   | van - /væn/    |
| 2. safe - /seIf/ | save - /seIv/  |
| 3. fine - /faIn/ | vine - /vaIn/  |
| 4. leaf - /li:f/ | leave - /li:v/ |
| 5. fear - /fɪə/  | veer - /viə/   |
| 6. off - /ɔf/    | of - /əv/      |

**Set : 2****/θ/**

- |                      |                   |                  |
|----------------------|-------------------|------------------|
| 1. thin - /θIn/      | thank - /θæŋk/    | thumb - /θʌm/    |
| 2. bath - /bɑ:θ/     | cloth - /klɒθ/    | north - /nɔ:θ/   |
| 3. moths - /mɔθs/    | breaths - /breθs/ | length - /leIŋθ/ |
| 4. through - /θru:/  | thought - /θɔ:t/  | thaw - /θɔ:/     |
| 5. thick - /θIk/     | thorn - /θɔ:n/    | thatch - /θætʃ/  |
| 6. nothing - /nʌθɪŋ/ | method - /meθəd/  | author - /ɔ:θə/  |

**/ð/**

- |                       |                     |                     |
|-----------------------|---------------------|---------------------|
| 1. this - /ðIs/       | then - /ðen/        | though - /ðəʊ/      |
| 2. bathe - /beIð/     | smooth - /smu:ð/    | clothe - /kleIð/    |
| 3. clothes - /kleIðz/ | breathes - /bri:ðz/ | loathes - /ləIðz/   |
| 4. father - /fɑ:ðə/   | weather - /weðə/    | northern - /nɔ:ðən/ |

**Compare /θ/ and /ð/**

- |                   |                 |
|-------------------|-----------------|
| 1. thigh - /θaI/  | thy - /ðəI/     |
| 2. ether - /i:θə/ | either - /aIðə/ |

3. teeth - /ti:θ/      teethe - /ti:ð/  
 4. loath - /leuθ/      loathe - /leuð/  
 5. wreaths - /ri:θs/      wreathes - /ri:ðz/  
**Set : 3**      /s/

1. sick - /slk/      said - /sɛd/      soon - /su:n/  
 2. miss - /mls/      prince - /prɪns/      face - /feɪs/  
 3. tips - /tɪps/      hats - /hæts/      kicks - /kɪks/  
 4. grocer - /greʊsə/      racing - /reɪsɪŋ/  
    /ʃ/

1. ship - /ʃɪp/      shame - /ʃeɪm/      sugar - /ʃʊgə/  
 2. rush - /rʌʃ/      wish - /wɪʃ/      marsh - /mɑ:ʃ/  
 3. special - /spɛʃəl/      ocean - /əʊʃən/      nation - /neɪʃən/

**Compare /s/ and /ʃ/**

1. sip - /sɪp/      ship - /ʃɪp/  
 2. see - /si:/      she - /ʃi:/  
 3. sell - /sɛl/      shell - /ʃɛl/  
 4. same - /seɪm/      shame - /ʃeɪm/

**Set : 4**      /z/

1. measure - /meɪzə/      decision - /dɪ'sɪʒən/      usual - /ju:zəl/  
 2. prestige - /preɪstɪ:ʒ/      rouge = /ru:ʒ/      barrage - /bæɾɑ:ʒ/  
 3. pleasure - /pleɪzə/      vision - /vɪʒən/      camouflage - /kæməflɑ:ʒ/

**Compare /ʃ/ and /z/**

1. pressure - /preʃə/      pleasure - /pleɪzə/  
 2. Confucian - /kən'fju:ʃn/      confusion - /ken'fju:ʒən/  
 3. fission - /fɪʃən/      vision - /vɪʒən/

**Set : 5**      /dʒ/

1. job - /dʒɒb/      just - /dʒʌst/      gem - /dʒɛm/  
 2. large - /lɑ:dʒ/      age - /eɪdʒ/      bridge - /brɪdʒ/  
 3. hedges - /hedʒz/      injure - /ɪndʒə/      soldier - /seʊldʒə/

**Compare /z/ and /dʒ/**

1. leisure - /'leɪzə/      ledger - /ledʒə/  
 2. seizure - /'si:zə/      besieger - /bɪ'si:dʒə/  
 3. vision - /vɪʒən/      pigeon - /pɪdʒɪn/

**Set : 6**      /tʃ/

1. cheap - /tʃi:p/      chin - /tʃɪn/      child - /tʃaɪld/  
 2. each - /i:tʃ/      march - /mɑ:tʃ/      patch - /pætʃ/  
 3. kitchen - /'kɪtʃən/      teacher - /ti:tʃə/      picture - /pɪktʃə/

**Compare /tʃ/ and /dʒ/**

1. choke - /tʃəʊk/      joke - /dʒəʊk/  
 2. chin - /tʃɪn/      gin - /dʒɪn/

- |                    |                |
|--------------------|----------------|
| 3. chest - /tʃɛst/ | jest - /dʒɛst/ |
| 4. batch - /bætʃ/  | badge - /bædʒ/ |
| 5. rich - /rɪtʃ/   | ridge - /rɪdʒ/ |

**Set : 7** /ŋ/

- |                       |                  |                   |
|-----------------------|------------------|-------------------|
| 1. ring - /rɪŋ/       | hung - /hʌŋ/     | long - /lɒŋ/      |
| 2. ringer - /rɪŋə/    | banger - /bæŋgə/ | singer - /sɪŋə/   |
| 3. monk - /mɒŋk/      | sink - /sɪŋk/    | drank - /dræŋk/   |
| 4. uncle - /ˈʌŋkəl/   | single - /sɪŋɡl/ | wrinkle - /rɪŋkl/ |
| 5. jungle - /dʒʌŋɡəl/ | finger - /fɪŋgə/ | anger - /æŋgə/    |

**Compare /n/ and /ŋ/**

- |                 |               |
|-----------------|---------------|
| 1. run - /rʌn/  | rung - /rʌŋ/  |
| 2. thin - /θɪn/ | thing - /θɪŋ/ |
| 3. kin - /kɪn/  | king - /kɪŋ/  |
| 4. sin - /sɪn/  | sing - /sɪŋ/  |
| 5. sun - /sʌn/  | sung - /sʌŋ/  |

**Set : 8** /w/

- |                     |                     |                       |
|---------------------|---------------------|-----------------------|
| 1. wash - /wɒʃ/     | wife - /waɪf/       | why - /waɪ/           |
| 2. swim - /swɪm/    | twelve - /twɛlv/    | queen - /kwɪ:n/       |
| 3. awake - /əˈweɪk/ | between - /bɪtwi:n/ | language - /læŋɡwɪdʒ/ |

**Compare /w/ and /v/**

- |                   |                |
|-------------------|----------------|
| 1. wet - /wɛt/    | vet - /vɛt/    |
| 2. worse - /wɜ:s/ | verse - /vɜ:s/ |
| 3. wine - /waɪn/  | vine - /vaɪn/  |
| 4. wheel - /wi:l/ | veal - /vi:l/  |
| 5. went - /wɛnt/  | vent - /vɛnt/  |
| 6. why - /waɪ/    | vie - /vaɪ/    |

**Set : 9** /j/

- |                     |                   |                   |
|---------------------|-------------------|-------------------|
| 1. you - /ju/       | yes - /jes/       | yard - /jɑ:d/     |
| 2. unit - /ju:nɪt/  | union - /ju:njən/ | Europe - /jʊərəp/ |
| 3. few - /fju:/     | queue - /kju:/    | stew - /stju:/    |
| 4. argue - /ɑ:gju:/ | efuse - /ɪfju:s/  | failure - /fɛljə/ |

**Compare /j/ and /dʒ/**

- |                  |                 |
|------------------|-----------------|
| 1. yet - /jɛt/   | jet - /dʒɛt/    |
| 2. yacht - /jɒt/ | jot - /dʒɒt/    |
| 3. yoke - /jəʊk/ | joke - /dʒəʊk/  |
| 4. yaw - /jɔ:/   | jaw - /dʒɔ:/    |
| 5. yam - /jæm/   | jam - /dʒæm/    |
| 6. use - /ju:s/  | juice - /dʒu:s/ |

## 2.12 INTRODUCTION TO DIFFERENT ACCENTS :

Nowadays, English is widely used language for spoken purpose in all over the world, either as mother tongue, official language, or foreign language. Speaking English has become more than a trend or a fashion. But it arises a question of accuracy. Since it is the language of the professional world, it is extremely important for all of us to know the differences between the three major varieties of English which are as follows:

**British English (BrE)** : It is being used in the United Kingdom which includes all English dialects used there. The pronunciation of Standard English is called *Received Pronunciation (RP)*. It can be referred as 'the Queen's English', 'Oxford English' and 'BBC English'. **American English (AmE)** is being used in the United States. Though Indian speaks British English, because of the regional language or vernacular which brings a significant change in the pronunciation and usage of English language. Thus, **Indian English (IE)** is considered a group of English dialects, or regional language varieties, spoken primarily on the Indian subcontinent. Indian English usually includes the idiomatic forms derived from Indian literary languages and vernaculars.

Here, few examples will help us to understand correct pronunciation, if you are not familiar with correct words, it may lead to some confusion while communicating across cultures. Sometimes, the spelling of the words remain the same but they are pronounced in different way. For example, 'schedule' is pronounced /'skɛdʒʊl/ and 'vitamin' is pronounced /'vɪtɛmɪn/ in American English whereas in British English they are pronounced /'ʃɛdʒu:l/ and /'vɪtɛmɪn/ respectively. Given below are a few more such examples:

- Ate: /et/ as in let (BrE); /elt/ as in late (AmE)
- Vase: /va:z/ as in cars (BrE); /vels/ as in face (AmE)

### Other Examples :

- In BrE /ɒ/ in words such as Not, cross, stop, college is pronounced /ɑ/ in AmE
- BrE /ju:/ after consonants /d/, /t/, /n/ is pronounced /u:/ in AmE, eg. Duty, tune, new.
- AmE does not drop the /r/ sound in words like better, perceive, bird, here, poor, chair, dare, whereas BrE does.
- In BrE /ɑ:/ before -f, -s, -m, -n is pronounced /æ/ in AmE eg. Ask, task, after, pass, calf.
- The past tense form of the following verb is pronounced differently.

BrE	AmE
Eat - ate/et/	eat - ate/elt/

- Here are a few examples of words which are pronounced differently in the AmE than in the BrE.

Word	BrE	AmE
either	/'aɪðə/	/'i:ðər/
glacier	/gɪzæsjə/	/'glɛɪʃə/
research	/rɪ'sɜ:tʃ/	/'ri:səʃ/
Asia	/'eɪʒə/	/'eɪʃə/

- The BrE /əʊ/ is pronounced as /oʊ/ in AmE in words such as go, no, crow, and romantic.
- Words pronounced with /æ/ AmE with /ɑ:/ in BrE: bath, lath, path, aunt, plant, can't, advantage Exception: hath, maths, athlete, ant, banter, scant, mantle.

### Some differences in Indian English pronunciation (IE):

- Most of Indian English speakers do not make a clear distinction between /ɒ/ and /ɔ:/. For example: Cot, caught.
- Unlike British speakers, some Indian speakers, especially in the South, often do not pronounce the rounded /ɒ/ or /ɔ:/, and substitute /ɑ/ instead. Eg. In South India coffee will be pronounced kaafi, copy will be kaapi etc.

- Unlike native speakers Indian English speakers do not make use of the consonant sound /ʒ/. Instead, the sounds /dʒ/, /z/ are used by Indian speakers of English.
- Standard Hindi and most other vernaculars (except Punjabi, Marathi & Bengali) do not differentiate between /v/ and /w/ sounds.
- Words such as class, staff and last would be pronounced /klɑ:s/, /stɑ:f/ and /lɑ:st/ in British English, whereas it is pronounced /klæs/, /stæf/ and /læst/ in American English.

### 2.13 SELF-PRACTICE

1. What is Phonetics? Explain classification of sounds.
2. Write a short note on: Vowels
3. Write a short note on: Consonants
4. What is Airstream Mechanism? Discuss the organs of speech.
5. Write a note on Place of Articulation.
6. Write a note on Manner of Articulation.
7. What is IPA?

### 2.14 QUESTIONS ASKED IN GTU (WINTER 2018) :

1. What is Phonetics?
2. Which are the Organs of speech? Describe the functions of any two organs in detail.
3. What is "Diphthong"? Explain with examples.
4. Differentiate between Bilabial and Labiodental Sounds of English with examples.
5. Transcribe the following words.  
1. Cat 2. Children 3. No 4. Future
6. Write the correct words for the given transcriptions.  
1. /'leɪt/ 2. /ʌndə'stænd/ 3. /gəʊ/

□



# UNIT : 3

## IDENTIFYING COMMON ERRORS IN WRITING

### 3.1 TENSES :

Summary Chart of Tenses :

Tenses	Usage	Sentence Structure	Time Expression	Example
Simple present	To express habitual manners of present, stating a fact, general truth, state or condition.	Subject + V1 OR s/es + object + other words	usually; every day; often; sometimes; rarely; always.	I drink a cup of Irish Coffee everyday. I do not drink a cup of Irish Coffee everyday. Do I drink a cup of Irish Coffee everyday?
Present continuous	To express the action which is going on right now in the present.	Subject + am/is/are + V1 + ing + object + other words	now; right now; at the moment; at the present; Look; Listen.	You are reading this material now. You are not reading this material now. Are you reading this material now?
Present perfect	To express the action has just ended in the present.	Subject + have/has + V3 + object + other words	already; just; yet; ever; never; so far; for; since; lately.	He has completed his assignment. He has not completed his assignment. Has he completed his assignment?
Present perfect continuous	To express the action which has lasted for some time by now and is still going on.	Subject + have/has + been + V1 + ing + object + other words	for an hour; for a week; for five years; all day; since.	She has been working as a teacher since she graduated from college. She has not been working as a teacher since she graduated from college. Has she been working since she graduated from college?
Simple past	To express the action which happened (started and ended) in the past.	Subject + V2 + object + other words	yesterday; last week; last year; in 1995; in 2009; two hours ago; four years ago.	We visited Dubai in 2009. We did not visit Dubai in 2009. Did we visit Dubai in 2009?

Tenses	Usage	Sentence Structure	Time Expression	Example
Past continuous	To express the action at some point of time in the past.	Subject + was/were + V1 + ing + object + other words	while; when; at five o'clock yesterday.	When he reached, I was reading a book. When he reached, I was not reading a book. Was I reading a book when he reached?
Past perfect	To express the action which happened before another past action or before some point of time in the past.	Subject + had + V3 + object + other words	by the time; before; after; by 1998; by yesterday; by last Sunday.	All the students had left the school by last week. All the students had not left the school by last week. Had all the students left the school by last week?
Past perfect continuous	To express the action which lasted for some time before another past action or before some point of time in the past.	Subject + had + been + V1 + ing + object + other words	by the time; before; after; by yesterday; by 2005; for two hours; for a long time.	By 2009, they had been living there for twenty years. By 2009, they had not been living there for twenty years. Had they been living there for twenty years by 2009?
Simple future	To express the action which will happen in the future.	Subject + shall/will + V1 + object + other words	tomorrow; in a few days; next week; in 2025; in the future.	I shall participate in next dance show. I shall not participate in next dance show. Shall I participate in next dance show?
Future continuous	To express the action which will be going on at some point of time in future	Subject + shall/will + be + V1 + ing + object + other words	at three tomorrow; at this time next year; when.	He'll be sleeping at two o'clock tomorrow. He'll be not sleeping at two o'clock tomorrow. Will he be sleeping at two o'clock tomorrow?
Future perfect	To express the action which will happen before another future action or before some point of time in the future.	Subject + shall/will + have + V3 + object + other words	by the time; by 2035; by tomorrow; before.	They will have left the city by next year. They will not have left the city by next year. Will they have left the city by next year?

Tenses	Usage	Sentence Structure	Time Expression	Example
Future perfect continuous	To express the action which will last for some time before another future action.	Subject + shall/will + have + been + V1 + ing + object + other words	by the time; by 2030; before; for two hours.	She will have been doing job there by next month. She will not have been doing job there by next month. Will she have been doing job there by next month?

### ❖ SELF PRACTICES

- How many assignments ..... by the teacher this year ?  
(had been signed, have signed, have been signed)
- When my father came, I ..... my lunch. (had taken, have taken, took)
- The contractor ..... the building for several months. (is making, has been making, was making)
- Listen, my younger sister ..... a nice song. (sings, has been singing, is singing)
- Who ..... at you now? (shouts, is shouting, was shouting)
- When all the students reached the party plot, their parents ..... dinner. (were taking, took, are taking)
- My father ..... tea every day. (was not making, does not make, is not make)
- ..... Rihanna ..... with me in next ball dance party? (Will...dance, Are...dancing, Do...dance)
- The Earth ..... around the Moon. (moves, is moving, does not move)
- We ..... horror movie at 7 o'clock tomorrow. (will watch, will be watching, will watching)
- No, Radhika ..... my dress yet. (has returned, had not returned, has not returned)
- By 2025, scientists ..... the cure for cancer. (will find, will found, will have found)
- Rahul felt sorry after he ..... me. (had insulted, insulted, has insulted)
- At that time, my mother ..... a woolen frock for three months.  
(had been knitting, was knitting, is knitting)
- Beyonce ..... beautiful ballad in her last show. (sings, sang, was sang)
- Mr. Sharma ..... Irish coffee often. (drinks, drink, is drinking)
- I found my lost pen when I ..... to the staff room. (went, am going, was going)
- Neeta ..... her birthday cake at 12 o'clock tomorrow. (will be cutting, will cut, will cutting)
- Hear, someone ..... in the corner of the dark room. (was crying, is crying, will be crying)
- ..... you ..... sandwich and French fries in your last lunch? (Do---eat, Will---eat, Did---eat)
- My uncle ..... for walking daily in the garden. (goes, go, is go)
- ..... English ..... by your teacher well when Principal came?  
(Was---being taught, Was---teaching, Is-teaching)
- I ..... just ..... my homework. (will...finish, have...finished, has...finished)
- The punishment ..... to the students before the bell rang. (had given, had been given, was been given)
- Before next month, I ..... at Dubai. (will reach, will reaching, will have reached)
- Children ..... badminton in the ground at the present. (are playing, were playing, play)
- By 2028, he ..... there for twenty years. (has been living, had been living, will have been living)

28. It is Malti who \_\_\_\_\_ all the appreciation. (deserves, deserve, is deserve)
29. The car \_\_\_\_\_ by the mechanic. (has repaired, is repairing, is being repaired)
30. My brother fell down while I \_\_\_\_\_ piano. (was playing, am playing, played)
31. Last Saturday, Mr. Anil Bhojani \_\_\_\_\_ as the chief advisor of the company. (had selected, was selected, were selected)
32. \_\_\_\_\_ you ever seen Mr. Mehta \_\_\_\_\_ on violin? (Have...playing, Had...played, Has...playing)
33. Natasha \_\_\_\_\_ to college last Monday. (gone, went, goes)
34. My mother \_\_\_\_\_ chapatti for me now. (making, is making, was making)
35. \_\_\_\_\_ they \_\_\_\_\_ fresh vegetables and fruits always? (Do...bring, Are...bringing, Will...bring)
36. Kamallesh bhai \_\_\_\_\_ in his school since 1982. (is serving, has been serving, has serving)
37. Hurry up. The train \_\_\_\_\_ already \_\_\_\_\_. (has...arrived, have...arrived, had...arrived)
38. We \_\_\_\_\_ to bed at 10 o'clock yesterday. (go, gone, went)
39. The river Ganga \_\_\_\_\_ from the Himalayas. (flows, flow, flowing)
40. Our family usually \_\_\_\_\_ vegetables in our garden. (grows, grow, grew)
41. Adi Becstor \_\_\_\_\_ tennis with his friends last Sunday. (plays, played, play)
42. \_\_\_\_\_ she \_\_\_\_\_ songs right now? (Are...listening, Was...listening, Is...listening)
43. \_\_\_\_\_ you \_\_\_\_\_ coffee daily? (Did...take, Do...take, Did...took)
44. \_\_\_\_\_ they \_\_\_\_\_ to hospital next morning? (Will...go, Do...go, Are...going)
45. I \_\_\_\_\_ the map, before I went on tour. (has not studied, had not study, had not studied)
46. The gardener \_\_\_\_\_ in the garden, when I saw him. (was working, is working, worked)
47. At that time, Ruchita \_\_\_\_\_ a gothic novel for two months. (was writing, had writing, had been writing)
48. They \_\_\_\_\_ us for long time now. (have been teaching, has been teaching, had been teaching)
49. Two plus two \_\_\_\_\_ four. (makes, make, made)
50. The Sun \_\_\_\_\_ in the east. (rises, rise, rosp)

### 3.2 SUBJECT-VERB AGREEMENT :

An Agreement of a verb with a subject is known as 'Subject-verb agreement'. In this sense, subject and verb must agree with each other in numbers. Here are some important points to remember.

- (1) In the simple present tense, the verb with third person singular ends with s/es but there will be no s/es in third person plural.

The dog barks.                      My friend drinks tea.  
The dogs bark.                      My friends drink tea.

There are some exceptions to this are:

1. he is – they are, he does – they do
  2. he goes – they go (where the singular is not ending with –s, but –es, because the previous letter is vowel)
  3. it flies (where the singular is ending with –ies, because end is y with the previous consonant)
- (2) When the subject is one of – with plural noun (one of the teachers, one of the employees), the singular verb is placed to agree with one. There is mostly an inducement to make it agree with the plural noun that immediately precedes it, but this is incorrect.

One of my students lives next door to my house. (not live)  
One of my cousins has a collection of old coins. (not have)

- (3) If a clause (long) separates the subject from the verb, it is needed to remember the actual subject-word, and to make the verb agree with it.

All the files which have been placed on that table by the window need re-binding.

The piano which you gave my children works perfectly.

- (4) When there is formal (subject), the verb agrees with the 'real' subject that follows it.

There is an apple in my bag.

There are thirty classrooms in our college.

- (5) When a subject is made up of two or more nouns, it takes a plural verb.

Jack and Jill have gone for a holiday.

Chickpeas, green gram and sago are pulses.

But when two or more nouns represent a compound name of one thing, then the compound is considered as singular, and takes a singular verb.

Bread and butter is a good for breakfast.

There is eggs and bacon in the plate.

- (6) When a plural number applies to distances, weights, heights or amounts of money, and represents a single figure or quantity, it is considered as a singular and takes a singular verb.

Thousand pounds is a great amount. (not are)

Ten miles is not a great distance in these days of rapid travel. (not are)

- (7) If the title of a literary work, or the name of a house or a hotel, is a plural, then it is treated as a singular, as it is only one title or one building.

Around the world in eighty days was written by Jules Verne.

The 4 squares is situated in the High street.

#### ❖ SELF PRACTICE

1. A new bike ..... a lot of money. (cost)
2. Now, mobile phones ..... more than books. (cost)
3. Birds ..... very fast. (fly)
4. An aeroplane ..... more quickly than a bird. (fly)
5. She ..... very beautiful in ball gown. (look)
6. Those children ..... very happy. (look)
7. One of the students ..... from the same village as myself. (come)
8. My father ..... a cup of tea each morning. (drink)
9. A tortoise ..... very slowly. (walk)
10. Twenty miles ..... a long way to walk. (be)
11. The tallest of five boys ..... next door. (live)
12. There ..... many rooms in that large building. (be)
13. There ..... a dog in that yard. (be)
14. There ..... a tsunami last night. (be)
15. There ..... many fine garments at the exhibition. (be)

## 3.3 NOUN – PRONOUN AGREEMENT :

(1) In singular noun,

1. Persons of the male sex are referred as *he, him, his, himself*.
2. Persons of the female sex are referred by *she, her, hers, herself*.
3. Non-living things, and most animals (Exception: point 4), are referred to by *it, its* and *itself*.

(2) If the noun is - *person, motorist, pupil, scholar, reader, pedestrian* than the masculine pronoun is generally used.

A reader likes to choose his books himself.

A pupil follows his teacher.

But if the clear reference of a woman or a girl is given, then, of course, the feminine form must be used. The word *member* could, for instance, refer to persons of either sex or both, but when it refers to a member of a women's organization it is obviously feminine.

There is only one member who has not paid her fees, and she has promised to pay within the next week.

The words *baby* and *child*, which refer to either sex, are mostly referred as *-it*.

The doctor picked up the baby and gave it to the mother.

The child was crying for its family.

(3) If the number is plural, persons of either sex, as well as non-living things, are referred by *they, them, their, theirs, themselves*.

(4) An animal is usually referred by *-it*. (e.g. cow, bull).

We watched the cow as it was eating the grass.

But if there is something in the context or situation which draws attention to the sex of the animal, then *he* or *she* may be used.

Under the shade of a tree there was a cow with her calf.

Pet animals, which are treated as members of the family, are usually referred by the pronoun appropriate to their sex.

We have lost our cat. Have you seen him/her?

(5) Note that *every*, and words beginning with *every-* (*everyone, everybody, everything*) are singular, and must therefore be referred by the singular pronouns.

Every girl passed his examination. (*not their*)

Everyone had to show his pass. (*not their pass*)

(6) Remember that the possessive *his* and *her*, and the other words derived from them, must agree in gender with the words to which they refer back (or, to put in another way, with the genitive noun that they replace). The use of masculine, feminine or neuter form does not depend on the gender of the noun that follows it, or that it qualifies.

Jack gave a present to his mother. (*not her mother*)

Kristi gave a present to her mother, as well as to her father. (*not his father*)

The bag was restored to its owner. (*not his owner or her owner*)

In the first sentence possessive takes its gender form *Jack*, therefore it must be *his*. In the second, it takes its gender form *Kristi*, therefore it must be *her*. In the third, it takes its gender form *bag*, therefore it must be *its*.

The following table will help you to use the right pronoun or adjective.

man, boy, everyone, everybody, a person	he, him, his, himself
woman, girl, every woman, every girl	she, her, hers, herself
a thing, an animal	it, its, itself
one	one, one's, oneself
men, women, people, animals, things	they, them, their, theirs, themselves

The above table gives only the third person form. The below table gives you all the various forms that the personal pronouns and the words derived from them can take, for all persons, and for both singular and plural.

Personal Pronoun		Possessive*	Possessive*	Reflexive
Nominative	Accusative	Adjective	Pronoun	Pronoun
I	Me	My	Mine	myself
You	you	your	yours	yourself
he	him	his	his	himself
she	her	her	hers	herself
it	it	its	its	itself
one	one	one's	one's	oneself
we	us	our	ours	ourselves
You	you	your	yours	yourselves
they	them	their	theirs	themselves

\*The possessive adjective is used before a noun.

My file, your pencil, our cat.

The possessive pronoun is used when no noun follows.

This file is mine.

Is this pencil yours?

The cat is ours.

#### ❖ SELF PRACTICE

- Jack has returned the history book which you lent .....
  - He sang so softly that we could not hear .....
  - Those girls are very fond of ..... dress.
  - Misha had misplaced ..... purse.
  - You must write ..... formal letters more carefully.
  - The headmistress interviewed the students one by one in ..... study.
  - They should not have spent that money, as it was not .....  
(their, theirs)
  - We should always be careful in the selection of ..... friends.  
(our, ours)
  - That bat is Suhan's, but this one is .....
  - ..... house is bigger than .....  
(my, mine)
- (your, yours : our, ours)

### 3.4 MISPLACED MODIFIERS :

'A *Misplaced Modifier* is a word, phrase, or clause which is separated improperly from the word it modifies/ describes.' Because of the separation, it can create confusion in sentence which often leads to an awkward sound. Thus, modifiers must be placed properly.

**Example :** On her way home, Jenil found a *gold woman's* bracelet.

The example above suggests that a *gold woman* owns a bracelet. Misplaced modifiers can usually be *corrected* by *moving* the modifier to a proper place in the sentence, generally next to the word it modifies.

**Corrected :** On her way home, Jenil found a woman's *gold bracelet*.

Now it is the *bracelet* that is *gold*.

There are several kinds of misplaced modifiers:

1. *Misplaced adjectives* are incorrectly separated from the nouns they modify and mostly misstate the intended meaning.

**Example :** He ate a *cold dish* of cereal this evening.

Correct the error by placing the adjective next to the noun it modifies.

**Corrected :** He ate a dish of *cold cereal* this evening.

2. *Misplaced adverbs* can change entire meaning of a sentence.

**Example :** My cousin drink lemon juice that he had brought *slowly*.

To repair the meaning, move the adverb slowly so that it is near drink.

**Corrected :** My cousin *slowly* drink the lemon juice that he had brought.

Note the adverbs such as *only, just, nearly, merely, and almost*. They are often misplaced and cause an error in the sentence.

**Example :** They *only* contributed \$20.00 to the fund for blind children.

**Corrected :** They contributed *only* \$20.00 to the fund for blind children.

3. *Misplaced phrases* can also cause a senseless meaning in a sentence. Thus, it can lead to an awkward sound.

**Example :** The owner sold the sofa to the *customer with the leather material*.

**Corrected :** The owner sold the *sofa with the leather material* to the customer.

**Other Examples :**

**Example 1**

**Misplaced modifier :**

When ten years old, my father enrolled me in a school.

**Correction:**

When I was ten years old, my father enrolled me in a school.

**Example 2**

**Misplaced modifier :**

Standing on the main road, a truck will hit you.

**Correction:**

If you stand on the main road, a truck will hit you.



**Example 3****Misplaced modifier:**

Misha served sandwiches to the siblings on paper plates.

**Correction:**

Misha served the siblings sandwiches on paper plates.

**Example 4****Misplaced modifier:**

He nearly drove the bike for eight hours a day.

**Correction:**

He drove the bike for nearly eight hours a day.

**Example 5****Misplaced modifier:**

I saw a puppy and a kitten on the way to home.

**Correction:**

On the way to home, I saw a puppy and a kitten.

**Example 6****Misplaced modifier:**

Only Miley Cyrus gave me \$8 to clean all her clothes.

**Correction:**

Miley Cyrus gave me only \$8 to clean all her clothes.

**Example 7****Misplaced modifier :**

Merry almost failed every exam she took.

**Correction:**

Merry failed almost every exam she took.

**Example 8****Misplaced modifier :**

People who laugh rarely are unhealthy.

**Correction:**

People who rarely laugh are unhealthy.

**Example 9****Misplaced modifier :**

Adi bought a kitten for his sister they call Misty.

**Correction:**

Adi bought a kitten they call Misty for his sister.

**Example 10****Misplaced modifier :**

While visiting a zoo, the lion frightened my friends.

**Correction :**

While my friends were visiting a zoo, the lion frightened them.

## 3.5 ARTICLES :

## 1. Indefinite Article (a, an)

Indefinite Articles are used before singular noun only.

If the noun starts with a vowel (the letters 'a', 'e', 'i', 'o' or 'u') it will use 'an'. And if it starts with any consonant however, then it will use 'a'.

## Exception :

If the first letter of a noun is a vowel but sound is consonant then article 'a' will be used. For example, "a university". In the same way, if the first letter of a noun is a consonant but sound is vowel then article 'an' will be used. For example "an hour".

## 2. Definite Article (the)

## Rules :

## Before plural nouns:

I ate the *apples*.

To indicate a noun that is unique:

*The Nile* is a longest river.

To designate a natural phenomenon:

The days get shorter in *the winter*.

*The wind* is blowing so hard.

To refer to a time period:

She was very sad *in the past*.

This song was very popular in *the 1980s*.

To indicate a noun that is definite or has been previously specified in the context:

Please close *the window*.

## ❖ SELF PRACTICE

- |  |                                |
|--|--------------------------------|
| 1. Mrs. Smith was ..... European lady.                         | (a, an, the)                   |
| 2. Misha is doing ..... M.B.A.                                 | (a, an, the)                   |
| 3. .... English defeated ..... French.                         | (A...the, The...the, An...the) |
| 4. She has ..... one rupee coin.                               | (a, an, the)                   |
| 5. .... Geeta is ..... holy book.                              | (The...a, The...the, A...the)  |
| 6. There is ..... tiger in the forest. .... tiger is roaring.  | (the...The, the...A, a...The)  |
| 7. .... harder you work, .... grater will be rewarded.         | (The...the, the...a, The...an) |
| 8. What ..... beautiful car it is!                             | (a, an, the)                   |
| 9. .... Ganga is a holy river of India.                        | (a, an, the)                   |
| 10. My grandfather tells ..... story every day in the morning. | (a, an, the)                   |
| 11. .... Gerbera is a beautiful flower.                        | (A, An, The)                   |
| 12. All ..... boys stood in a queue.                           | (a, an, the)                   |
| 13. That is really ..... enchanting scene.                     | (a, an, the)                   |
| 14. Rahul is ..... honest boy.                                 | (a, an, the)                   |
| 15. Account is ..... difficult subject for some people.        | (a, an, the)                   |

16. Mr. Rajesh is ..... university professor.
17. .... water in that jug is pure.
18. Please, open ..... window.
19. Radha is ..... daughter of ..... retired teacher.
20. .... tiger is our national animal.
21. He came here as ..... teacher.
22. Who is ..... eldest daughter among you?
23. Mr. Desai has ..... small book shop.
24. She will come back within ..... hour.
25. It was ..... unexpected day.

English  
 (a, an, the)  
 (A, An, The)  
 (a, an, the)  
 (a...the, the...the, a...a)  
 (A, An, The)  
 (a, an, the)  
 (a, an, the)  
 (a, an, the)  
 (a, an, the)

### 3.6 PREPOSITIONS :

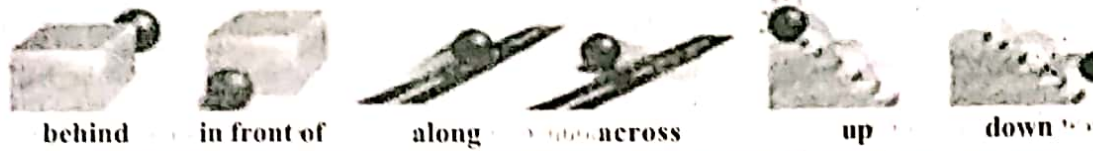
*Preposition* is a word or phrase used before a noun or pronoun to show place, time, direction, etc.

The following table contains rules for some of the most frequently used prepositions in English:

#### Prepositions - Time

Prepositions	Usage	Example
on	days of the week	on Sunday
in	months / seasons time of day year after a certain period of time (when?)	in October / in Summer in the morning in 2006 in an hour
at	for night for weekend a certain point of time (when?)	at night at the weekend at half past ten
since	from a certain point of time (past till now)	since 1950
for	over a certain period of time (past till now)	for 3 years
ago	a certain time in the past	3 years ago
before	earlier than a certain point of time	before 2005
to	telling the time	ten to 7 (6:50)
past	telling the time	ten past 7 (7:10)
to/till/until	marking the beginning and end of a period of time	from Tuesday to/till Friday
till/until	in the sense of how long something is	
going to last	She is on holiday until Saturday.	
By	in the sense of at the latest up to a certain time	I will be back by 8 o'clock. By 10 o'clock, I had read whole book.

Prepositions - Place (Position and Direction)



Prepositions	Usage	Example
in	room, building, street, town, country book, paper etc. car, taxi picture, world	in the kitchen, in London, in the book in the car, in a taxi, in the picture, in the world.
at	meaning next to, by an object for table, for events place where you are to do something typical (watch a film, study, work)	at the door, at the railway station, at the table, at a concert, at the party, at the cinema, at school, at work.
on	attached for a place with a river being for a certain side (left, right) for a floor in a house for public transport for television, radio	on the picture on the Nile, on the left on the second floor, on the bus, on a plane on TV, on the radio
by, next to, beside	left or right of somebody or something	Jack is standing by / next to / beside the car.
under	on the ground, lower than (or covered by) something else	the book is under the table
below	lower than something else but above ground	the fishes are below the surface
over	covered by something else meaning more than getting to the other side (also across) overcoming an obstacle	put a jacket over your t-shirt over 18 years of age walk over the bridge climb over the mountain

Prepositions	Usage	Example
above	higher than something else, but not directly over it	a path above the lake
across	getting to the other side (also over) getting to the other side	walk across the bridge walk across the road
through	something with limits on top, bottom and the sides	drive through the tunnel
to	movement to person or building movement to a place or country for bed	go to the cinema go to Washington go to bed
into	enter a room / a building	go into the drawing room / the house
towards	movement in the direction of something (but not directly to it)	go 10 steps towards the house
onto	movement to the top of something	jump onto the pillow
from	in the sense of where from	a flower from the garden

### Other Important Prepositions

English	Usage	Example
from	who gave it	a present from Jack
of	who/what does it belong to what does it show	a page of the book the picture of a city
by	who made it	a book by Shakespeare
on	walking or riding on horseback entering a public transport vehicle	on foot, on horseback get on the bus
in	entering a car / Taxi	get in the car
off	leaving a public transport vehicle	get off the train
out of	leaving a car / Taxi	get out of the taxi
by	rise or fall of something travelling or (other than walking horse riding)	prices have risen by 20 percent by car, by bus
at	for age	she learned German at 55
about	for topics, meaning what about	We were talking about her.

### ❖ SELF PRACTICE

- The cat jumped ..... the lake. (into, in, onto)
- Bats are seen ..... night. (in, at, on)
- The show is over. It is time to go ..... bed. (to, in, on)
- While the younger son Smith was looking ..... his ill mother Mitali, her elder son John was looking ..... the lost bag in the house. (at, into, for, after)
- Birds are flying ..... my house. (on, above, at)
- Raj has been working ..... three hours. (for, out, at)
- My favourite Italian restaurant is just ..... the street. (over, across, under)
- ..... the fruits and vegetables, we also need some milk. (Besides, On, In)

9. Her birthday falls ..... a Sunday. (at, in, on)
10. The Hospital is ..... the cinema. (on, in, opposite)
11. I like that painting hanging ..... the wall ..... the living room. (on, in, at)
12. Nikita's house is not so far, it is just ..... my house. (at, between, near)
13. I'm reading a book ..... Sudha Murty. (by, on, at)
14. Mr Desai is suffering ..... T.B. (in, from, with)
15. They travel ..... bus daily. (in, above, by)
16. We were all sitting ..... the famous café of the city. (into, inside, onto)
17. I love to play ..... my pet cat. (at, to, with)
18. I am sitting ..... my friend. (near, beside, on)
19. My English grammar book is ..... the newspaper. (under, at, in )
20. We ate our lunch ..... 3 o'clock. (in, on, at)
21. The polo match is ..... the evening. (on, in, at)
22. It rained ..... the night. (on, above, during)
23. My house is ..... garden and school. (between, in, near)
24. My books are ..... the desk. (into, on, above)
25. Students finished their homework ..... five hours. (on, at, before)

3.7 MODAL AUXILIARIES :

Modal Auxiliaries (Verbs) with table:

Modal Verb	Usage	Example
<i>Can</i>	Ability when something is possible Permission informal requests	I can read french books. A man can create a miracle. You can leave now. Can you give me your book?
<i>could</i>	past form of "can" polite requests Possibility	Rahul said he could play piano. Could you pass your bag, please? It could be that he missed the bus.
<i>may</i>	Possibility ask or give permission(formal)	It may rain this Sunday. May I talk?
<i>might</i>	past form of "may" Possibility	She said she might change the route. She might fail in the exam.
<i>must</i>	you have to do it  it's very logical or very likely to happen	You must buy a ticket to watch a movie in the theatre. Look at the snow, it must be very cold.
<i>must not/ mustn't</i>	you are not allowed to do it	You mustn't smoke in the flight.
<i>shall</i>	future for "I" and "we" questions and suggestions for "I" and "we"	I shall meet him next year. Let's go to Mumbai, shall we?
<i>should</i>	the right thing to do Advice what is likely or expected to happen	One should do his work by himself only. You should take medicine regularly. They should be back by tomorrow.

Modal Verb	Usage	Example
<i>will</i>	future action or states (not plans) promises and intentions	John will come to my house in next winter. It's alright, I'll join you for the ball party.
<i>would</i>	past form of "will"  imagined situations  for polite requests, offers and invitations  to say what you want to do or have	Before she had a child she would stay up late at night.  What would you do if you were a prime minister?  Would you please come here?  Would you like to have a cup of Irish coffee?  I would like a piece of carrot pie.
<i>ought to</i>	the right thing to do	You ought to apologize for your mistake.

### English Modal Verbs — Situations Table

Situation	Modal Verb	Example
<i>requests</i> (formal)	May	May I come in?
<i>requests</i> (informal)	Can	Can I sit here?
<i>requests</i> (polite)	Could	Could I stand there?
<i>requests</i> (polite)	Would	Would you lend me your book?
<i>permission</i> (formal)	May	You may come in.
<i>permission</i> (informal)	Can	You can sing with me.
<i>obligation</i> (full)	Must	You must cooperate the police for this case.
<i>obligation</i> (partial)	Should	You should speak the truth.
<i>obligation</i> (partial) (less common)	ought to	You ought to speak the truth to your friends.
<i>logical conclusions</i> (stronger than "should")	Must	She left the club an hour ago, so she must be there already.
<i>logical conclusions</i> (weaker than "must")	Should	She left the half an hour ago, I believe she should be there already.
<i>possibility</i> (general)	Can	It can be heavy snow sometimes.
<i>possibility</i> (weaker than "may")	Might	It's not very cold yet, but it might be snow fall somewhere.

### ❖ SELF PRACTICE

- One ..... (not) drive fast here.
- Keep your car locked. Someone ..... steal it.
- It's too late. She ..... (not) make it to the party now.
- He ..... be surprised if you came to meet him.
- You ..... start playing Kho Kho when your foot is better.
- Students ..... buy something for their teacher on Teacher's Day.
- I ..... like to have my coffee served hot.

(must, should)  
(might, should)  
(could, can)  
(should, would)  
(can, have)  
(should, must)  
(could, would)

- |   |                |
|---|----------------|
| 8. When ..... we see them again?                        | (could, shall) |
| 9. You ..... work harder to get good reward.            | (must, may)    |
| 10. I ..... run 20 km every day before my knee surgery. | (can, could)   |

3.8 REDUNDANCIES :

'Redundancy means using unnecessary words or using words for a second time in a sentence' (repetition of the same meaning).

1. Redundant Pronouns

In a complex sentence, when two simple sentences are combined, a noun or pronoun in one of them will be replaced by the relative pronoun *which, that, who, whom* or *whose*. For example:

I have found the bag.

I lost *it* last Sunday.

When these sentences are combined, it becomes *which* or *that* in the sentence.

I have found the bag which I lost last Sunday.

Or

I have found the bag that I lost last yesterday.

**But not**

I have found the bag which I lost *it* last Sunday.

Or

I have found the bag that I lost *it* last Sunday.

2. Redundant Prepositions

When the noun or pronoun which is converted to the relative is preceded by a preposition, the preposition remains, and is usually placed before the relative.

This is the girl.

I gave the book to her.

These two sentences are combined,

This is the girl to *whom* I gave the book.

Sometimes, it is possible to put the preposition at the end of the sentence:

This is the girl *whom* I gave the book to.

It is *always* placed at the end:

- (a) When that is a relative pronoun.

This is the bus that we came in. (not *in that we came*)

- (b) When the relative pronoun is omitted altogether.

There is the woman we they looking *for*.

But we must not say:

Here is the bag *for* which she asked *for*.

The two correct alternatives are:

Here is the bag for which she asked.

Here is the bag (which) she asked for.



### 3. Other Examples:

#### Examples 1 :

If you combine this together, you will get the solution.

In this sentence, the words *combine* and *together* have been used. But both these words shows the same meaning.

Thus, it is advisable to omit one of the two words in order to make the sentence a correct one.

The correct sentence is:

If you combine this, you will get the solution.

#### Examples 2 :

The cat was chasing after the rat.

This sentence uses *chase* which means to go after someone (to follow), there is no need to use *after*.

The correct sentence is:

The cat was chasing the rat.

#### Examples 3 :

Mr Malhotra got the free gift from his colleague's party.

The two words *free* and *gift* are used. The gift is always for free only.

The correct sentence is:

Mr Malhotra got the gift from his colleague's party.

#### Examples 4 :

The professor has given the adequate enough information regarding this topic.

Here also two words *adequate* and *enough* have been used to convey the same meaning.

The correct sentence is:

The professor has given the adequate information regarding this topic.

OR

The professor has given the enough information regarding this topic.

#### Examples 5 :

The Smith family had done advance planning for the picnic.

*Advance* and *planning* are the two words which convey the same meaning.

The correct sentence is:

The Smith family had done planning for the picnic.

### 3.9 QUESTIONS ASKED IN GTU (WINTER 2018) :

1. My grandfather goes for walking everyday. (Turn into Simple Past Tense)
2. One of the important ..... discussed in the meeting yesterday. (points were, points was, point were)
3. Either Mr. Sharma or Mr. Patel will be terminated from ..... duty. (their, his, her)
4. We were told at midnight the programme would begin. (Identify the misplaced modifier and correct the sentence)
5. Give me ..... pen that I had given you yesterday. (use appropriate English article)
6. There is a bridge ..... the river. (in, on, across)
7. All the students ..... maintain cleanliness in the class. (use correct modal auxiliary)

8. Explain the term "Redundancy" with examples.
9. There (was/were) a Toy sticker to the refrigerator.
10. I have done (a/an) M.E. in Mechanical Engineering.
11. Neither the explorer nor his companions (has/have) ever seen him again.
12. Each student of the class must bring (his/their) books.
13. Every year, during the midsummer festival, the smoke of village bonfires (fills/fill) the sky.
14. All the members of the family love (each other/ one another).
15. (Whose/Who) are you talking to?

□

# UNIT : 4

## BASIC WRITING SKILLS

### 4.1 SENTENCE STRUCTURE :

At the structural level, one can divide sentences into three categories.

- (1) Simple
- (2) Compound
- (3) Complex

#### (1) SIMPLE SENTENCE :

A simple sentence contains the most basic elements like a subject, a verb and a complete thought to make it a sentence.

- e.g. :
- (1) Mary waited for the train.
  - (2) The Plane was late.
  - (3) She looked for her brother at the bus station.

#### (2) COMPOUND SENTENCE :

A compound sentence is one which formed of two or more principals or main clauses. Coordinating conjunctions like but, and, either...or, neither....nor, not only....but also, as well as, or....else etc. are found.

- e.g. :
- (1) Mary waited for the train but the train was late.
  - (2) They bought a house, sold it and made a profit.
  - (3) Krish worked hard but he didn't succeed.

#### (3) COMPLEX SENTENCE :

A complex sentence includes one main clause and one or more subordinate clauses. Subordinating conjunctions like who, what, when, where, how, why, because, that, since, though, although, as if, etc. are found.

- e.g. :
- (1) Although she was wealthy, she was still unhappy.
  - (2) Because she was ill, she didn't go to school.
  - (3) If he disturbs her, she will have to punish him.

### ❖ SELF-PRACTICE

State whether the following sentences are simple, compound or complex.

1. Completing his work for the day, tailor went home.
2. We won the match.
3. He must go or she shall slap him.
4. When they reached back, it was quite dark.
5. He came here to see me.
6. I wanted to know who stood first in the story telling competition.
7. They tried their best but could not win the match.
8. She declared her innocence.

9. Although there is inflation, the standard of living has gone up.
10. You desire to reap therefore you sow.

## 4.2 USE OF PHRASES AND CLAUSES IN SENTENCES :

### PHRASE

A phrase is a group of words that stand together as a single unit, typically as a part of a clause or a sentence. A phrase does not contain a subject and verb and, consequently, cannot convey a complete thought. A phrase contrasts with a clause. A clause contains a subject and verb, and it can convey a complete idea.

#### Types of Phrase :

##### 1. Noun Phrase :

A noun phrase is a word or group of words which contains a noun and functioning in the sentence as subject, object, or prepositional object.

##### Examples :

1. He likes *to swing the bat* hard when he is at the crease. (An object)
2. *Reading novels* is a good habit. (A subject)
3. *The probability of happening that match* is not much. (A subject)

##### 2. Adjective Phrase :

An adjective phrase is made up of an adjective and works as a single adjective in the sentence.

##### Examples :

1. Milton is a *well-behaved* man.
2. Sachin is a man *of friendly nature*.
3. She is a woman *of gorgeous style*.

##### 3. Adverbial Phrase :

An adverbial phrase modifies the verb or the adjective and works as an adverb in the sentence.

##### Examples :

1. The leopard runs *at a good speed*.
2. He ran *as fast as possible*.
3. She sings *very slowly*.

##### 4. Prepositional Phrase :

A prepositional phrase always begins with a preposition and connects nouns.

##### Examples :

1. The soldier sacrificed his life *for the sake of* his country.
2. *In the end*, they all have to die.
3. Charley is *on the way*.

##### 5. Conjunctive Phrase :

A conjunctive phrase works as a conjunction in the sentence.

**Examples :**

1. *As soon as* you got in, she went out.
2. You have to work hard *so that* you can win the next match.
3. *Both Lisa and* Twisha were happy to come here.

❖ **SELF-PRACTICE**

Identify the phrases in the following sentences and state their kind.

1. Shiva was a man of great wealth.
2. Mona ran with great speed.
3. We are sorry for her departure.
4. He leads a very interesting life.
5. By working aimlessly, he will not get success.
6. Jay started working early in order that he could finish early.
7. The team hope to win the first prize.
8. The girl in red frock is my sister.
9. In the end, everyone will be fine.
10. She works very slowly.

**CLAUSE :**

A clause is a group of words that includes a subject and a verb.

A clause is meaningful combination of words which expresses a complete thought. It can be said that a sentence consists of at least one clause.

**TYPES OF CLAUSE :****1. Main or Independent Clause :**

An Independent Clause can express a complete thought (and a sentence can be standalone).

For example,

*Sara ate a cheese roll* after she watched the news.

(*Sara ate a cheese roll* is an independent clause. It works as a standalone sentence.)

**2. Subordinate or Dependent Clause:**

A dependent clause is generally a supporting part of a sentence, and it cannot standalone as a meaningful idea.

For example,

Sara ate a cheese roll *after she watched the news*.

(The clause *after she watched the news* is a dependent clause. It does not work as a standalone sentence.)

**Dependent clauses have further three types :**

1. Noun Clause
2. Adjective Clause
3. Adverb Clause

**1. NOUN CLAUSE :**

A subordinate clause which acts as a noun in a sentence is called a Noun clause. It generally starts with words such as 'that, what, whatever, whomever'. It acts exactly like noun in a sentence.

For example,

Now she realized *what he had thought*. (noun as subject)

**2. ADJECTIVE CLAUSE :**

A subordinate clause which acts as an adjective in a sentence is called an Adjective clause. It mostly starts with relative pronouns such as 'that, who, whom, whose, which'.

For example,

Mother Teresa saw a child *who was crying*. (modifies noun : child)

**3. ADVERB CLAUSE :**

A subordinate clause which acts as an adverb in a sentence is called an Adverb clause. It modifies a verb of main clause in terms of 'time, frequency, condition, cause and effect'.

For example,

Call him *when you need his help*. (modifies verb : call)

**❖ SELF-PRACTICE**

**Underline the subordinate clause in the following sentences.**

1. As she was not there, I could not speak to her.
2. Shruti waited for him until he came.
3. We eat so that we may live.
4. We don't know whether he is innocent.
5. If he eats too much, he will fall ill.
6. She is sure that he is wrong.
7. The teacher said that honesty is the best policy.
8. Tell her where you have put her books.
9. The man who committed the theft the day before yesterday has been caught.
10. It is difficult to understand why John distrusts his own children.

**4.3 IMPORTANCE OF PROPER PUNCTUATIONS :**

Punctuations play very important role to give intended meaning. If one would use punctuations at wrong place, the meaning of whole sentence would be changed or it can be completely nonsense too. So, the proper use of punctuation marks is essential in writing to make the readers understand well. The following are the important punctuations that help us to write better:

1. Full stop (.)
2. Comma (,)
3. Semicolon (;)
4. Colon (:)
5. Apostrophe (')
6. Hyphen (-)

7. Dash ( - )
8. Brackets ( ) [ ]
9. Inverted commas ( ' ' ) ( " " )
10. Exclamation mark (!)
11. Question mark (?)

### 1. FULL STOP

Use of full stop (.) expresses the end of a sentence. For example,

*Virat Kohli is the best batsman in IPL T20 tournament.*

*She will start her project work on Friday.*

Full stops are also used to indicate an abbreviation. For example, U.S.A., B.E., Dr. Mark Ms. Roy.

### 2. COMMA

Use of comma (,) indicates a short pause. It is used:

1. It is used to mark out a dependent clause or additional detail which breaks the flow of a sentence and it is used to separate items from the list:

*Maya bought bananas, oranges, apples and mangoes from the market.*

*Sweta is at home, and tomorrow she is going to the school.*

2. It is used to separate pair of words which are connected by *and*:

*Fast and furious, rich and poor.*

3. It is used to separate phrases:

*Sachin bought his wife a gold necklace, kid a doll and me an iPod.*

4. It is used to separate clauses in complex sentences:

*After she came home, she made dinner.*

*Because the world is getting warmer, polar bears are in danger of becoming extinct.*

5. It is used in direct speech:

*Aakriti replied, 'I love this'.*

*'Sorry, teacher said, 'I never expected this from you'.*

6. It is used to mark before and after phrases, words or clauses:

*This record, in many ways, is incredible.*

*Kamal's daughter, Amrita, is an engineer.*

### 3. SEMICOLON

A semicolon (;) stands for a longer pause that falls somewhere between a comma and a full stop. It is most commonly used to separate two clauses in a complex sentence in place of a conjunction. For example,

*Man proposes; God disposes.*

*Seema works all day in the college; in addition, she takes classes in the evenings.*

### 4. COLON

A colon (:) is used to list examples and enumeration and also between two main clauses, to introduce before a quotation, sometimes before direct speech. For example,

Vacancies are for the following areas: Mechanical, Civil and Computer engineering.  
The headline says: "Petrol price hike to stay."

### 5. APOSTROPHE

An apostrophe (') indicates possession. If the noun is singular, the apostrophe is followed by an s; if the noun is plural, the s is followed by the apostrophe, except when the plural does not end in s, as in the case of a few irregular nouns, for example, Sachin's:

*Sachin's finest performance was in 1998.*

*The theatre was converted into a boys' hostel.*

### 6. HYPHEN

A hyphen (-) is a shorter line than a dash. It is used to connect words or parts of words, to connect compound words and to join prefixes to other words and also used to show word breaks. For example,

*Sugar-free, Sister-in-law, light-hearted, home-made,*

*They were looking for a dog-friendly hotel.*

### 7. DASH

A dash (—) is indicated by a long horizontal line in place of brackets or commas. It has a special role, however, to mark a break or change of direction in a statement. However, most key boards only allocate one key for both marks, which are therefore becoming interchangeable. For example,

*Disha said, I know a great restaurant we could visit—but perhaps you have other plans.*

### 8. BRACKETS

Round bracket ( ) is known as parentheses which is used to give additional meaning to the sentence. Square bracket [ ] has a special usage, enclosing words that have been inserted by someone other than the original writer in order to make a short extract of text comprehensible. For example,

*Kanchenjunga (28209 feet) is the highest mountain in India.*

*He [the writer] was very happy to receive the award from his role model.*

### 9. INVERTED COMMAS

Inverted commas ( ' ' ) ( " " ) are used to enclose spoken words, title of books, films and other publications. It helps to draw special attention to the words. Both single and double inverted commas can be used. Single is generally used in UK English and double in US English. If a quotation occurs within a quotation, it is marked by double within single inverted commas (for UK English) and single within double inverted commas (for US English).

He said to me, "I am going to study now".

*"Shall I read aloud Seamus Heaney's poem 'Digging'?" she asked. (US English)*

*"Shall I read aloud Seamus Heaney's poem "Digging"?" she asked. (UK English)*

### 10. EXCLAMATION MARK

Exclamation mark (!) is used in phrases and sentences that express sudden, strong emotion or a wish. For example,

*Wow! That's a wonderful sight!*

*"It's paining!" she yelled.*



## 11. QUESTION MARK

A question mark (?) is used at the end of a question. It is also used in brackets to show the writer is sceptical by a statement. For example,

*This Manchester United football team seems invincible (?).*

*Isn't it a beautiful day?*

### ❖ SELF-PRACTICE

**Punctuate the following :**

1. By the end of his second year Vishal had earned 8.5 CGPA
2. Rumi who works for the local school is asking her principal for a raise
3. I didn't know however you can get the book next month
4. His father an engineer is a workaholic
5. Do you remember Rishi asking is anybody here she asked
6. Harry is a former soldier He now wants to go back to college
7. Rahim the singer Joy the guitarist and Shivam the drummer were the three most talented members of the band
8. How does one describe Mother Teresa she is of small stature almost frail in build soft spoken yet clearly a very determined woman of great courage

## 4.4 CREATING COHERENCE :

'The word coherence means consistency of speech, thought, ideas and reasoning that makes the expression clear and easy to understand.' Coherence is the property of written text that provide a smooth flow to the writing. Coherence links the meanings and sequences of ideas to one another. All important information and ideas should be presented in sensible order. These four devices may help to attain coherence:

### Use of Pronouns :

Some common pronouns such as *they, me, it* or demonstrative pronouns such as *this, that, these* and *those* are used in order to achieve coherence in writing. This helps in maintaining the continuity of thought.

### Repetition of key words or phrases :

Repetition of certain words or phrases also gives coherence to a paragraph. But using over repetition may lead to monotony.

### Synonyms as connectors :

Synonyms are used to show connection in written text. They are used in place of certain words which are already used and have certain meaning. Thus including variety, one can avoid monotony.

### Sentence linkers :

The use of connectors and sentence linkers is another device which helps to create coherence in paragraph. The connectors such as *at the end, because of, due to, moreover, however, therefore, as a result, to sum up* and *at last* etc. can be used for coherence.

## 4.5 ORGANIZING PRINCIPLES OF PARAGRAPH IN DOCUMENTS

To write any document effectively, it is needed to learn how to write effective documents. Here are some of the principles which can be very helpful to organize it.

### 1. Work Hard on the Introduction

A good beginning is quite crucial to write any document. A good, imaginative start can help us to capture the attention of the reader. Introduction comprises the opening statement, the aim and the objective of a particular document. A good introduction is a vehicle to lead the reader into the main body. Hence, first paragraph can be organized as an introduction of any document.

### 2. Make the Main Body Look Authentic and Unified

While writing a couple of paragraphs, the main body is expected to look authentic and unified. The Main Body includes different paragraphs, each of them has its own introducer, a couple of developers, and a terminator. There must be unity and coherence in these paragraphs. In order to credence to the thought, writers often use devices such as comparison, contrast, analogy, examples, quotations, statistics etc.

### 3. Keep the Conclusion Short and Effective

Though conclusion of a document comes at the end of it, its importance cannot be undermined.

While writing the conclusion, keep in mind the following points.

1. The conclusion should be short and effective.
2. While writing a conclusion, do not start to elaborate a particular point.
3. New ideas should not be added in a conclusion.
4. The conclusion should essentially be in consonance with the discussion.
5. In conclusion, writers should give their own ideas; so do not use quotations from other sources while making final statements.

## 4.6 SELF-PRACTICE :

1. Write types of sentence structure.
2. Explain types of phrases and clauses.
3. Explain Punctuation in detail.
4. What is creative coherence?
5. Write a note on Organizing Principles of Paragraph in Documents.

## 4.7 QUESTIONS ASKED IN GTU (WINTER 2018) :

1. What is coherence in writing?
2. Punctuate the following sentences using full stops, comma, capital letters, exclamation marks and question marks etc.
  - A. What are you going to do today varun
  - B. What an amazing tour it was
  - C. My name is Raj and i live in Mumbai
  - D. When you come to my home we will go to watch movie

□

# UNIT : 5

## NATURE AND STYLE OF WRITING

### 5.1 DESCRIBING :

The term 'Describing' means to explain in detail. When your subject is so tiny or great, you should begin by keen observation. Then go with the decision i.e. important details to your topic.

The primary objective of Describing is to make our readers see, feel and hear what we have seen, felt and heard. When one is describing a person, a place or a thing, his/her intension is to uncover a topic through vivid, carefully arranged details.

#### THE METHOD OF DESCRIBING

If you want to give a good description of a topic, pay attention and concentrate on the details and facts and illustrate or explain to the readers what you mean. The specific details given by you will create live picture in the reader's mind. By doing so, you can make writing more interesting and easier to understand.

Generally, while describing, writer needs to give more importance to the physical features of a place, object or thing. When reader reads a descriptive passage, He/she should be able to get a mental picture of the thing described. As reader becomes able to get physical picture in mind, writer's effort is justified in true sense. For example, a classroom can be described as given below:

*Our Classroom size is 20 feet × 28 feet room. It has four walls, six windows and two doors. The wall is painted red in colour and the windows are white. The room has four fans and six tube lights. Besides this, it has one air conditioner also. There are two speakers and one projector in the class. Thirty benches are arranged in three parts.*

This passage helps the students to visualize a typical classroom.

#### THE BENEFITS OF DESCRIBING

The style of describing is beneficial in many ways:

1. Students can enhance the ability to capture a scene or event in writing. They can be able to paint a picture with words.
2. Students can be able to use certain words according to the requirement of content and use adjective and adverbs effectively by giving description of a topic.
3. This will help student to acquire the skill of critical thinking and experience the objects or places he/she is describing with all their senses.

#### EXAMPLE

1. Write a description of a drawing room.

**Ans. Description of a drawing room.**

A drawing room is very useful hall in an engineering college. It is used to handle engineering graphics for first year students. Generally, this room is bigger than the normal classroom. It is arranged with unique drawing tables with provision for height and angle adjustment. A drawing table has a drawing board on the top. This drawing board can also be adjusted. Each table is paired with a stool for sitting which is quite taller than an ordinary stool. There is a drawing board with chalk-duster like a normal classroom. There is a proper distance between two tables, so that each student can do his/her work without any disturbance.

For the drawing purpose, a student should have a plastic sheet, A3 sheets, pro-cycle, set squares, compass, divider and drafter, grams. The drafter is the main instrument and the diagrams. The drawing room has many facilities like: lights, fans and other ventilation facilities. Besides this, there is the facility of a cupboard also in which a student can put his/her working sheet.

### ❖ SELF PRACTICE

Describe the following topics:

1. An accident scene
2. Your hostel dining hall
3. A cell phone
4. Your role model
5. The unforgettable place that you visited as a child.

### 5.2 DEFINING :

The term 'Defining' means 'to fix or lay down clearly and definitely; specify distinctly.' It is the resource which helps to find out the meaning of lexical unit. Writer is expected to use technique of the expositive and descriptive discourse. According to its Latin etymology, it means to put limits. A definition is 'a statement that explains the meaning of a word or phrase' and also 'a description of the features and limits of something'. As a result, one can have two forms of defining something: (i) by explaining its meaning and (ii) by describing its features and limits. In general, to define something one needs to name it, classify it, and state its most important characteristics. Defining concrete terms is usually relatively easy. Such concrete terms can usually be defined in the following ways:

Concept + is a + form of + class + which + special feature

Class + who, which + special feature(s) is + called, known as (etc.) + concept

The first definition structure is known as formal definition and the second one as naming definition. Defining abstract concepts (words such as truth, beauty and justice) is harder than defining concrete objects. Often such concepts cannot be adequately defined in a simple, one-sentence definition.

### 5.3 CLASSIFYING :

The term 'Classifying' means sorting things into categories or groups. In rhetoric and composition, classification is a method of paragraph or essay development in which a writer arranges people, objects or ideas with shared characteristics into classes or groups. It is necessary to make sure that chosen categories should be suitable in each individual group.

#### THREE STEPS TO EFFECTIVE CLASSIFICATION

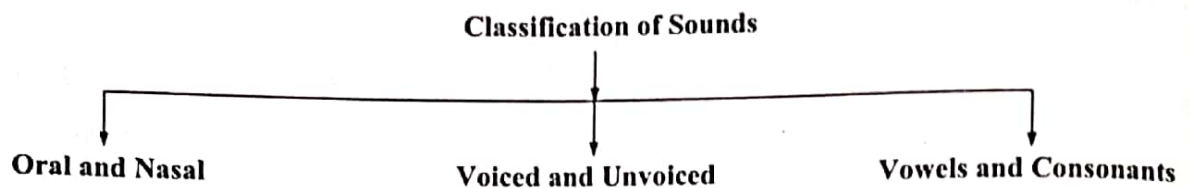
1. Sort things into useful categories.
2. Make sure all the categories follow a single organizing principle.
3. Give examples that fit into each category.

#### FINDING CATEGORIES

This is the main step in style of classifying. To classify the things in a logical way, find proper categories in which one can put it. For example, you want to sort the files lying on your desk. Before you would put them in random piles, you would decide what useful categories might be: files that can be thrown away; files that need immediate action; files to read; or files to pass on other co-workers.

**EXAMPLE :**

1. Classify a given topic: Classification of Sounds.

**(1) Oral and Nasal :**

- Sounds are produced by the speech organs by forcing the air stream out of the lungs either through the mouth or the nose.
- All sounds are either oral or nasal.
- In oral sound, the air is released through the mouth and in the nasal, the air is released either fully or partially through the nose.
- **For example:**  
 Oral sounds: /aI/, /k/, /h/ etc.  
 Nasal sounds: /ŋ/, /m/, /n/

**(2) Voiced and Unvoiced :**

- All sounds produced with the vibration of the vocal cords are called voiced sounds. For example, vowels, diphthongs (combination of two vowel sound or vowel letters), and consonants such as /b/, /d/, and /m/ are voiced sounds.
- In the production of unvoiced sounds such as /p/, /t/, /k/, /s/, etc., the vocal cords do not vibrate and the air passes through the wide-open glottis.
- The vibration can be felt by putting the palm of the hand on the Adam's apple.
- There are total 9 unvoiced sounds. ( /p/, /k/, /t/, /s/, /f/, /h/, /tʃ/, /θ/, /ʃ/ )

**(3) Vowels and Consonants :**

- Sounds are also classified as vowels and consonants on the basis of manner and place of production.
- In English, all the vowels are oral and voiced.
- Among the consonants, only three are nasal: /m/, /n/ and /ŋ/ (as in 'sing'). Several oral consonants are unvoiced.
- There are 20 vowel sounds and 24 consonant sounds in English.

**❖ SELF PRACTICE**

1. Classify any one topic of your choice.

**5.4 WRITE INTRODUCTION AND CONCLUSION :**

**INTRODUCTION**

Introduction comprises the opening statement, the aim and the objectives of writing. The beginning can be with a sincere greeting, question, quotation, anecdote, a short story, analogy so as to grab the attention of the reader. A good introduction is a vehicle to lead the reader into the main body of the speech with smooth transition.

**CONCLUSION**

One can conclude the writing by reviewing the main points. By using such words or phrase like to sum up, to conclude, to review, in the end, etc. These must be used to indicate the end of the writing. One can also conclude with quotation, joke, anecdote with which one commenced his/her writing to bring it to a full circle.

**5.5 SELF PRACTICE :**

1. Write a note on Describing.
2. Explain Defining as nature and style of writing.
3. Discuss Classifying in detail
4. Write Introduction and Conclusion of any topic you like.

**5.6 QUESTIONS ASKED IN GTU (WINTER 2018) :**

1. You are writing an essay on "The Major Issues of the Youth in India". Prepare an introduction (10 sentences) to start essay.
2. Compare the terms: Defining and Describing.
3. Take a topic and classify it into sub topics to explain "Classification" in writing.



# UNIT : 6

## WRITING PRACTICES

### 6.1 COMPREHENSION :

#### 6.1.1 General Rules in Comprehension Exercise

The following rules should be followed in attempting questions on comprehension passages:

1. Read the passage quickly and note down the main points. This process is known as skimming.
2. After reading the passage, read the questions and understand their meaning.
3. Now again read the passage very carefully and find out the relevant portions of the passage where you can get the answers to the questions. (It is known as Scanning)
4. Now write down the answers in your own words.
5. Try to give answers briefly.
6. Use complete and simple sentences.
7. To explain the meaning of any words or phrases, you can use your own words.
8. For the title of the passage, go through the passage again, get the central idea and give it as per core idea.

**Note :** Generally the answers to the questions will be in order right from the beginning to the end. So, it is very easy to find out the answers to the questions.

#### 6.1.2 Example

**Read the following passage carefully and answer the questions given below:**

Many parents today are spending sleepless nights in the anxiety and distress over their children's behavior and their changing attitude towards them. Who is responsible for this sorry state of affairs the children or the parents? As the children almost instantly learn to do what their parents are doing it is initially expected of the parents to do what they wish their children to do. Once a father desired his son to touch the feet of his mother every morning. The child cleverly remarked back, "But dad, I never see you touching the feet of grandmother as you wish to do with respect to my mother." This simple remark of child cut his father to size. The message is writ large for us. If the parents wish their children to adopt the human values and be obedient and respectful to them, the same should be conveyed to the infants not through more words but through their daily doings and dealings. There is no better way to inspire spirituality in our children than to be the first practically spiritual ourselves.

- (1) Why do many parents spend sleepless nights?
- (2) What do the children instantly learn?
- (3) What did the father expect?
- (4) What did the son remark back?

**Answers :**

1. Many Parents spends sleepless nights in the anxiety and distress over their children's behavior and their changing attitude towards them.
2. The children instantly learn to do what their parents are doing.

3. The father expected to touch the feet of his mother in every morning.
4. The son remarked back that but dad, I never see you touching the feet of grandmother as you wish to do with respect to my mother.

### SELF PRACTICE:

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

Socrates taught that "the man who is master of himself is truly free". By being master of oneself he meant first knowing oneself, one's faults and weaknesses and one's good points, without making any pretense and without being vain, and then being able to control oneself. This knowledge of himself helped a man to be courageous, and the courageous man has a very important sort of freedom from fear. Socrates himself, because he was not afraid of the consequences, always felt free to teach what he thought was right, however unpopular this might make him with the powerful people in Athens.

No wonder all his pupils love Socrates. But he made some dangerous enemies by his strange ways of teaching and asking questions. Some of the rulers in Athens did not like people to be encouraged to ask too many questions for fear they would begin asking questions about what their rulers were doing. So they accused Socrates of teaching young men wicked things and leading them to throw off their religion. This was false, for in fact Socrates was a very religious man. At last enemies had him arrested, and he was condemned to death.

1. Who was truly free according to Socrates?
2. How did Socrates teach?
3. Who were the enemies of Socrates?
4. What happened to the Socrates at the end?
5. Give a suitable title to the passage.

## 6.2 PRÉCIS WRITING :

Précis is the summary of a particular passage. It is not an outline, but a shortened version of it. A well written précis can replace the original work. The core ideas and the substance of the original passage should be contained in the shorten version.

### 6.2.1 Benefits of writing Précis

1. You can enhance your reading ability. Because for writing précis, one needs to do careful reading of the text several times to understand what is essential and what is non-essential.
2. As one has to write précis in his/her own words, it helps to increase vocabulary.
3. One can acquire the skill to write creatively, as he/she writes the essence of the text in own words

### 6.2.2 Steps for Précis Writing

1. First note down the main points of the text which are important.
2. Find out the purpose of the writing. (what the writer wants to convey).
3. Make a rough draft.
4. Read the original text several time to cover all key points and shorten them.
5. Compare your draft with the original work to see if the essence is fully preserved.
6. At last, give a suitable title
7. Make the final draft.

Note : A précis should be 1/3rd of the original text in number of words. So it is important to keep a count of words.



**Example :**

Education is not an end but a means to an end. In other words we do not educate children only for the purpose of educating them; the purpose is to make them fit for life. As soon as we realize this fact we will understand that it is important to choose a system of education which will really prepare children for life.

In many modern countries it has for some time been fashionable to think that by free education for all – whether rich or poor, clever or stupid – one can solve all the problems of society and build a perfect nation. But we can already see that free education for all is not enough: we can find in such countries a far large number of people with university degrees than there are jobs for them to fill. Because of their degrees they refuse to do what they think 'low' work; and in fact work with the hands is thought to be dirty and shameful in such countries.

But we have only to think for a moment to understand that the work of a completely undereducated farmer is far more important than that of a professor. We can live without education, but we die if we have no food. If no one cleaned our streets and took the rubbish away, we would get terrible diseases.

In fact when we say that all of us must be educated we mean that all of us must be educated in such a way that, first, each of us can do whatever job is suited to his brain and ability and secondly that we can realize that all jobs are necessary for society and it is very bad to be ashamed of one's work or to scorn someone else's. Only such type of education can be called valuable to society.

**Step 1 :** Main points which are important to note.

- From Paragraph 1 :**
1. Education is a means to an end.
  2. Children are educated to make them fit for life.
  3. So education should train children for life.
- From Paragraph 2 :**
1. In modern countries free education is supposed to solve all problems.
  2. Free education creates unemployment.
  3. Moreover they develop a false sense of dignity.
- From Paragraph 3 :**
1. The work of an uneducated farmer is more important.
- From Paragraph 4 :**
1. Education should make us do whatever job is suited to us.
  2. Feeling ashamed of a job is not beneficial to the society.

**Step 2&3 :** Find out the purpose of the writing. (what the writer wants to convey) and make a rough draft. The purpose of education is to make children fit for life. .... all the three points of the second para can be rewritten thus – some modern countries think that free education will solve all problems. But it has created unemployment and a false. Sense of dignity. .... the work done by the uneducated is more important. .... points from fourth para can be retained as such.

**Step 4 :** Read the original text several time to cover all key points and shorten them.

**Step 5 :** Compare your draft with the original work to see if the essence is fully preserved.

**Step 6 :** Find an apt title – Purpose of Education

**Step 7 :** Final Draft

**Purpose of Education**

The purpose of education is to make children fit for life. Some modern countries think that free education will solve all the problems. Rather free education has created unemployment among the educated and false sense of dignity. They consider it below dignity to do a 'low' work. But manual work is necessary. If food is not produced and streets are not cleaned we cannot live. We can dispense with intellectual work but not with manual work. So education should teach work according to their capacity and ability and it is not good to be ashamed of any work because all jobs are necessary for society.

**SELF PRACTICE :**

Darwin planned to write a book describing his discoveries. He spent nearly twenty years collecting the matter for this book, which was to deal with every known fact concerning the problem of species. Unluckily for Darwin, a naturalist named Wallace had been thinking over the same problems and had reached the same solution. He sent Darwin an essay which almost word for word repeated Darwin's own ideas. Yet Wallace, who was an explorer, had been working far away in the Malay Archipelago, whilst Darwin had not left England for several years. The two naturalists decided not to quarrel for first place, and their discovery was published under both their names. Afterwards Wallace yielded the leadership to Darwin, in whom he recognized a greater naturalist than himself. In 1859 Darwin published the book he had planned for so many years. It was called *The Origin of the Species*. Never has a scientist, with one book, caused such a stir in the world as Darwin did with *The Origin of the Species*. His ideas, the fruit of many years of patient, thought and duty, were attacked by learned and ignorant alike. He was called a madman, a deceiver, and anti-Christian. Long and bitter quarrels arose, and most religious people of that time attacked him. They accused him of trying to destroy religion and morals completely, though Darwin of course, had no such intention.

**6.3 LETTER WRITING :****Significance of Letter Writing**

- Every organization has to communicate in writing with its customers, branches, suppliers, bankers, and other vendors with whom it has a professional relationship or would like to have it in future.
- In the past decade, there have been great changes in the patterns of communication. In spite of this, the traditional formal letters still retain due their importance with the following reasons:
  - Formal letters help the organization to build a rapport with the other organizations, vendors and clients just as personal letters help to maintain the relationship with friends and relatives.
  - When the conveyed information is complex, formal letters are considered as an appropriate medium of communication.
  - They are used as a permanent records and are good storage of information and data which can be referred to in future.
  - They can easily reach to a large number of the audience with the geographic and economic diversity.

**6.3.1 Purposes of Letter Writing**

- The main purpose of writing any formal letter is to maintain existing business relationships or to establish new business relationships with the other organization.
- Mostly formal letters are written for the purposes as given below:
  - To apply for a job
  - To complain
  - To request
  - To enquire
  - To congratulate
  - To sell a product, service, or scheme
  - To collect the dues
  - To order
  - To make an adjustment
  - To inform

### 6.3.2 Structure of a Letter

- Formal letters have a distinct structure and layout than the informal ones. For the structure, one needs to know the different elements or parts of a letter and how they are positioning in the letter and the purpose for which they are included in the letter.
- The elements of formal letters are divided into two parts: Standard elements and Additional elements.

#### Standard Elements of Formal Letter

##### [1] Heading

- Heading is also known as the letterhead. It shows the organization's name, full address, and telephone numbers.
- If a letterhead paper is not used, the sender needs to mention his/her address which he/she can write either in left or in right side depending upon the layout of the letter.
- For example:

Star Technologies,  
515, Satellite road,  
Pune – 111045  
Phone: (020) 2343678, Fax: (020) 2435790  
Email: sales@startechnologies.com

OR

Star Technologies,  
515, Satellite road,  
Pune – 111045  
Phone: (020) 2343678, Fax: (020) 2435790  
Email: sales@startechnologies.com

##### [2] Dateline

- This element refers to the date on which the letter was written. It includes the date, month, and year.
- It can be written in either of the following two ways:

**3 October 2018            or            October 3, 2018**

##### [3] Inside Address

- This element of a letter gives identification of the recipient and written below the date. It is advisable to leave at least one blank line after the dateline. Moreover, it is always written in the left side.
- Inside address contains the receiver's name or company's name, the street address or post office box number, and the city and state or province with proper postal code or zip code.
- When one is writing internationally, the addressee's country should written in capital letters and occupy the last line of the inside address.

→ For example,

Ms Merry Johnson  
 Corporate Communication,  
 Inc. 3456 Grant  
 Chicago, IL 60611,  
 USA

[4] Salutation

→ Always try to address the letter to a person by name rather than by title. If a specific name is not available, a salutation such as the following may be chosen:

- |                               |                          |
|-------------------------------|--------------------------|
| <i>Dear Committee Member</i>  | <i>Dear Students</i>     |
| <i>Dear Colleagues</i>        | <i>To All Sales men</i>  |
| <i>To Whom It May Concern</i> | <i>Dear Sir or Madam</i> |
| <i>Dear Purchasing Agent</i>  | <i>Dear Madam or Sir</i> |
| <i>Dear Natasha Singh</i>     | <i>Dear N. Dave</i>      |

[5] Message

- In this part, main content of the letter is written and usually has the maximum amount of space.
- It should be written in a single space and a blank line below the preceding part of a letter.
- Besides, there should be a blank line at separation of each paragraph.
- The formation of the main text in letter is to give convenience to the reader for getting information quickly and easily. However, while doing so, one must stick to the style of writing practiced within the organization.

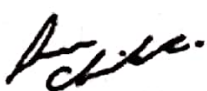
[6] Complimentary Close

- This element is a single word or phrase which is separated from the message by a blank line.
- The list of some expressions which can be used for complimentary closing is given below:

- |                  |                        |                        |
|------------------|------------------------|------------------------|
| <i>Sincerely</i> | <i>Sincerely yours</i> | <i>Yours sincerely</i> |
| <i>Cordially</i> | <i>Cordially yours</i> | <i>Yours truly</i>     |

[7] Signature Block

- The signature block is written below the complimentary close. It includes writer's signature, name and designation.
- Every letter must end with a signature to give authenticity to the information contained in it.
- For Example:

Sincerely,  
  
 Mr. Atul Chauhan  
 President

### Additional Elements of Formal Letters

All formal letters can be differentiated in the terms of their subject matter, the identifying information they need (such as addressee notation, attention line, subject line, or reference line) and also in the format which they adopt. The following additional elements are used as the requirements in the letter.

#### [1] Address Notation

- The address notation is written a double space above the inside address, in all capital letters.
- For Example, PERSONAL, CONFIDENTIAL, PLEASE FORWARD, and THROUGH PROPER CHANNEL. These are used for a restricted readership in a letter or that must be handled in a special way.

#### [2] Attention Line

- When the name of an individual is not included in inside address, attention line is used.
- It draws the attention of a particular person or a particular department in an organization to ensure a quick and prompt action in response to the letter.
- The attention line can be placed two spaces below the inside address. It is generally given in bold and capital letter.
- For example,

**ATTENTION: DR APURVA SHAH, PRODUCTION UNIT**  
**ATTENTION: SALES MANAGER**

#### [3] Subject Line

- This element helps the receiver to know what the letter is about.
- Subject line is mostly written below the salutation.
- For example,

*Dear Mr Desai,*

**SUBJECT : INFORMATION REGARDING LAST WEEK'S PLANNING**

#### [4] Reference Initials

- In a letter mostly one person dictates or writes the letter and another produce it. For this kind of situation reference initials are used. It shows who had helped to prepare the letter.
- It is written two spaces below the last line of the signature block.
- If there is only the department's name in the signature block, both writer's and helper's initial should appear, usually in one of the following forms:

*Sat/Drk, Sat:Drk, SAT:DRK*

#### [5] Reference Line

- To show sequential correspondence with recipient, a reference line often used in a formal letter.
- The reference includes an alphanumeric reference number, which uniquely identifies the letter.
- It is usually written below the date of the letter.
- For example,

**Ref : Your letter N / 135 / VC dated 25 July 2018**

**[6] Enclosure Notation**

→ This element of a letter appears at the bottom of the letter, one or two lines below the reference initials.

→ Here are some common examples:

*Enclosure : Draft of Report OR*

*Encl.: Draft of Report OR*

*Enclosures : 1. Report (20 pages)*

*2. Photographs (2)*

**[7] Copy Notation**

→ This is an optional element.

→ It shows who is receiving a courtesy copy (cc). Some organizations indicate copies made on photocopier (pc), or they simply copy (c).

→ This element is written below the reference initials or enclosure notations as follows:

*Cc: Adi Johns*

*Pc: Leena Mathur*

*C: Rahul Arora*

**[8] Mailing Notation**

→ This component can be written either at the bottom of the letter after reference initials or enclosure notations, or at the top of the letter above inside address on the left-hand side.

→ For example,

*BY POST*

*BY COURIER*

*BY SPEED POST*

**[9] Postscript**

→ After writing the letter, the thoughts which require emphasis or personal notes are written as a postscript.

→ A postscript is usually the last element on any letter and can be written as P.S., PS, or nothing at all.

→ For example,

*PS: Please instruct your manager to give keen attention for the last consignment.*

**6.3.3 Layouts for Formal Letter**

If one uses a suitable and correct layout then it will enhance the overall effectiveness of any letter. With the help of layout, one can arrange all the elements of a business letter in an organized manner. In general, four major letter layouts are commonly used.

1. Block layout
2. Modified block layout
3. Semi-block layout
4. Simplified layout

They are shown in following Fig.

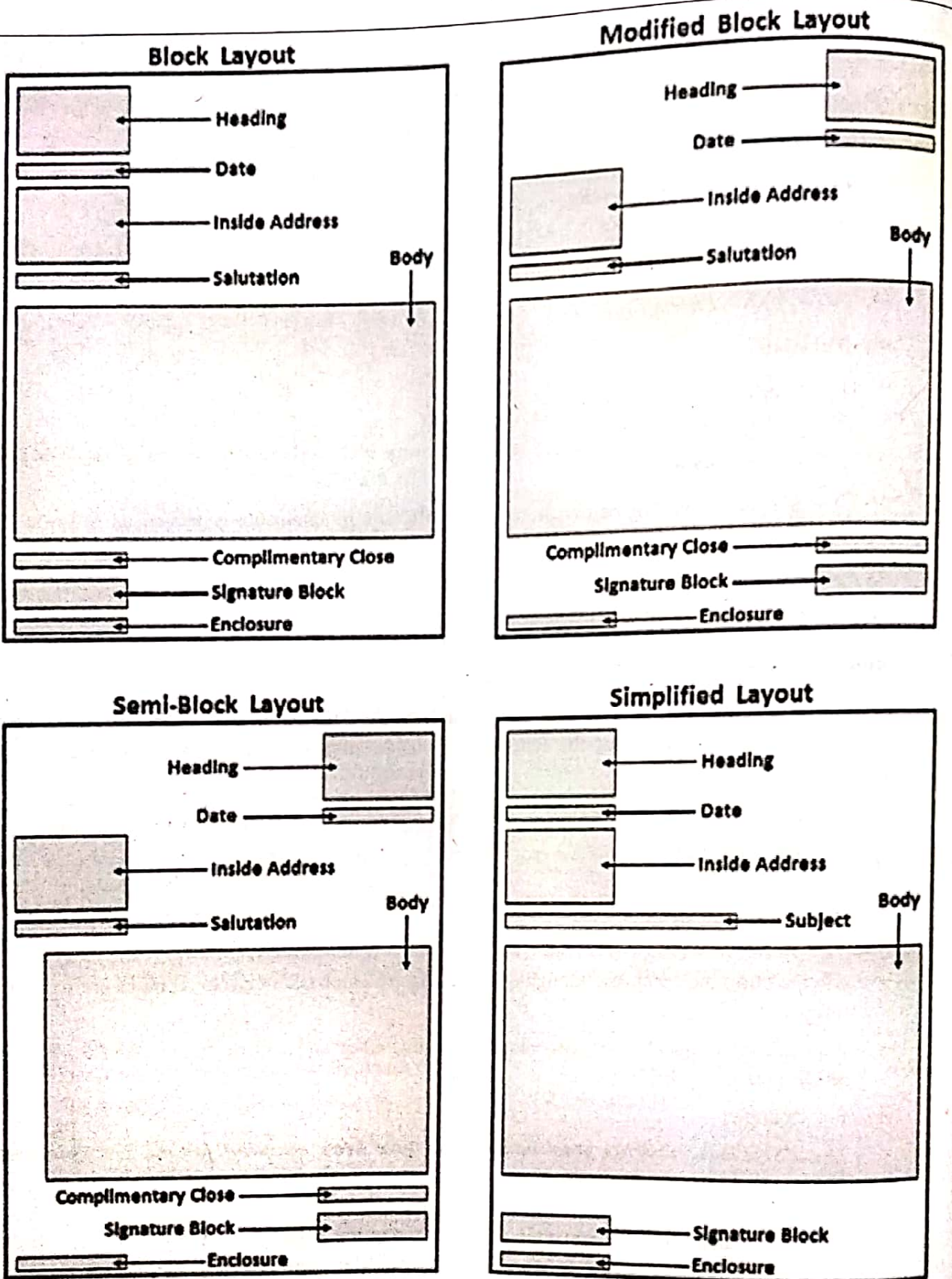


Fig. Layouts for Formal Letter

### 6.3.4 Types of Business Letters

Mostly business communications are depended on well-written letters. One becomes part of any organization by sending to them his/her job application along with resume. If he/she is selected, writes an acceptance letter. And then as an integral part of the organization, many business letters are written such as instruction, complaint, sales, tender, and collection letters. In this section, some important business letters are discussed.

Formal letters can be classified in various types depending on their purpose. The table given below shows the types of letters.

### Types of Letters

#### (1) Credit Letters

- (a) Request for Credit
- (b) Status Enquiries
- (c) Reply for Status Enquiries

#### (2) Collection Letters

#### (3) Enquiry Letters

- (a) Solicited Letters
- (b) Unsolicited Letters
- (c) Letters of quotation

#### (4) Sales Letters

#### (5) Order Placement Letters

#### (6) Claim/Complaint Letters

#### (7) Adjustment/Regret Letters

#### [1] Credit Letters

- Credit means that we pay later for what we buy now. For increasing profit and encouraging people to buy more, goods are sold on credit.
- It has some disadvantages also like, an increased workload in business for keeping an extra record of payments. It is considered as risky because the debts can be increased inordinately. However, for stocking goods and doing payment after the sale, it is helpful to a retailer. This adds velocity to business. The inconveniences of separate payments on each purchase are also reduced.
- The different kinds of credit letters include (a) request for credit, (b) status enquiries, and (c) replies to status enquiries.

##### (a) Request for Credit

- It can be divided into two types: requesting for enhancing credit limit and requesting for enhancing the credit period.

##### (b) Status Enquiries

- When one applies for credit, the finance company needs to check his/her financial capability, worthiness and goodwill. So, it can be ensured that there is not any incur of losses owing to bad debts. (Credit which is not paid back).

##### (c) Reply to Status Enquiries

- The client's response for status enquiry of the finance company is known as reply to status enquiry. The reply is simple and without any difficulties if status enquiry is positive.

#### [2] Collection Letters

- Collection letters can be written by either the individual or the organization when goods are taken on credit, and the payment due is to be collected.
- Collection letters are used for collecting payments. The letters can be used as a reminder for return of the credits that have become overdue.
- These letters start with a pleasant, friendly reminder, and gradually shows sternness and demands response for satisfaction.



### [3] Enquiry Letters

→ When one seeks information, advice, names or directions, enquiry letters are useful. However, try to ignore asking for too much information or for information that could easily be received in a very simple way, for example, by doing a quick search on the Web.

#### (a) Solicited Letters

→ When a business or agency do advertises for its product or services, solicited letters of enquiry are used.

→ For example, if a Hardware manufacturer advertises a new electronic gadget which cannot be inspected locally, one can write a solicited letter to that manufacturer for further questions.

#### (b) Unsolicited Letters

→ Unsolicited letters are used when the receiver has not motived the sender for enquiry.

→ For example, if we read an article in a newspaper by an expert, we may have further questions regarding it. We will ask our question to him/her in slightly different way than the enquiry. .

#### (c) Letters of Quotation

→ A quotation can be considered as similar to a letter of enquiry or a promise to supply goods on the given terms.

→ Suppliers cannot supply the good for which they haven't given a quotation. Therefore, the quotation must be reasonable.

→ When one requests for quotation, he/she must also enquires about the additional charges of transportation and insurance otherwise it can be difficult to include them later.

### [4] Sales Letter

→ Sales letters are considered as the most effective means of marketing products or services.

→ They are written in the form of advertising. Sales latters are generally targeted at selected types of customers and are not like press or television advertisement.

→ The main aim of any sales letter is to convert its readers into potential customers.

→ Before writing a sales letter, one must have all the details of the product or service. If it is a product, one must be aware of the following details:

- Packaging
- Manufacturing
- Working
- Appearance
- Mode of delivery
- Price
- Discount offers

→ If it is a service such as an organization offering Seminar, one must understand the following:

- Time and duration
- Days
- People involved
- Venue
- Details of seminar

- Terms and condition
- Registration fees

#### [5] Order Placement Letters

- An order is kind of a request for something to be made, supplied, or served.
- To place the order, some companies serve their printed forms which are pre-numbered for easy reference but those companies who do not serve printed forms, they receive the orders by written letters.
- An order placement letter should include the complete description of the good required, catalogue number, price, quantities, delivery requirements and term of payment as per the agreement.

#### [6] Claim/Complaint Letters

- When customer doesn't get satisfactory service of any product, he/she needs to complain through claim or complaint letter.
- Generally, people prefer to complaint through telephone but the written words are always more valuable than the spoken words. This helps customers to keep it as permanent record for the future reference.
- The objectives of claim letter are:
  - To notify the mistake to the supplying company
  - To correct the fault either by repair or replacement
- The reasons of writing complaint letters are: late delivery, wrong goods, damaged goods, poor service, non-delivery, goods not matching the sample, difference in agreed prices, billing errors etc.
- Points to remember while complaining:
  - To write as soon as the mistake is found
  - To base the complaint only on facts
  - To avoid rudeness

#### [7] Adjustment Letters

- Adjustment letters are used for replying to claim letters.
- We need to achieve the following objectives when we write an adjustment letter.
  - To satisfy our customer
  - To safeguard the reputation of our organization
- When one receives a complaint, he/she will try to investigate the problem first so that he/she can determine what went wrong and why. He/she will try to find who is at fault – our company, our customer, or a third party.
- If we have investigated properly for the claim then and only we can write an adjustment letter.

**6.3.5 Example****COMPLAINT LETTER:**

Write a complaint letter to a manufacturer that the good you have received is less in quantity.

**ANSWER:**

MEHUL AUTO

Near Rajdoot Circle,

M.G. Road,

Ahmedabad-380001

Phone: 94268 32088

Email: mehul.auto@gmail.co.in

**30th December 2018**

OM BATTERIES

203, Prince Complex,

Drive in Road,

Ahmedabad-380002

Phone: 80000 19000

Email: omsalesbatteries@gmail.com

Dear Sir,

On 2nd November 2018, we placed an order of 100 batteries from your company. When your dealer came to us, he assured us for the complete delivery.

Unfortunately by opening the consignment, we got 20 batteries less in quantity. We would like to add that the quality of good has been as per our expectation only. But we cannot ignore this big shortage. So, expect the careful response and request you to send our remaining batteries.

Thank you.

Yours faithfully,

Rahul Sharma

(Purchase Manager)

**SELF PRACTICE:**

**Write a letter on following topics:**

1. You have recently purchased a mobile from M-Tech Mobiles, Iskon Mall, Ahmedabad. While using the mobile you have found that it is not working properly. Draft a letter of complaint detailing the problems you are facing. Mention clearly the adjustment you wish.
2. As the Sales Director of fitness Centre, Pune, draft a sales letter to Business Professions selling them on your 3 Wellness Packages: 1. The three days Fitness weekend. 2. The seven days total Fitness Program. 3. The Individualized Corporate Well-being Program.
3. Nazma Surani from 5/20, Panchgini Society, Opp. Reliance Township, Surat writes a letter to the Manager, Star Computers, 96-0, Grand Enclave, Paldi Char Rasta, Ahmedabad complaining about the damaged condition of the computer she receive recently. Write the letter on behalf of her.

## 6.4 EMAIL WRITING :

### 6.4.1 E-mail Etiquettes

Email etiquette is considered as the rules of behavior that one should use while writing an email. There are many different etiquette rules. As per corporate culture, rules will differ. Here, we will discuss twenty two most important email etiquettes which are used in any formal communication.

#### 1. Answer Swiftly

An email is a quick medium of written communication. For this reason people send an email as they want quick response. If they will prefer letter, it will take time to complete the communication. So, each email is expected to be replied within at least 24 hours, and preferably within the same working day.

#### 2. Do not overuse 'Reply All'

Do not use "reply all" until each person on the email chain needs to know. Use it only when you want your message to be seen by each person on email chain.

#### 3. Use templates for frequently used responses

Templates are used to comfort your time and energy. If you are receiving the same queries, such as directions to your office or how to subscribe to your newsletter, save your replies as response templates. So you can paste these templates into your message when you need them.

#### 4. Use proper structure and layout

The structure and layout is very important as these make a formal email different from a casual email. Besides this, reading from a screen is more difficult than reading from paper. So, it is needed to use proper structure and layout. Try to write short paragraphs and put a blank line between each paragraph. Give number to the points or you can mark the points to separate them.

#### 5. Identify yourself and topic

Identify yourself on the 'From:' – line using your full name rather than just email address. For example, use 'Amish Desai' ad@vu.edu.in rather than just ad@vu.edu.in. If receiver can identify the sender, it will be more likely to give response.

#### 6. Answer all questions, and pre-empt further questions

As a good writer it is your responsibility to give a complete answer. If the questions are asked in the mail, it is your duty to attempt all the questions and pre-empt further questions. If all the questions in the original email are not answered, it will likely bring further emails regarding the unanswered questions, which will not only waste the time of the sender and the recipient but also cause considerable frustration. Moreover, reader will be grateful if you pre-empt further questions.

#### 7. Be concise and to the point

Always write your mail brief and to the point. Do not make it long because reading an email is harder than reading printed communication.

#### 8. Use proper spelling, grammar, and punctuation

One needs to use proper spelling, grammar and punctuation while writing an email because impropriety in these can lead to a bad impression to the receiver. Thus for conveying the message properly, correct use of spellings, grammar and punctuations is needed.

#### 9. Do not write in CAPITALS

If you overuse capitals than it will look very rude. WRITING ALL IN CAPITALS IS LIKE SHOUTING.

This can lead the annoyance in the mind of recipients and can cause an unwanted response from them. Therefore, it is advisable to use capitals in terms of the need.

**10. Avoid long sentences**

While writing an email, try to use short sentences consisting of 15 to 20 words. Because email is a quick medium of communication which needs a kind of writing different from letter.

**11. Use active instead of passive voice**

Use active voice of a verb instead of passive verb as it is very smooth for communication. For instance, 'We will pass your consignment today', sounds better than 'Your consignment will be passed today'.

**12. Keep your language gender-neutral**

It is necessary to make your email gender sensitive. Try to ignore discrimination in language while writing an email. For example, write, 'The user of this software must show an agreement' in place of 'The user of this software must show his agreement'. Avoid using he/she in a sentence.

**13. Maintain coherence**

When replying the received mail, click on 'Reply' instead of 'New mail'. It will be difficult to remember each individual email if one gets several mails. This can cause a frustration for the receiver as he/she has to spend a long time to find the intended email. So, it is better to maintain a link by using 'Reply' option.

**14. Do not attach unnecessary files**

Attach the files which are actually required. If you are attaching more files in a single mail then it can annoy the readers and may bring down their email system.

**15. Re-read the email before you send it**

Most of senders never bother to re-read an email before they send it out. It is important to re-read an email before sending, so that you can rectify spelling and grammatical mistakes.

**16. Take care with abbreviations and emotions**

In business emails, try to avoid abbreviations such as ASAP and FWD. The receiver may be unaware of the meanings of the abbreviations. Besides, in formal email these are generally not appropriate. The same thing can be implied for the emotions.

**17. Be careful with formatting**

Try to use proper format of an email such as usage of colors, fonts, styles etc. while writing it. Good formatting is a best way to make a reader to understand the content very easily.

**18. Do not use email to discuss confidential matters**

Never discuss any confidential matters through an email as it is like sending a post card. Moreover, never make any abusing or discriminating comments in formal emails, even if they are meant to be jokes.

**19. Avoid using URGENT and IMPORTANT**

Try to avoid Even the high-priority option, such as 'Urgent' and 'Important' in an email or subject line. If your mail is really urgent or important than and only use it.

**20. Use the 'Bcc:' field or do a mail merge**

Some senders place all the email addresses in the 'To:' field while sending a mail to more receivers.

There are two drawbacks to this practice: (1) Every receiver will come to know that the same message has been sent to a large number of recipients, and (2) someone else's email address is being publicized without their permission. So the best way to come out from this is to place all addresses in the Bcc field. (Blind Carbon Copy)

### 21. Using the 'Cc:' field

If you want send the copy of your mail to someone than you can place receiver's email address in Cc field. But use Cc filed only when receiver knows that he/she is receiving a copy of the message.

### 22. Do not reply to spam

Never reply to spam or unsubscribing confirms that the email address is 'live'. If you confirm this than it will only generate even more spam. So it is advisable to delete this kind of emails.

## 6.4.2 Examples

**Write an Email for the post of a Computer Engineer.**

**Answer:**

To: hcl.technology@india.co.in

CC:

BCC:

Subject: For the post of a computer engineer

Dear Manager,

I have read your advertisement. So, I would like to show my interest for the position of computer engineer for your company. My qualification matches well with your post as I have completed M.E. in computer engineering.

With 8 years of experience as a computer engineer, I have made myself adaptable in design, testing, and optimization of computer system and components. My job experience has enriched my skills and abilities. I would welcome the opportunity to contribute my serving in your company and will do my best.

Kindly review my attached resume. Thank you so much for considering my mail.

Sincerely,

Rahul Malhotra

Zundal main street,

Near drive in road,

Ahmedabad.

Email: rahul.malhotra@gmail.com

Cell: 555-555-5555

**Write an Email to promote the software**

**Answer:**

To: indiamart@gmail.com

CC:

BCC:

Subject: To introduce new software

Dear Sir,

We are very glad to introduce our new software which we have recently launched. This software has a very good capacity to reduce your workload. We have got very positive response from our other customers. We will be happy to give you a demonstration of the software. It will surely help your firm in the reduction of the work.

Thank you.

Shree Software Developers

New Delhi.

### SELF PRATICE:

**Write an Email on given topics:**

1. As a student career development coordinator of your college, draft an email to invite HR Manager, Reliance, to deliver a talk to the students of Information Technology.
2. Draft an email to abroad university asking information for courses that you want to learn more.
3. Send an email to the principal of all technical colleges in Pune and Mumbai that your college will organize a technical fest sometime next month and that a team of students be sent to participate in it.

## 6.5 ABSTRACT :

An abstract is a concise summary of a body of information as of a report, journal, dissertation, thesis or article. It includes mainly four aspects: 1. Overall purpose of study which you investigated, 2. The basic design of the study, 3. Major findings after your analysis and 4. A short summary of your interpretations.

Abstract is very short in length. It helps readers to decide whether they want to rest of the study or not. Writers of articles for journals will always be asked to provide an abstract.

There are in fact two different kinds of abstract: the descriptive abstract and the informative abstract.

### 6.5.1 Types of Abstracts

#### **Descriptive Abstract:**

This kind of abstract provides a description of the work i.e. main topic and its purpose. It makes no judgments about work, nor does it provide results or conclusions of the research.

#### **Informative Abstract:**

As the name shows, informative abstract should inform the reader. It reveals the celerity in research's purpose and give the main information from each section of the work. It indicates how it was carried out and summarise what the main findings and conclusions are.

## 6.5.2 Example

**The Impact of Social Networking Sites on the Youth****Abstract**

The study of this research intends to create a huge level of awareness among the youth for destructive consequences of social networking sites. The findings will not only show how adversely and positively the youth is affected by the usage of these sites but also will help the youth to understand the usage of these networking sites efficiently. Facebook, What's app, Twitter, LinkedIn, Skype and Instagram are a few such sites that attract maximum of the youth. There are many threats in these like lack of privacy, immature use, wasting time etc. It has become very common for a youngster to be insensitive to chat at schools, colleges, homes, worshipping places, highways and in social meet where they are preoccupied in their phones and don't bother about the surroundings and its importance. Thus, Attention has been shifted from real to virtual world and visible to invisible friends.

**SELF PRACTICE:**

Write an abstract on "Discipline in Communication".

6.6 **MEMO WRITING :**

A Memo is known as a memorandum also. It is mostly used as a form of communication in the same organization. A memo is usually short and to the point. Thus, it is a convenient means of communication for the professionals. Memo is used in all directions: upward, downward and horizontal. Memo is used to show many internal communications like company announcement, record of routine events, requests and points arising out of day-to-day business transactions, any changes in the schedule etc. Sometimes one may find it easier to communicate with an officer with whom personal contact is to be avoided.

The various types of messages are exchanged through this form. For example: The confirmation of important points discussed on telephone, request for purchase of stationary, furniture, equipment, participation in seminars/conferences, announcement of policy decisions, appointment of officers to key positions, communication of matters relating to staff discipline and office routine, writing short reports, etc.

6.6.1 **Structure**

1. Name of organization
2. Name/designation of the receiver
3. Name/designation of the sender
4. Date
5. Subject
6. Body
7. The signature of the sender



**6.6.2 Examples****Rajoo Engineers Ltd**

To: Mr P.N. Gupta, Public Relations Manager

From: D.H. Sharma, Labour Welfare Officer

Date: 18 December 2018

Subject: Staff Welfare Fund

In the last conversation on the telephone, you showed an agreement with my suggestion to create a Staff Welfare Fund to give financial help to the employees and their families in time of prolonged illness or premature death. After our talk, I have discussed this matter with the Financial Manager and he has shown the approval to this idea in but has suggested that the detailed guidelines should be prepared for the operation of this Fund. We may make a three member committee if you are agree to workout. The committee consists the following officers:

Personal Manager (Convener)

Labour Welfare Officer, and

Budget Officer

D.H. Sharma

**Maple Landmark Woodcraft**

To: John Smith, Chief Marketing Executive

From: Marry Watson, Digital Marketing Expert

Date: 30 November 2018

Subject: New Digital Marketing Campaign for Toys

As per our survey, most of parents are doing online shopping. In order to reach towards this trend, we need to launch a new digital marketing campaign for toys, so that parents can shop toys online for their kids. They are spending hours on the internet surfing various sites like Amazon, Flip kart, Lime road, Facebook, Instagram etc. If we focus on these platform and give digital ads then it will be beneficial for our company. By using digital marketing, we will be able to attract a large number of customer. Thus, our selling of the toys will be increased at a high level.

Marry Watson

**SELF PRACTICE**

1. As Public Relations Officer of Amiri Tools Manufacturing Co. Ltd., Mumbai you have been deputed to investigate the causes of frequent strikes in the Company's factory at Nasik and to suggest preventive measures. Write a memo report to the Chairman incorporating your findings and recommendations.
2. Assuming yourself to be the Manager of Angel Software Systems, Hyderabad write a memo for circulation to all the employees, announcing a change in the working hours and explaining the reasons for doing so.
3. It has been noticed that a sizeable number of employees take leave on certain occasions such as test cricket, national sports events, etc. this hampers the smooth working of the office and tells upon the efficiency of the organization. Assuming yourself to be the personal Manager of Glaxo, write a memo to the Sectional Heads of the company asking them to take suitable action to prevent mass absenteeism.

## 6.7 QUESTIONS ASKED IN GTU (WINTER 2018) :

1. Write an email to the NSS coordinator (nssgtu@zmail.com) of your university reporting her about the "Thalassmia Test Camp" organized in your college.
2. Write a sales letter to promote a new mobile "Galaxy 2019" of your company explaining all the new features and attractive for the customers.
3. Write a letter to the Incharge Officer, Pollution Control Board Head Office, Gandhinagar making him aware about the present situation of Pollution (Air, Noise, Water, Soil etc) in your city. Also suggest some measures to improve the situation in your city. You are Raj C. Sharma from Green Park Society, Mahatma Gandhi Road, Ahmedabad.
4. Make a précis in about 1/3 of the following passage in and give it a title.

As early as the sixth or seventh century B.C. Panini wrote his great grammar of the Sanskrit had crystallized and become the language of an ever growing literature. Panini's book is something more than a mere grammar. Professor Th. Stcherabatsky, of Leningrad, described it as one of the greatest productions of the human mind. Panini is still the standard authority on Sanskrit grammar though subsequent grammarians have added to it and interpreted it. It is interesting to note that Panini mentions the Greek script. This indicates that there were some kind of contacts between India and the Greeks long before Alexander came to the East. The study of astronomy was specially pursued and it often merged with astrology. Medicine had its text books and there were hospitals. Dhanwantri is the legendary found of the Indian science of medicine.

The best known old text books however, date from the early centuries of the Christian era. These are by Charka on medicine and Susshuruta on surgery. Charka is supposed to have been the royal court physician of Kanishka who had his capital in the north-West.

These text books enumerate a large number of diseases and give methods of diagnosis and treatment. They deal with surgery, obstetrics, baths, diet, hygiene, infant feeding, and medical education. The approach was experimental, and dissection of dead bodies was being practiced in course of surgical training. Various surgical instruments are mentioned by Sushrutas, as well as operations including amputation of limbs, abdominal, cataract, etc. wounds were sterilized by fumigator. In the third or fourth century B.C. there were also hospitals for animals. This was probably due to the emphasis on non-violence.

5. You are the Manager of V.V. Electricals Pvt. Ltd. Write a memo in a proper format to inform the employees about the new rules for the security measures. Use the following points and add your own too.  
(staff I cards compulsory – check on entry/exit – other things not allowed – no mobile temporary I card for visitors – Locking cabins – no password sharing, effect from next month etc.)

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**GUJARAT TECHNOLOGICAL UNIVERSITY**  
**BE-SEMESTER 1 & 2(NEW SYLLABUS) EXAMINATION WINTER-2018**

**Subject Code: 3110002**

**Subject Name: English**

- Q.1 (a)** Explain Clipping Word Formation process and compare its types by giving examples. 03
- (b)** Differentiate between word formation processes of Compounding and Blending with examples. 04
- (c) Do as directed.** 07
1. My grandfather goes for walking everyday. (Turn into Simple Past Tense)
  2. One of the important ..... discussed in the meeting yesterday.  
(points were, points was, point were)
  3. Either Mr. Sharma or Mr. Patel will be terminated from ..... duty. (their, his, her)
  4. We were told at midnight the programme would begin.  
(Identify the misplaced modifier and correct the sentence)
  5. Give me pen that I had given you yesterday. ( use appropriate English article)
  6. There is a bridge the river. (in, on, across)
  7. All the students maintain cleanliness in the class. (use correct modal auxiliary)
- Q. 2 (a) Define the following terms with examples.** 03
1. Derivation
  2. Borrowings
- (b)**
1. What is phonetics? 02
  2. Explain the term "Redundancy" with examples. 02
- (c)**
1. Identify the word formation process by which the following words are created 03
    - a. VIP
    - b. Motel
    - c. Happiness
  2. Give antonyms of: 02
    - a. A sleep
    - b. gloomy
  3. Give synonyms of: 02
    - a. Eager
    - b. touchy
- OR**
- (c) Correct the following sentences.** 07
1. There (was/were) a Toy sticker stuck to the refrigerator.
  2. I have done (a/an) M.E. in Mechanical Engineering.
  3. Neither the explorer nor his companions (has/have) ever seen him again.
  4. Each student of the class must bring (his/their) books.
  5. Every year, during the midsummer festival, the smoke of village bonfires (fills/fill) the sky.
  6. (Whose/Who) are you talking to?
  7. All the members of the family love (each other/ one another).
- Q.3 (a)** Take a topic and classify it into sub topics to explain "Classification" in writing. 03

- (b) Write an email to the NSS coordinator (nssgtu@zmail.com) of your university reporting her about the "Thalassemia Test Camp" organized in your college. 04
- (c) Write a sales letter to promote a new mobile "Galaxy 2019" of your company explaining all the new features and attractive offers for the customers. 07

OR

- Q. 3 (a) Write the correct words for the given transcriptions. 03

1. /le t/
2. / nde'stænd'/
3. /ge /

- (b) Which are the organs of speech? Describe the functions of any two organs in detail. 04

- (c) 1. Complete the following story in about 200 words. 04

Once upon a time there lived a young man in the small village. He was poor but he had a dream that a day would come when he would become a the most important person of his village and everybody would respect him. He...

2. Correct the following statement to ensure Subject-Verb agreement. 03

- a. Several of the sheep is sick.
- b. All of the milk are gone.
- c. There were five card in my hand.

- Q. 4 (a) What is "Diphthong"? Explain with examples. 03

- (b) Punctuate the following sentences using full stops, comma, capital letters, exclamation marks and question marks etc. 04

1. what are you going to do today varun
2. what an amazing tour it was
3. my name is Raj and i live in Mumbai
4. when you come to my home we will go to watch movie

- (c) Write a letter to the Incharge Officer, Pollution Control Board Head Office, Gandhinagar making him aware about the present situation of Pollution (Air, Noise, Water, Soil etc) in your city. Also suggest some measures to improve the situation in you city. You are Raj C. Sharma from Green Park Society, Mahatma Gandhi Road, Ahmedabad. 07

OR

- Q. 4 (a) Compare the terms : Defining and Describing 03

- (b) Differentiate between Bilabial and Labiodental Sounds of English with examples. 04

- (c) 1. Examine the essential components of Paragraph writing with reference to their effect on the readers. 04

2. Write a paragraph on : If all the mobile phones disappear suddenly... 03

- Q. 5 (a) What is coherence in writing? 03

- (b) Transcribe the following words. 04

1. Cat
2. Children
3. No
4. Future

- (c) 1. Make a précis in about 1/3 of the following passage in and give it a title.

As early as the sixth or seventh century B.C. Panini wrote his great grammar of the Sanskrit language. He mentions previous grammars and already in his time Sanskrit had crystallized and become the language of an ever growing literature. Panini's book is something more than a mere grammar. Professor Th. Stcherabatsky, of Leningrad, described it as one of the greatest productions of the human mind. Panini is still the standard authority on Sanskrit grammar though subsequent grammarians have added to it and interpreted it. It is interesting to note that Panini mentions the Greek script. This indicates that there were some kind of contacts between India and the Greeks long before Alexander came to the East. The study of astronomy was specially pursued and it often merged with astrology. Medicine had its text books and there were hospitals. Dhanwantri is the legendary found of the Indian science of medicine. The best known old text books however, date from the early centuries of the Christian era. These are by Charka on medicine and Sushruta on surgery. Charka is supposed to have been the royal court physician of Kanishka who had his capital in the north-West.

These text books enumerate a large number of diseases and give methods of diagnosis and treatment. They deal with surgery, obstetrics, baths, diet, hygiene, infant feeding, and medical education. The approach was experimental, and dissection of dead bodies was being practiced in course of surgical training. Various surgical instruments are mentioned by Sushrutas, as well as operations including amputation of limbs, abdominal, cataract, etc. Wounds were sterilized by fumigator. In the third or fourth century B.C. there were also hospitals for animals. This was probably due to the emphasis on non violence.

2. Directions: Read and summarize the following paragraph in only two sentences. Be specific and clearly explain the main idea.

Being a clown isn't all fun and games. Rodeo Clowns expose themselves to great danger every time they perform. When cowboys dismount or bulls throw them off, Rodeo Clowns jump in front of the bulls and move wildly to get their attention. In this way Rodeo Clowns provide an alternate target and in doing so protect the rider. Of course, this is a very dangerous thing to do. So you see, sometimes clowning around can be serious business.

OR

- Q. 5 (a) Turn The following words into Adjectives.

- Gold
- classify
- skill

- (b) Form dialogues between the God and you on the present situation of the world.

- (c) 1. You are the Manager of V. V. Electricals Pvt. Ltd. Write a memo in a proper format to inform the employees about the new rules for the security measures. Use the following points and add your own too. (staff I cards –compulsory - check on entry/exit- other things not allowed-no mobile-temporary I cards for visitors- locking cabins-no password sharing, effect from next month etc...)
2. You are writing an essay on "The Major Issues of the Youth in India". Prepare an introduction (10 sentences) to start your essay.

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