

Course Code - BBA – 106

Writer – Dr. Seema Miglani

Lesson No. - 01

Vetter –Mrs.Maneesha

SUBJECT VERB CONCORD

STRUCTURE

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1.0 Objective

The objective of this lesson is to teach the students to write grammatically correct sentences having a perfect harmony between the subject and the verb. After going through the lesson and practicing the rules of the concord, they will be able to avoid errors of verbs regarding their being singular or plural and use the correct number and person of the verb in a sentence.

1.1 Introduction

Concord literally means harmony, agreement. Thus, it means harmony between different members of a group. When we talk of sentences, concord means

harmony or agreement between different parts of a sentence, specially the subject and the verb.

Every sentence says something about a person or thing. The part of a sentence that names the person or thing is called Subject or the part, which gives us information about the Subject is called Predicate. The subject of a sentence thus has a close relation to what is being said in the Predicate. The form of the verb should be in direct relation to the number and person of the Subject.

1.2 Rules for Subject-Verb Agreement

- The verb must agree with the subject in Number and Person.

- If the subject is singular, the verb should also be singular.

- If the subject is plural, the verb should also be plural, e.g.,

He is a good boy. (singular subject, singular verb)

They are good players (plural subject, plural verb)

- When two or more singular subjects are joined together by ‘and’, plural verb is used. e.g.,

Ram and Sham are playing a game. He and his friends have arrived.

- If two singular nouns refer to the same person or thing, the verb must be singular, e.g.,

My friend and benefactor has come.

By the death of Gokhale a great statesman and patriot was lost to India.

It should be noted that the article is used only once if the two nouns refer to the same person. If different persons were referred to, the article would be used before each noun and the verb would be plural. e.g.,

The orator and the statesman are dead.

- If two subjects together express one idea, the verb will be in the singular, e.g.,
Early to bed and early to rise makes a man healthy, wealthy and wise.
Slow and steady wins the race.

- If singular subjects have 'each' or 'every' before them, the verb is usually singular.

e.g.,

Every man, woman and child was lost.

Each day and each hour brings its duty.

- Two or more singular subjects connected by 'or', 'nor', 'either', 'neither' or 'nor' take a verb in the singular, e.g.,

Neither Hari nor Ravi has come.

No nook or corner was left unexplored.

- When the subjects joined by 'or', 'nor' are of different numbers, the verb must be plural, and the plural subject must be placed next to the verb. e.g.,

Hari or his brothers have done this.

Either the boy or his parents have gone there.

- When the subjects joined by 'or', 'nor' are of different persons, the verb agrees in person with the one nearest to it, e.g.,

Either he or I am mistaken.

Neither you nor he is to blame.

- A collective noun takes a singular verb when the collection is thought of as a whole. e.g.,

The counsel has chosen its president.

The fleet has set sail.

- It should however be kept in mind that if the individuals of which the collective noun is composed of are thought of, it can take a plural verb. e.g.,

The military work called out.

The crew were taken prisoners.

- Some nouns which are plural in form, but singular in meaning, take a singular verb,
e.g.,

The news is true.

Physics is a branch of natural science.

- When a plural noun counts between a singular subject and its verb, the verb used is singular in form. e.g.,

Each of the sisters is clever.

A variety of objects charms the eye.

The quality of the mangoes was not good.

- Words joined to a singular subject by with, together with, in addition to or as well as are parenthetical and therefore do not affect the number of verb. e.g.,

The chief, with all his men, was killed

Justice as well as mercy, allows.

- When the subject of the verb is a relative pronoun, care should be taken to see that the verb agrees in number and person with the antecedent of the relative. e.g.,

I, who am your friend, will guard your interest.

You, who are my friend, should not worry me.

- The title of a book, play, story, musical composition and the name of a country, even though plural in form take a singular verb, e.g.,

Sons and Lovers is an interesting Novel.

The United States of America is a developed country.

1.3 Summary

The basic rules for writing grammatically correct sentences have been discussed. In a sentence, the verb must agree with its subject with respect to its number and person.

1.4 Key words

Subject, verb, predicate, noun, pronoun, singular, plural.

1.5 Self Assessment Questions

1.5.1 Set – 1

Fill in the blanks with correct form of the verb:

1. Two and two four.
2. Bread and butter take wholesome food.
3. Gulliver's travels written by swift.
4. A good man and useful citizenpassed away.
5. Each of the boys.....rewarded.
6. The jury.....divided in their opinion.
7. He is one of the authors who.....destined to be immortal.
8. Neither of the boys.....quite at his ease.
9. The cost of these articles.....risen.
10. Every leaf and every flower.....stripped off the tree.
11. The horse and trap.....been waiting for a long time.

12. The Arabian Nights.....delighted many generations.
13. Kindness as well as justice.....to be our guide.
14. No newsgood news.
15. Forty yardsa good distance.
16. The meetingchosen a president.
17. The public.....requested not to walk on the grass.
18. Iron as well as gold.....found in India.
19. Which one of these umbrellas.....yours?
20. To take pay and then not to do work.....dishonest.

1.5.2 Set – 2

Correct the following sentences:

1. Sita as well as Ram like fruit.
2. The owner of these houses are very clever.
3. There is eleven players in the ground.
4. Rice and curry are his favourite dish.
5. 'Great Expectations' are a good book.
6. Both of the books requires careful reading.
7. Neither Tina nor his friends is going there.
8. A doctor as well as a nurse are working in the hospital.
9. A doctor and a nurse is working in the hospital.
10. A number of books is missing.

1.6 Suggested Readings

J. Thomson & A. V. Martinet, *A Practical English Grammar for Foreign Students*, Oxford University Press, India 1963.

N.D.V Prasada Rao, *Learners' English Grammar and Composition*, S. Chand & Company Ltd, New Delhi, 1998.

Michael Swan, *Oxford Pocket Basic English Usage*, Oxford University Press, India, New Delhi, 1992

Raymond Murphy, *Intermediate English Grammar*, Cambridge University Press, New Delhi, 1994

Course Code - BBA – 106

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Lesson No. - 02

Vetter –Mrs. Maneesha

FORMS OF VERBS

STRUCTURE

2.0 Objective

2.1 Introduction

- **Forms of Verbs**
- **Using Verb Tenses**

2.3.1 Present tense

2.3.2 Past tense

2.3.3 Future tense

2.4 Moods

2.5 Modal verbs and Auxiliary

2.6 Phrasal Verbs

2.7 Summary

2.8 Key words

2.9 Self Assessment Questions

2.10 Suggested Readings

- **Objective**

The objective of this lesson is to make the students understand about Verb and its forms, and their usage.

- **Introduction**

A verb is a word or a group of words that denotes action, or the state in which a thing or a person is, or joins the subject with the rest of the sentence. There has to be at least one verb in the sentence to make it a sentence. A verb often consists of more than one word. For example:

- The baby laughs.
- The man is a doctor.
- The weather seems bad.

In the first sentence, the verb 'laughs' tells us about action. In the second, the verb 'is' tells us about what the man is. In the last, the verb is again stating about the condition of the weather. Thus, a verb states something about the subject of the sentence and expresses action, events or states of being. It forms a part of the predicate of a sentence.

2.2 Forms of Verbs

Read the following sentences carefully:

1. Ram kills the snake.
2. The boy laughs loudly.

In sentence 1, the action denoted by the verb 'kills' passes over from the doer or the subject 'Ram' to the object 'snake'. The verb 'kills' is, therefore, called a **Transitive verb**.

In sentence 2, the action denoted by the verb 'laughs' stops with the doer i.e., the boy, it does not pass over to any object. It does not affect any noun other than the doer. The verb 'laughs' is, therefore, called an **Intransitive verb**.

Most Transitive verbs take a single object, however, verbs such as **give, ask, offer, promise, tell, ...** take on two objects after them – an object that denotes the person to whom something is given or for whom something is done, and a direct object which is usually the name of things.

2.3 Using Verb Tenses

A verb indicates the time of the action by changing its form. The tenses are determined according to the time frame viz. present tenses, past tenses and future tenses.

2.3.1 Present tense:

1. The simple present – (We go).

Form: First form of the verb

The verb describes things, situations or actions that are present now and are habitually true.

The sun rises in the east. (always true)

He goes for a walk every morning. (habitually true)

2. The present continuous – (We are going).

Form: is/am/are + -ing form of the verb.

The verb describes a particular action that is taking place at the time of speaking and is in progress.

The baby is sleeping.

He is writing a letter.

3. The present perfect – (We have gone).

Form: has/have + third form (past participle) of the verb.

The verb describes an action that started sometimes in the past and continues up to the present.

They have gone to Bombay.

He has eaten his food.

4. The present perfect continuous – (We have been going).

Form: have/has + been + -ing form of the verb + since/for.

The verb describes an action that began in the past, continues in the present and may continue into the future also.

It has been raining since morning.

He has been working for three hours.

2.3.2 Past tense:

1) The simple past – (We went).

Form: second form of the verb.

The verb describes actions or conditions of the past.

We went to a picnic yesterday.

I received this letter last week.

2) The past continuous – (We were going).

Form: was/were + -ing form of the verb.

The verb describes an action that took place in the past over a period of time.

She was crying.

The children were playing.

3) The past perfect – (We had gone).

Form: had + third form (past participle) of the verb.

The verb describes an action or event, also completed in the past.

She had cried.

The children had played.

4) The past perfect continuous – (We had been going).

Form: had + been + -ing form of the verb + since/for.

The verb describes a continuing action in the past.

At that time, he had been writing a book for two months.
He had been living in Bombay since 1990.

2.3.3 Future tense:

1) The simple future – (We will go).

Form: will/shall + first form of the verb.

The verb describes actions or events of the future. It helps in making predictions about the future, spontaneous reactions to events, making promises and thinking about future possibilities.

It will rain tomorrow.

I think he will not attend the party.

2) The future continuous – (We will be going).

Form: will/shall + be + -ing form of the verb.

The verb is used to describe an activity that will be happening at a precise point in time in the future.

I'll be playing golf at six in the evening.

When you arrive in Hisar, he'll be sleeping.

3) The future perfect – (We will have gone).

Form: will/shall + have + third form (past participle) of the verb.

The verb is used to show that something that will have been done upto a precise point in time in the future.

She'll have read the book by the time you leave.

The last train will have left within an hour.

4) The future perfect continuous – (We will have been going).

Form: will/shall + have + been + -ing form of the verb + since/for.

The verb shows that something will continue up until a particular event or time in future.

They will have been talking for over an hour by the time you arrive.

Note: Sometimes, the simple present tense can express future time if there is some other word in the sentence that clearly marks a future tense.

2.4 Moods

Verbs are used to express commands, make suppositions and to make statements of fact. These modes in which verbs are used are called **Moods**. There are three moods – Indicative, Imperative and Subjunctive.

The Indicative makes Statements of fact:

I go to office daily.

The Imperative mood expresses commands/entreaties: The subject is usually omitted.

Stand there; Go home, etc.

The Subjunctive Mood occurs in traditional phrases:

God bless you.

2.5 Modal verbs and Auxiliary

Modal verbs are special verbs which behave very irregularly. The modal verbs are **can, could, may might, will, would, shall, should, ought to, must, need**.

2.0 A modal verb always has the same form. There is no -s ending, no -ing form and no -ed form, e.g., he will, they will, etc.

3.0 Modal verbs and auxiliary verbs come before the subject to form questions. e.g., Will you come for the party?

4.0 They are used to form negatives by adding 'not' after them. e.g., I cannot/can't do this.

5.0 Modal verbs are used to talk about someone's ability to do an action, an action that is necessary and a situation that is possible.e.g.,

1.1 **To express Ability:** can, could, be able to etc.

She can swim

He could play the harmonium when he was very young.

2. In case of necessity: must, have to, needn't, etc.

We must tell him the truth.

I will have to go.

3. For permission: can, may, etc.

Can I use your pen, please?

May I come in?

4. In case of obligation: ought to, should, etc.

We should respect our elders.

He ought to do as his parents want him to do.

5. In case of possibility: may, might, could, etc.

The students may ask for an off tomorrow.

The books could be in one of the racks.

6. Certainty: will, must, can't, etc.

The story can't be true.

He must have reached home by now.

2.6 Phrasal Verbs

Many verbs, when followed by various prepositions, or adverbs, acquire idiomatic sense. e.g., put out, get on, turn round, break down, run away, look forward to, etc.

Phrasal verbs can be separable or inseparable and they can take an object or not.

Phrasal verbs which take objects can be separable or inseparable. e.g.,

I picked Tina up or I picked up Tina.

Separable phrasal verbs must be separated when a pronoun is used. e.g.,

We **picked** him **up** at the station NOT We **picked up** him at the station.

NOTE: The topic of Phrasal Verbs has been discussed at length in Lesson 3 & 4. The students may refer to those for detailed study.

2.7 Summary

In this lesson, we have discussed about verb and its various forms. This understanding will help the students to construct correct sentences.

2.8 Key words

Verb, tense, present tense, past tense, future tense, mood, indicative mood, imperative mood, subjunctive mood, phrasal verb, auxiliaries, modal verbs, etc.

2.9 Self Assessment Questions

Choose the correct verb form from those in brackets:

1. The earth _____ round the sun. (move, moves, moved)
2. My friends _____ the Prime Minister yesterday. (see, have seen, saw)
3. I _____ him one letter up to now. (sent, have sent, shall send)
4. I shall telephone you when he _____ back. (comes, will come, came)
5. It started to rain while we _____ tennis. (are playing, were playing, had played)
6. Can I have some milk before I _____ to bed. (go, am going, shall go)
7. He _____ asleep while he was driving. (falls, fell, has fallen)
8. I'm sure I _____ him at the party last night. (saw, have seen, had seen)
9. He _____ a mill in this town. (have, has, is having)
10. He _____ here for the last five years. (worked, is working, has been working)

2.10 Suggested Readings

J. Thomson & A. V. Martinet, *A Practical English Grammar for Foreign Students*, Oxford University Press, India 1963.

N.D.V Prasada Rao, *Learners' English Grammar and Composition*, S. Chand & Company Ltd, New Delhi, 1998.

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Course Code - BBA – 106	Writer – Dr. Seema Miglani
Lesson No. - 03	Vetter –Mrs. Maneesha
IDIOMATIC USE OF PREPOSITIONS AND CONJUNCTIONS	

STRUCTURE

- 3.0 Objective**
- 3.1 Introduction**
- 3.2 Idiomatic use of Prepositions and Conjunctions**
- 3.3 Summary**
- 3.4 Key words**
- 3.5 Self Assessment Questions**
- 3.6 Suggested Readings**

3.0 Objective

The objective of this lesson is to teach the students the idiomatic use of prepositions and conjunctions. After going through this lesson, the students will develop an understanding of the idioms, phrasal verbs, words followed by appropriate prepositions and conjunctions, and they will be able to use the prepositions and conjunctions idiomatically in their sentences making their speech or writing effective.

3.1 Introduction

An Idiom is an expression in the usage of a language that is peculiar to itself either grammatically or in having a meaning that cannot be derived from the

conjoined meanings of its elements. It is a style or form of artistic expression. In simple words an Idiom is an expression that means something more than its literal sense.

A Preposition is a word that is used with a noun or a pronoun to show its relation to some other word in the sentence. There is no hard and fast rule to explain why a particular verb or adjective takes a particular preposition after it. In English the use of preposition is largely a matter of convention, a matter of idiom. A Conjunction is a word that joins words, phrase, clauses and sentences. Although prepositional usage and is extremely difficult to master, the subject of preposition is very important and can be learnt by careful reading and constant practice.

Certain nouns, adjectives and verbs are idiomatically used with particular prepositions and conjunctions, and lend a new meaning to the sentence.

3.2 Idiomatic use of Prepositions and Conjunctions (Words Followed by Appropriate prepositions)

A

- **Abide by:** a promise, a decision to stick to it: Once you have made a promise, you ought to **abide by** it.
- **Abound in:** to be rich in: This tank **abounds in** fish.
- **Abound with:** to be infested with: The forest **abounds with** elephants and lions.
- **Absolve from:** to free from, to acquit of: nothing can **absolve you from** your responsibility.
- **Absorbed in:** engrossed in: The singer was **absorbed in** singing.

- **Abstain from:** to keep away from, to avoid, especially strong drinks: The doctor advised the patient to **abstain from** liquor.
- **Accede to** a request to the terms and conditions of an agreement: to agree to: My friends will **accede to** my wishes in this matter.
- **Acceptable to:** Your terms are not **acceptable to** me.
- **Access to:** approach to: A financially sound person can manage an easy **access to** the authorities.
- **Accompanied with something:** Rain was **accompanied with** a hail storm.
- **Accompanied by a person:** I went to the movies **accompanied by** my cousin.
- **Accord with:** to agree: Your present statement does not **accord with** what you said last week.
- **Accord to:** to extend, to grant: (a) We **accorded a hearty welcome to** Dr. Rao when he came to preside over our annual function. (b) The president **accorded sanction to** the new bill.
- **Accordance with:** He acts strictly in **accordance with** the rules.
- **According to:** He helped me **according to** his word.
- **Account for:** to explain: His extravagance **accounts for** his poverty.
- **Accuse of:** to charge with, to blame for: He was **accused of** theft.
- **Accustomed to:** to be used to: Indians **accustomed to** playing only on slow courts, lost the match to the Australians.
- **Acquainted with:** having knowledge of: I am not in a position to give any decision since I am not **acquainted with** all the facts of the case.
- **Acquiesce in:** to agree silently, passively: Don't just **acquiesce in** any proposal brought forward; accept it only if you find it reasonable.
- **Acquitte of:** free from: For want of any definite evidence against him, he was **acquitted of** the charge.
- **Acquit one self in:** to behave have: He **acquitted himself creditably in** the discharge of his duties.

- **Act upon:** an advice, order, etc: You must **act upon** this letter at once, or it will be too late.
- **Adapt to:** adjust with: Try to **adapt yourself to** your circumstances if you want to be happy.
- **Add to:** to increase: Do not **add injury to** insult.
- **Addicted to:** given to something usually evil: Being **addicted to** drinking and gambling, he soon squandered away his property.
- **Adhere to:** stick to: We must **adhere to** our principles at all costs.
- **Adjacent to:** next to: His shop is **adjacent to** a departmental store.
- **Admit to:** He was **admitted to** the college.
- **Admit of:** to allow, leave room for: Your conduct does not **admit of** any excuse.
- **Afflicted at:** pained at, distressed at: She felt **afflicted at** the death of her only son.
- **Afflicted with:** The old man was **afflicted with** pain in the joints.
- **Afraid of:** You are **afraid of** your father.
- **Agree to a thing, proposal:** They unanimously **agreed to** my proposal.
- **Agree with a person:** They **agreed with me** that corruption is at the root of the slow progress of our country.
- **Agree on a subject:** We all **agree on** this point.
- **Aim at:** He **aimed his rifle at** the leopard.
- **Akin to:** related to: I experienced a feeling **akin to** remorse.
- **Alarmed at:** We were **alarmed at** the news of a theft in our locality.
- **Alien to:** foreign to: He is **alien to** any feeling of self respect.
- **Alight from:** to get down from: The soldier **alighted from** the horse and saluted his commander.
- **Alive to:** conscious of: He is not **alive to** the weakness of his son.
- **Alive with:** Connaught Place is always **alive with** people.
- **Alliance with:** union with: We desired a marriage **alliance with** a noble family living in our neighbourhood.

- **Allot to:** Occupy only the seats **alloted to** you.
- **Allude to:** foreign to refer: He **alluded to** the partition of India in his speech.
- **Amazed at:** surprised at: I am **amazed at** your courage.
- **Angry at something:** I got **angry at his behaviour**.
- **Angry with a person:** The teacher got **angry at the student**.
- **Annoyed at something:** I was **annoyed at his pranks**.
- **Annoyed with a person:** The teacher was **annoyed with the students**.
- **Anxious for or about:** The child is quite safe, you need not feel **anxious for** him.
- **Apologize to a person for something:** He had to **apologize to** the principal **for his misconduct** in the class.
- **Appeal to a person** for or against something: He **appealed to** the Principal for mercy.
- **Appetite for a thing:** How can the **appetite for** worldly reaches be appeased?
- **Applied to** a person for something: He **applied to** the manager for the post of clerk.
- **Appoint a person to a situation:** He was **appointed to** the post of the general manager of a reputed industrial concern.
- **Apprise of:** to inform: If you **apprise me of** the situation in time, I shall help you to face it.
- **Approve of:** Everybody **approved of** his plan of joining IAS.
- **Aptitude for:** talent for: Do not undertake any assignment unless you have an **aptitude for** it.
- **Argue with** a person on a subject, for or against something: Do not **argue with** your elders.
- **Arrive at a place:** He **arrived at** the station well in time.
- **Ashamed of:** One should be **ashamed of** ones mistake.
- **Ask about:** I **asked** my friend **about** the welfare of his family.
- **Asked for:** Go to the top floor and **ask for** Mr. Chopra.
- **Aspire to:** He **aspired to** become a doctor.

- **Assent to:** A bill has to be passed by both the houses before the president gives his **assent to** it.
- **Assure of:** I can **assure of** my innocence.
- **Astonished at:** His father was **astonished at** his cleverness.
- **Authority on:** Our principal is an **authority on** modern algebra.
- **Authority over:** I have no **authority over** this gentleman, I can only request him to lend me his co-operation.
- **Atone for a fault:** to make amends for it: He **atoned for** his earlier betrayal with a lie long devotion.
- **Attend to:** Please **attend to** what I say.
- **Attend upon:** to look after: He had no servant to **attend upon** him.
- **Attribute to:** to assigned to, to ascribe to: His success may be **attributed to** his diligence.
- **Avail oneself of:** to make use of: Unless you **avail yourself of the opportunities** that fall your way, you can not be successful.
- **Award to:** A prize was **awarded to** him for having won the rifle shooting championship.
- **Aware of:** to have knowledge of: Are you **aware of** the latest changes in the syllabus.

B

- **Banish from:** to expel: He was **banished from** the kingdom for having plotted against the crown prince.
- **Beg of or from a person:** He **begged of** money from me.
- **Beg for:** He **begged for** help, but got none.
- **Believe in:** We **believe in** reasoning out things.
- **Belong to:** He **belongs to** a respectable family.
- **Beware of:** **Beware of** doing wrong to any man.
- **Blame for:** Why do **blame me for this?**

- **Bless with:** He has been **blessed with** a son.
- **Blind of:** Maharaja Ranjeet Singh was **blind of** one eye.
- **Blind to:** Most people are usually **blind to** their own shortcomings.
- **Boast of:** I agree that he is talented but he **boasts of** his talent a bit too much.
- **Born of:** Jawahar Lal Nehru was **born of** his rich parents at Allahabad
- **Bound for:** The train is **bound for** Calcutta.
- **Brood over:** to think constantly of: It is no use **brooding over** past failures.

C

- **Call on** a person.
- **Call at** one's house.
- **Capable of:** If he is guided properly, he is **capable of** showing much better result.
- **Care of** (care as a verb): You must **care for** what your parents say.
- **Care of** (care as a noun): One should take **care of** one's health.
- **Celebrated for:** famous for: Amritsar is **celebrated for** its Golden Temple.
- **Certain of:** sure of: He is quite **certain of** getting a first class in the examination hall.
- **Charge with:** to accuse of: The treasurer was **charged with** having instigated others against the manager.
- **Clamour for:** To make a loud demand for: The workers are **clamouring for** higher wages.
- **Close to:** **Close to** the college building is the Principal's residence.
- **Coincide with:** to accord with: His view in this matter does not **coincide with** me.
- **Collide with:** The tonga **collided with** a car and the horse was killed.
- **Commence on:** to begin on: Our examination **commences on** next Monday.
- **Commit to:** to imprison: The suspect was **committed to** the court.
- **Common to:** Human weaknesses like greed, pride, jealousy are **common to** all.

- **Compare with** (used with things belonging to the same class): **Compare** this pen **with** that.
- **Compare to** (used for dissimilar things): Life may be **compared to** a dream.
- **Compatible with**: consistent with, in agreement with: His actions are hardly **compatible with** the tall moral claims he makes.
- **Compete with a person for something**: Twenty candidates **competed with** each other for the first prize.
- **Complain to** a person, **of** something, **against** another person: The patient **complained of** giddiness.
- **Comply with**: to agree to: My friend willingly **complied with** my request for some financial assistance.
- **Composed of**: made up of: Water is **composed of** hydrogen and oxygen.
- **Conceal from**: to hide from: Certain facts have to be **concealed even from** one's dearest friend.
- **Condemn to**: imprisonment, death, etc. for a crime: He was **condemned to** death for having committed a murder.
- **Condole with**: to express sympathy with: His friends **condoled with** him in his bereavement.
- **Confer a favour on** someone: to grant someone a favour: An honorary degree was **conferred on** him.
- **Confide a secret to** someone: I **confided** my plans **to** him in the hope of getting some help and guidance.
- **Confident of** success: He was **confident of** his success in the examinations.
- **Confidence in** a person: I have **confidence in** my assistants.
- **Confined to**: laid up with: He is still **confined to** bed with fever.
- **Conform to**: to abide by: while making this furniture, you must **conform to** the specifications given by me.
- **Congenial to**: suitable to one's disposition: The atmosphere in this office is not **congenial to** me.

- **Congratulate on:** He **congratulated me on** my success in the election.
- **Connive at:** to ignore: Never **connive at** the shortcomings of your children.
- **Conscious of:** aware of: I am fully **conscious of** my limitations.
- **Consent to:** agree to: I can not **consent to** the proposal you have made.
- **Consist of:** to be made up of: Our family **consists of** six members.
- **Consist in:** to lie in: Happiness **consists in** contentment.
- **Conspire against:** to plot against: The rebels **conspired against** the government.
- **Contrast one** object with another.
- **Control over:** I have no **control over** what he does.
- **Convenient to:** You may come to see me at any time **convenient to** you.
- **Convenient for:** It is quite **convenient for** me to come to your place this Sunday.
- **Conversant with:** well acquainted: I am quite **conversant with** the local politics.
- **Convey to:** It has been **conveyed to** all the delegates that they are required to produce identification cards.
- **Convince of:** I do not fight for a cause unless I am fully **convinced of** its justness.
- **Cope with:** to contend with, to be equal to: We need three more hands to **cope with** the heavy rush of work.
- **Count on:** to depend on: Don't **count on** others help, try to be self supported.
- **Crowned with:** rewarded with: His efforts were **crowned with** success.

D

- **Deal with** a person: to treat him: I had to be very patient while **dealing with** the naughty child.
- **Deal in:** to trade in something: We **deal in** stainless steel goods.
- **Deal out:** to distribute: **Deal out** these cards thirteen each to the four players.
- **Delight with** a person; **delight at** something; to **delight in** something.
- **Demand for:** There is a great **demand for** Indian handicrafts in some of the western countries.
- **Depend on:** I can **depend on** the sincerity of my servant.

- **Desire for:** A saint has no **desire for** worldly pleasure.
- **Desirous of:** She is **desirous of** getting married to a rich man.
- **Desist from:** To give up the idea of doing something: I **desisted from** helping him with money when I came to know that he was a spendthrift.
- **Despair of:** To give up hope: He did not **despair of** success despite his repeated failures.
- **Desperate of:** Growing **desperate of** recovery, she committed suicide.
- **Destined to:** preordained for, marked beforehand for: She was **destined to** be a queen.
- **Destitute of:** in want of: He was **destitute of** friends as well as money.
- **Detrimental to:** harmful to: Drinking is **detrimental to** health.
- **Deviate from:** to digress from: No progress is possible unless one **deviates from** the beaten track and explores new regions.
- **Devoid of:** lacking common sense, good humour, manners, etc.: It is an amusing irony that those who preach good manners are usually **devoid of** even ordinary courtesy.
- **Devoted to:** given to: He is **devoted to** his duty.
- **Differ with:** Persons differ with each other: I **differ with** you on this subject.
- **Differ from:** Birds **differ from** beasts.
- **Diligent in** one's work: hard working: She is very **diligent in** her work.
- **Disgrace to:** A morally depraved officer is a **disgrace to** his country.
- **Disgusted with** a person: feeling sick of: I am thoroughly **disgusted with** my servants.
- **Disgusted at:** I felt **disgusted at** his rude behaviour.
- **Dispense with:** to dismiss, to do without: The principal **dispensed with** the services of his poem.
- **Dispose of:** to get rid of, to sell: I can not buy a new house unless I **dispose of** the one I am now living in.

- **Dissent from:** disagreement from: I express my **dissent from** the decisions taken at this meeting and resign from the membership of the club.
- **Dissuade from:** to advise to refrain from: I **dissuaded him from** taking up the job of a clerk in a government office.
- **Distinguish between** two things; to **distinguish** one thing **from** other.
- **Distrust of:** suspicion of: I have a **distrust of** him who does not express his opinions frankly.
- **Divert from:** to turn aside: He **diverted** my attention **from** the main point under discussion.
- **Divide between** two persons; **divide among** more than two; **divide into** two parts.
- **Dream of:** Ram **dreams of** becoming of a doctor.
- **Due to:** His failure was **due to** his carelessness.
- **Dull of:** This child is **dull of** understanding.
- **Dwell on:** to emphasize: The speaker **dwelt on** the subject of economic planning at length.

E

- **Eager for:** to have keen desire for: The boys are **eager for** success in the examination.
- **Eligible for:** fit to be selected for: Only graduates are **eligible for** this post.
- **Embark on:** to begin an enterprise: Before you decide to **embark on** a new venture, carefully weigh its pros and cons.
- **Enamoured of:** attracted with: The youngman was **enamoured of** her beauty at the very first sight.
- **Encroach on:** to intrude on: I am sorry to **encroach on** your time.
- **Endow with:** to grant: Milton believed he had been **endowed with** a talent for writing poetry.
- **Engaged to:** betrothed: She is **engaged to** a doctor.

- **Engaged in** some work: busy in: He is **engaged in** preparing his project.
- **Enquire of** a person about something: **enquire after** one's health: I **enquired of** him about the theft.
- **Enquire into** some matter: He **enquired into** the matter of murder.
- **Enter into** an agreement: The two teams **entered into** a secret agreement.
- **Entitled to**: to have a claim to: You are not **entitled to** damages unless you possess a comprehensive insurance policy.
- **Entrust to**: The job of making purchases from the market was **entrusted to** him.
- **Entrust with**: He was **entrusted with** the job of making purchases from the market.
- **Envious of**: Feeling **envious of** the brilliant result of his cousin, he also started working hard.
- **Equal to**: He proved **equal to** the situation.
- **Escape from**: He wanted **escape from** the miseries of life.
- **Esteem for**: respect for: All my friends have a great **esteem for** my parents.
- **Excel in**: to be very good at: She **excels in** singing classical songs.
- **Exchange with**: I can **exchange** my watch **with** yours.
- **Exchange for**: I am prepared to **exchange** this watch **for** a transistor.
- **Exempt from**: free from: He was **exempted from** the payment of the college dues.
- **Expose to**: to lay open to: He was **exposed to** extreme cold because of which he caught pneumonia.
- **Exult at** success: to rejoice at: It is quite natural to **exult at** one's success.
- **Exult over** a fallen enemy: A true sportsman will never **exult over** the defeat of his rivals.

F

- **Faith in**: One can work wonders in life if one has **faith in** oneself.

- **Faithful to:** We should be faithful to our friends if we want them to be **faithful to** us.
- **False to:** You will be **false to** none if you are not false to yourself.
- **Familiar with:** I am not **familiar with** this locality.
- **Familiar to:** His face is not **familiar to** me.
- **Famous for:** Sanchi is **famous for** its Budha Stupas.
- **Fatal to:** deadly to: Laziness is **fatal to** success in life.
- **Favourable to:** The magistrate's decision was **favourable to** me.
- **Favour with:** Can you **favour** me **with** a little help?
- **Fawn on:** to flatter: It is meanness to seek promotion through **fawning on** one's superiors.
- **Feed on:** Cows feed on grass. He **feeds on** flattery.
- **Fight with, for:** I can **fight with** anyone for my friend.
- **Fight against:** We should not **fight against** our kith and kin.
- **Fit for** a job: He is **fit for** the job of a peon.
- **Fond of:** Children are **fond of** sweets.
- **Fondness for:** He has a **fondness for** reading novels.
- **Foreign to:** He is **foreign to** all sense of shame.
- **Fly at:** to attack: A ferocious dog **flew at** me as I entered the bungalow.
- **Free from** blame, worry, etc.
- **Full of:** Your article is **full of** grammatical mistakes.
- **Furnish with:** to supply with: Kindly **furnish me with** a specimen copy of this book.

G

- **Get over:** to overcome: His perseverance helped him in **getting over** his weakness.

- **Get at:** to reach at: I could not **get at** the book you suggested.
- **Gifted with:** My younger sister is **gifted with** a very good memory.
- **Glad at** a result: I am **glad at** my success.
- **Glance at:** to cast a look at: He **glanced at** the messenger and dismissed him.
- **Glance over:** look at something: He **glanced at** the letter hurriedly.
- **Glory in:** to take pride in: We **glory in** the victory of our country.
- **Good at:** Australians are very **good at** cricket and tennis.
- **Good to:** He is **good to** others though he is very strict.
- **Grapple with:** to contend with; fight with: We should courageously **grapple with** the difficulties of life.
- **Grasp at:** to catch at: The child eagerly **grasped at** the butterfly.
- **Grumble at:** He **grumbled at** the meagre allowance his father gave him every month.
- **Grieve for** a person.
- **Grieve at** something.
- **Guard against** a mistake, an injury.
- **Guilty of:** You have been **guilty of** giving false evidence.

H

- **Hanker after** money, fame, power etc.: **Hankering after** riches is not an idle pursuit at least in the modern materialistic world.
- **Hard of** hearing: Having low hearing power: My friend is **hard of** hearing.
- **Heedless of:** without caring for: He persisted in his struggle **heedless of** the consequences.
- **Heir to:** The crown prince, **heir to** the throne, found his life in grave danger.
- **Hide** something **from** a person.
- **Hinge on:** to depend on: My whole future **hinges on** my result in the degree examination.

- **Hint at** something.
- **Hope for** something.
- **Hopeful of:** The doctor is quite **hopeful of** the patient's recovery.
- **Hostile to:** opposed to: When he found even his friends **hostile to** his proposal, he withdrew it.

I

- **Identified with:** to associate oneself completely with: He is so devoted to his job that he has almost **identified himself with** it.
- **Ignorant of:** uninformed about, having no knowledge of: You can not be absolved from a crime because you are the **ignorant of** the law.
- **Imbued with:** inspired with: We need youngmen **imbued with** the spirit of self-sacrifice.
- **Immaterial to:** unimportant: It is **immaterial to** me whether my work earns praise or is badly condemned.
- **Impose on, upon:** A heavy responsibility was **imposed on** him at a very early age.
- **Impress an idea on** a person: The speaker **impressed on** his audience the importance of political awareness among the masses.
- **Impute to:** to ascribe to, to attribute to: The loss of some confidential files from the chief secretary table is being **imputed to** his peon.
- **Incentive to:** an inspiration to: Poverty often acts as an **incentive to** hard work.
- **Indifferent to:** unconcerned with, heedless of: He is **indifferent to** flattery and censure.
- **Indispensable to:** necessary for: You might be a very suitable candidate for the job, but do not think that you are **indispensable to** me.
- **Indulge in:** to gratify, to give a free court to: One must not **indulge in** luxuries until one can afford them.

- **Infer from:** to deduce from: Nothing definite can be **inferred from** the statements made by these culprits.
- **Inferior to:** Goods made in India are no longer **inferior to** the imported ones.
- **Infested with:** haunted by: This city is **infested with** rogues and rascals.
- **Influence over:** The Chief Minister has no **influence over** his cabinet.
- **Inherent in:** abiding in: Selfishness is **inherent in** man.
- **Injurious to:** harmful to: Indulgence in anything may prove **injurious to** health.
- **Insight into:** penetration into: A writer must have a deep **insight into** human character.
- **Insist on, upon:** She **insisted on** joining a hostel as, she said, she felt disturbed at home.
- **Inspired with:** **Inspired with** his initial success, he went ahead with the project.
- **Intent on, upon:** bent upon: He seemed **intent upon** breaking their friendship extended over a number of years.
- **Interested in:** I am **interested** not **in** screen but in stage.
- **Interfere in** some matter: Do not **interfere in** his life .
- **Intimate with:** close to: One should be **intimate with** a few well-trying friends only.
- **Introduce into:** I was **introduced into** a dark room.
- **Intrude on** one's time: Do not **intrude on** my time after the office hours.
- **Introduce into** a matter: It would be imprudent to **intrude into** the affairs that do not concern one.
- **Invest money in** some project: It isn't safe to **invest** one's entire savings **in** stocks and shares.
- **Invite to:** I could not attend his marriage though I had been **invited to** it.
- **Irrelevant to:** having no concern with: His observations were mostly **irrelevant to** the topic of the evening.
- **Irrespective of:** without reference to: This post is open to all **irrespective of** caste.

J

- **Jealous of:** Don't feel **jealous of** others' success.
- **Jeer at:** to laugh at: It is undesirable to **jeer at** others for what they can not help.
- **Jest at:** to laugh at: Do no **jest at** your elders.
- **Join in:** The foreign visitors **joined us in** the festivities.
- **Join to:** The doctor **joined** the broken bone **to** the limb.
- **Judge of:** Do not **judge of** others adversely.
- **Jump at:** The offer appeared to be so attractive that he immediately **jumped at** it.
- **Jump to** the conclusion: He hastily **jumped to** the conclusion that I was to blame for all his losses.
- **Junior to:** Being **juniors to** others in service does not necessarily mean being inferior to them in the quality of work.

K

- **Keen on:** He is **keen on** sending his son abroad for higher studies.
- **Keep from:** to abstain from: **Keep from** excessive indulgence of any kind.
- **Keep to:** If you always keep to the left, it will avert many accidents.
- **Key to:** Sincerity of heart is the **key to** lasting friendship.
- **Kind to:** Be **kind to** the bird and free it from the cage.
- **Knock against:** In the dark, he **knocked against** the wall.
- **Knock at:** I **knocked at** the door but got no response.

L

- **Lame** of a leg.
- **Lament for:** to grieve for: It is futile to **lament for** the dead.

- **Land in:** His extravagances **landed him in** poverty.
- **Laugh at:** It is bad manners to **laugh at** the actions of others.
- **Lead to:** directs to: Where does this road **lead to**?
- **Lean against:** rest against something: The tired traveller **leaned against** the tree.
- **Lean over:** bend over: He **leaned over** the table.
- **Liable for:** answerable for: The sun is **liable for** the debts of his father.
- **Liable to:** Exposed to: We all are **liable to** error.
- **Liking for:** I have a great **liking for** detective fiction.
- **Limit to:** There is a **limit to** everyone's patience.
- **Listen to:** If you **listen to** the singing you will appreciate her voice.
- **Long for:** to be desirous of: I **longed for** the company of some friend.
- **Loyal to:** faithful to: It is our duty to be **loyal to** our country.

M

- **Mad with:** angry at: I was **mad with** rag at the disobedience of the students.
- **Married to:** She was **married to** a banker's son.
- **Match for:** You are no **match for** him so far as physical strength is concerned.
- **Meddle with:** to interfere in: I do not like anyone to **meddle with** my affairs.
- **Mourn for:** to grieve at: The whole nation **mourns for** the national hero.
- **Moved at:** I was **moved** to tears **at** the sad plight of the refugees.
- **Moved with** pity: become sad: The old lady was **moved with pity** to see the child crying with pain.
- **Muse on:** to reflect on: He **mused on** the beauty of nature.

N

- **Necessary for:** Hard work is **necessary for** success.
- **Neglect of:** **Neglect of** duty will not be tolerated.

- **Negligence in:** **Negligence in** the bringing up of children lead to sad consequences.
- **Negligent in:** The servant is very **negligent in** his work.
- **Notorious for:** He is **notorious for** back biting.

O

- **Obedient to:** We ought to be **obedient to** our elders.
- **Object to:** I am determined to adopt this course even if you **object to** it.
- **Obliged to** a person for some favour.
- **Occupied with:** I do not like to be disturbed when I am **occupied with** my clients.
- **Occupied in:** At the moment he is **occupied in** the work of putting his things in order.
- **Occur to:** to come into one's mind: It never **occurred to** him that the fault could be his too.
- **Officiate for:** In the absence of the principal, the vice-principal **officiates for** him.
- **Open to:** Your conduct is **open to** questions.
- **Operate on:** His fractured leg had to be **operated on**.
- **Opposite to:** There is a library **opposite to** our house.
- **Overcome with:** I was **overcome with** grief at the news of his sad, untimely demise.
- **Overwhelmed with:** overpowered with: He was **overwhelmed with** sorrow at his failure.

P

- **Painful to:** It was **painful to** see her gradually straying into the path of evil.

- **Part from** a person: The dying mother found it heart rending to **part from** her children.
- **Partake of:** to share: Kindly **parttake of** the humble meal we can offer.
- **Partial to:** It pained us to see the umpire being **partial to** our rival team.
- **Pass for:** He tried to **pass for** a millionaire.
- **Passion for:** He has **passion for** outdoor games.
- **Pay for:** to suffer: You will have to **pay for** your follies.
- **Peculiar to:** This style of writing is **peculiar to** him.
- **Persist in:** When he **persisted in** behaving rudely, I lost temper.
- **Pertinent to:** to have a relation to: We found his comments very **pertinent to** the point under discussion.
- **Pine for:** to long for: The parents **pined for** the lost child.
- **Plead with** a person for something: The lawyer **pleaded with** the judge.
- **Plunge into:** to throw oneself into: He took to heart his losses in business and **plunged into** grief.
- **Point at** a person.
- **Point to** something.
- **Ponder on** or over a subject: to think on: We should carefully **ponder over** this point before taking any action.
- **Popular with** or among: He is very **popular with** the subordinates on account of his sympathetic nature.
- **Possess of:** He is **possessed of** great wealth.
- **Pounce on:** to jump at: The hawk **pounced on** the bird.
- **Pray to:** We **pray to** God for mercy.
- **Prefer to:** He **preferred** death **to** disgrace.
- **Prepared for:** We should be prepared for the worst though the worst may not happen.
- **Preside over** or at a meeting.

- **Prevail on** a person: to persuade him: I failed to **prevail on** my friend to join me in a business venture.
- **Prevail over**: to overpower: His enemies **prevailed over** him in his fight..
- **Prevent from**: His parents **prevented him** from joining the army.
- **Prey upon**: Fear **preyed upon** my heart.
- **Prior to**: before: **prior to** joining this newspaper as its editor, I was working in a college.
- **Proficient in**: at home in: He is **proficient in** Mathematics.
- **Prohibit from**: His sister **prohibited him** from going to the movies.
- **Protect from**: Wear some woollens to **protect yourself from** cold.
- **Pride in**: She takes **pride in** her beautiful figure.
- **Proud of**: One should not feel **proud of** one's achievements.
- **Provide with**: He **provided** his son **with** money for the journey.
- **Provide against**: We should be **provided against** a rainy day.
- **Provoke to anger**: to rouse anger: His scurrilous remarks **provoked me** to anger.
- **Pry into**: to make enquiries into: I tried to **pry into** the secret but in vain.

Q

- **Quarrel with, over**: He **quarreled with** his friend **over** a trifle.
- **Qualified for**: He is well **qualified for** the post of the manager of a restaurant.
- **Quick at**: My younger brother is very **quick at** figures.
- **Quick of**: She is **quick of** understanding.

R

- **Rail at** someone: to use abusive language: It is in bad taste to **rail at** others.
- **Rebel against**: to revolt against: The angry tribals **rebelled against** their leader.

- **Reckon on:** to depend on with confidence: I have always **reckoned on** your support.
- **Reconcile to:** to adapt oneself to: I cannot **reconcile myself to** my circumstances easily.
- **Recover from:** He hasn't yet completely **recovered from** his illness.
- **Reduce to:** A long illness **reduced him to** a mere skeleton.
- **Refer to:** All important cases have to be **referred to** the section Officer.
- **Reflect on:** to meditate on: If you **reflect on** this subject with a cool mind, you will realize your mistake.
- **Regard for:** I have high **regard** for the nameless patriots who laid down their everything at the altar of their country.
- **Regardless of:** without paying any heed to: He undertook the new venture **regardless of** the difficulties involved in it.
- **Related to:** I would like to be provided with all statistics **related to** this case.
- **Relieve of** pain: relieve from pain.
- **Rely on:** to depend on: If you want to **rely on** others, you should first be reliable to yourself.
- **Remedy against:** Quinine should be used as a **remedy against** malaria.
- **Renowned for:** famous for: He is **renowned for** the impartiality of his behaviour.
- **Remonstrate with:** to make protest with: I **remonstrated with** him on treating me unfairly.
- **Repent of:** If you want to **repent of** a sin, promise never to repeat it.
- **Rescue from** danger: to save: A passer-by jumped into the well and **rescued** the child **from** drowning.
- **Resolve on:** to decide: I have **resolved on** setting up an export business.
- **Respectful to:** Be **respectful to** others if you want to be respected.
- **Responsible to:** to a person for something: I am **responsible to** God for my actions.
- **Revel in:** to take keen delight in: He has been **revelling in** drinking and gambling.

- **Revolt against:** They decided to **revolt against** the arbitrary decisions of the Governor.
- **Reward** a person **with** something **for** some work done by him.
- **Rich in:** India is **rich in** mineral wealth.
- **Rid of:** I can be **rid of** my worries only if you promise to support me.
- **Rob of:** The thieves **robbed him of** all the valuables lying in the house.
- **Rule over:** Ashoka **ruled over** his people with love and kindness.

S

- **Sacred to:** These articles are **sacred to** the memory of my father.
- **Sail for:** The ship **sailed for** Australia last week.
- **Save from:** **Save me from** those who pretend to be my friends.
- **Satisfied with:** I am **satisfied with** the work done by our new manager.
- **Scoff at:** to make fun of: It is understandable to **scoff at** other religions.
- **Seek after:** We all **seek after** happiness in life.
- **Send for:** The patient is serious; the doctor should be immediately **sent for**.
- **Sentence to:** The murderer was **sentenced to** life imprisonment.
- **Shocked at:** We were **shocked at** the widespread political corruption in the country.
- **Short of:** We ran **short of** funds, so we had to suspend the work.
- **Show off:** to pretend: I have a dislike for people who are in the habit of **showing off** in public.
- **Sick at:** I am feeling **sick at** heart.
- **Sick of:** I am **sick of** waiting on the bus for hours together yesterday.
- **Similar to:** These two triangles are **similar to** each other.

- **Slave to:** Those who are **slaves to** their own habits are victims of the worst kind of slavery.
- **Slow at:** He is rather **slow at** accounts; give him some other job.
- **Slow in:** Don't be **slow in** making up your mind.
- **Slow of:** This child is **slow of** understanding.
- **Smack of:** to show a taste of: Her behaviour **smacks of** pride.
- **Smile at:** We could not help **smiling at** the innocent prattle of the child.
- **Smile on:** At last fortune **smiled on** him.
- **Sneer at:** to make fun of: Only a cynic can **sneer at** virtue.
- **Speak on** a subject, speak of something.
- **Speak for** or **against** a person.
- **Stand by:** to support: I promise to **stand by** you in your difficulty.
- **Stick to:** to be steadfast at: Unless you **stick to** your decision, you cannot progress in life.
- **Stoop to:** to bend to: I never thought he would **stoop to** such meanness.
- **Strike at:** He **struck at** the snake with the stick.
- **Struggle** against difficulties.
- **Subject to:** The plan you have suggested is **subject to** approval by the government.
- **Submit to:** to yield to: If people do not **submit to** authority, there will be chaos in the country.
- **Subscribe to:** to contribute to: How much money did you **subscribe to** the flood relief fund?
- **Succeed in:** He **succeeded in** stealing a march on the other athletes.
- **Succeed to:** Akbar **succeeded to** the throne at a very young age.
- **Successful in:** I am sure you will be **successful in** your aims.
- **Suitable to:** He got a prize **suitable to** his age.
- **Supply to:** Wrong information was **supplied to** us.
- **Supply with:** The poor beggars were **supplied with** blankets.

- **Sure of:** He was **sure of** being nominated to the council.
- **Surprised at:** We were all **surprised at** the strict measures adopted by the Government.
- **Suspicious of:** distrustful of: I am **suspicious of** his intentions.

T

- **Taste for:** liking for: He who has no **taste for** music should be kept at arm's length.
- **Teem with:** to abound in: This part of the sea **teems with** sharks.
- **Tend to:** Simple living and high thinking **tend to** a happy life.
- **Thankful to** a person, **for** a favour.
- **Tired of:** I am **tired of** leading such an idle life.
- **Tired with:** She is **tired with** walking.
- **Treat of:** This book **treats of** the laws of health.
- **Triumph over:** to win a victory over: He **triumphed over** his enemies with great tact.
- **Tremble at:** The child **trembled at** such a ghastly sight.
- **True to:** Either do not make a promise or be **true to** it.
- **Trust in:** Don't put your **trust in** all and sundry.
- **Trust with:** He **trusted** his servant **with** money.

V

- **Vain of:** proud of: He who is **vain of** being virtuous does not know what virtue is.
- **Vexed at:** distributed at; distressed at: I was **vexed at** his opposition, for I had expected quite acquiescence.
- **Victim of:** He was a **victim of** religious bigotry.
- **Victim to:** A weak person falls a **victim to** many diseases.

- **Victory over:** He won a convincing **victory over** his rivals.
- **Vie with:** to compete with: The hawkers **vied with** one another in making such a loud noise.
- **Void of:** deficient in: His remarks are **void of** sense.
- **Vote for** or **against** someone.

W

- **Wait for** a person.
- **Wait on:** to attend: The servant **waited on** his master.
- **Warn** a person of danger; warn a person against someone.
- **Weary of:** tired of: I am **weary of** waiting for him so long.
- **Welcome to:** You are **welcome to** our celebrations.
- **Wish for:** I desperately **wish for** a change.
- **Worthy of:** His conduct is **worthy of** the highest praise.
- **Wonder at:** I often **wonder at** the spiritual stamina of Gandhi ji.

Y

- **Yearn for:** to long for: Man has always **yearned for** eternal happiness.
- **Yield to:** to surrender to: A man of spiritual strength will never **yield to** hardships.

-2. Summary

It is seen that certain nouns, adjectives and verbs are idiomatically used with particular prepositions and conjunctions, and lend a new meaning to the sentence. This lesson will help the students to use prepositions and conjunctions idiomatically in their sentences making their speech or writing effective

3.4 Key words

prepositions, conjunctions, idioms, phrasal verbs.

3.5 Self Assessment Questions

Fill in the blanks with appropriate prepositions:-

5. Silkworms feed _____ mulberry trees.
6. Ashoka is worthy _____ remembrance.
7. The godown is an infested _____ rat.
8. Alcohol is injurious _____ health.
9. The British parliament is composed _____ two houses.
10. My brother is weak _____ mathematics.
11. Birbal is celebrated _____ his witty sayings.
12. A brave boy rescued the child _____ danger.
13. Elizabeth knew how to inspire her soldiers _____ hope.
14. Early rising is beneficial _____ health.
15. Examinations act as an incentive _____ diligence.
16. He is too miserly to part _____ his money.
17. I am sick _____ the whole business.
18. His income is not adequate _____ his wants.
19. The battle resulted _____ a victory for the allies.
20. Your wish is tantamount _____ a command.
21. One is sure _____ what one sees.
22. Children are fond _____ sweets.
23. What are you laughing _____?
24. My little sister is afraid _____ dogs.

- **Suggested Readings**

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Course Code - BBA – 106

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Lesson No. - 04

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PHRASAL VERBS AND IDIOMS

STRUCTURE

- 4.0 Objective**
 - 4.1 Introduction**
 - 4.2 Phrasal verbs**
 - 4.3 Idioms**
 - 4.4 Summary**
 - 4.5 Key words**
 - 4.6 Self Assessment Questions**
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-

4.0 Objective

The objective of this lesson is to teach the students the use of phrasal verbs and idioms. After going through this lesson, the students will develop an understanding of idioms, phrasal verbs, and they will be able to use them in their sentences and hence, lend a new vitality to their speech or writing.

4.1 Introduction

An Idiom is an expression in the usage of a language that is peculiar to itself either grammatically or in having a meaning that cannot be derived from the

conjoined meanings of its elements. It is a style or form of artistic expression. In simple words an Idiom is an expression that means something more than its literal sense. Idioms and phrasal verbs are recognized through experience as well as practice. Sometimes ordinary words fail to convey the spirit of the special situation. Idioms and phrasal verbs are meant for such situations; they enrich the language. Here are some phrasal verbs and idioms along with their usage:

4.2 Phrasal verbs

- **Abide by**- keep to, adhere to: I expect him to **abide by** the rules.
- **Act (up) on**- to do something definite about: You should **act upon** this letter at once.
- **Agree with**- have the same opinion; coincide with: I cannot **agree with** you on this matter.
- **Allow for**- make concessions for: We must **allow for** some relaxation in the schedule.
- **Answer for**- to be responsible for: The maid had to **answer for** the missing articles.
- **Ask after**- to seek information for: She **asked after** his health.

- **Back out**- to withdraw: He has decided to **back out** of the scheme.
- **Back up**- to support: I had hoped that he would **back me up** in the argument.
- **Bank upon**- to depend upon: I am **banking on** you to help me find a good house.
- **Bear up**- to carry on: He **bore up** well under his parent' death.
- **Bear out**- to support: I am afraid that the results **bear out** my suspicions.
- **Blow over**- pass, vanish: It is a problem now, but I expect it to **blow over**.
- **Blow up**- to explode: I expect the affairs to **blow up**.
- **Break away**- rebel: The state has **broken away** from the union.

- **Break down**- stop functioning; to burst into tears: The bus **broke down** on the way.
 - **Break in** – tame: It would be difficult to **break** that horse **in**.
 - **Break into**- enter illegally: The thief **broke into** the house.
 - **Break off**- sever, discontinue: They have **broken off** the negotiations.
 - **Break out**-appear, start suddenly: The first world war **broke out** in 1914.
 - **Break through**-achieve something new: The biologist claim to have **broken through** in a new area of genetics.
 - **Break up**-disband: School has **broken through** up for the holidays.
 - **Bring about**-cause to happen: This accident was **brought about** by the truck driver's recklessness.
 - **Bring in**-introduce: The government is **bringing in** new legislation on this matter.
 - **Bring off**-complete successfully: He is good at **bringing** a deal **off** in a spectacular way.
 - **Bring round**-restore to consciousness: The doctor **brought** the woman **round** quite quickly after the accident.
 - **Bring up**-raise, educate: They have **brought** their children **up** well.
 - **Brush aside**-discard: He **brushed aside** all our objections and went away.
 - **Brush off**-reject: he **brushed off** all our suggestions.
 - **Brush up**-improve: He wants to **brush up** his knowledge of astronomy.
-
- **Call for**-demand: This job **calls for** a man of initiative and courage.
 - **Call forth**-demand: The emergency **called forth** reserves of energy, which she did not know she possessed.
 - **Call in**-summon to a place: They decided to **call in** a doctor, because the child had high temperature.
 - **Call off**-abandon: The workers have decided to **call off** their strike.
 - **Call (up) on**-visit: He **called on** me this morning for about an hour.

- **Carry off**-gain: He was a great sportsman at school, and **carried off** all the prizes.
- **Carry on**-continue: The boys were told to **carry on** writing even though the bell had rung.
- **Carry out**- execute: The scientist was **carrying out** some interesting experiments.
- **Carry through**-execute completely: They **carried** the plan **through** to the last letter.
- **Cash in on**-exploit for profit: She shouldn't try to **cash in on** the fact that he likes her.
- **Cash aside**-throw away: She **casts** people **aside** like old clothes.
- **Cast away**-jettison: The men **cast away** the things they would not need.
- **Cast off**-leave: As soon as that man lost his wealth, he was **cast off** by his friends.
- **Catch on**-become popular: This is a nice melody and I think it'll **catch on** quickly.
- **Catch out**-discover: He was **caught out** cheating in the examination.
- **Catch up**- succeed in pursuing: She just can't **catch up** with her work.
- **Chalk out**- outline clearly: The leader began to **chalk out** a plan of campaign.
- **Clear away**- vanish: The mist **cleared away** as the sun came out.
- **Clear off**- settle: He has at last **cleared off** his debts.
- **Come across**- meet by chance: I **came across** him at the library one day.
- **Come down with**- become ill from: She has **come down with** typhoid.
- **Come out with**- say: he always **comes out with** some funny ideas.
- **Cry out**- demand: this room is **crying out** to be cleaned.
- **Cry out** against- reject loudly: The people are **crying out** against this injustice.
- **Cut down**-reduce: We must **cut down** expenses, as our final resources are low.
- **Die away**-diminish: The echoes **die away**.
- **Die down**-decrease: The wind has **died down** a bit.

- **Do away with**-get rid of: They have **done away with** those old customs.
 - **Do up**-renovate: She decided to **do up** the house in her holidays.
 - **Drop in**-visit casually: They often **drop in** for holidays.
 - **Drop out**-to cease participation: Arun has **dropped out** and won't attend college any more.
-
- **Eat away**-destroy by: The rats have **eaten** the woodwork **away**.
 - **Eat up**-consume: This sports car just **eats up** the miles.
 - **End up**-usually satisfactory: If you drive your motorbike like that, you will **end up** in hospital.
 - **Enter into**-begin: They **enter into** negotiations with their business rivals.
 - **Enter (up) on**-begin: The young man was just **entering upon** his career in teaching.
-
- **Fall away**-diminish: The old custom has **fallen away** into disuse.
 - **Fall back**-recoil: She **fell back** in dismay when she saw the teacher.
 - **Fall behind**-fail to maintain a schedule: They **fell behind** with the rent and were asked by their landlord to move out.
 - **Fall for**-accept as true: Everyone seems to **fall for** his charming manner.
 - **Fall in**-collapse inwards: The walls **fall in**.
 - **Fall in with**-accept: They have **fallen in with** the general policy of the firm.
 - **Fall off**-decline in numbers: Attendance has **fallen off**.
 - **Fall out**-quarrels: I think the two neighbors have **fallen out** again.
 - **Fall through**-fail to develop: All their plans have **fallen through**.
 - **Fall to**-begin: I **fell to** thinking about the old times.
 - **Fall under**-be classified with: It **falls under** miscellaneous in the files.
 - **Fall (up)on**-attack: The robbers **fell upon** the unsuspecting travellers as they went through the woods.
 - **Fed up**-tired: They are **fed up** with the journey.

- **Fish for**-seek: She is always **fishing for** complements.
- **Follow through**-continue: The politicians **follow through** with an attack on their opponents.
- **Follow up**-pursue an advantage: He **followed up** with a request for money.
- **Get about**-move or go about: He **gets about** quite well, despite his rheumatism.
- **Get across**-manage to communicate one's ideas: The message **got across** correctly.
- **Get along**-manage: The children are **getting along** all right.
- **Get at**-ascertain: The truth is difficult to **get at** .
- **Get away with**-abscond with: He has **got away with** a huge sum in cash.
- **Get back** return: He **got back** home dead tired.
- **Get by**-be tolerable: His work will **get by** but that is all.
- **Get down to**-start to work seriously on: I really must **get down to** some study as the examinations are near.
- **Get into**-be involved in: The children are always **getting into** trouble.
- **Get off**-escape punishment: The thief won't **get off** so easily next time.
- **Get on**-make progress: I am afraid she isn't **getting on** very well at school.
- **Get over**-overcome: She seems to have **got over** her problems.
- **Get round to**-find time to do: I always wanted to write but have never **got round to** it.
- **Get through**-be accepted: All the candidates did not **get through** .
- **Give away**-distribute: The chief guest **gave away** the prizes.
- **Give in**-surrender: If we cannot continue with the struggle, we may as well **give in** now.
- **Give out**- come to an end: Her patience **gave out** long ago.
- **Give over**- transfer: They **give** the building **over** for use as an office.
- **Give up**- surrender: He **gave up** his seat on the bus to an old lady
- **Go about**- move about: They **go about** together everywhere.

- **Go along with-** agree with: He could go **along with** the plan most of the way but not entirely.
 - **Go at-** attack: The thief **went at** him with an axe.
 - **Go back on-** retract: He never **goes back on** his promises.
 - **Go by-** base a judgment on: To **go by** appearances, I would say all is not well.
 - **Go down-** diminish: The pictures have **gone down** in value considerably.
 - **Go for-** attack: She **went for** him with a hatchet.
 - **Go in for-** enter for: Seema has **gone in for** the beauty competition.
 - **Go into-** investigate: The police intend to **go into** the matter very carefully.
 - **Go off-** explode: The fire works **went off** in a cascade of colour.
 - **Go over-** study: The auditors **went over** the accounts with care.
 - **Go under-** fail: His business has **gone under**.
 - **Go up-** improve: The movies have **gone up** in quality.
 - **Go with-** harmonize with: The colour of curtains **goes with** the colour of the walls.
 - **Go without-** manage without: That old man often **goes without** food for days.
-
- **Hammer away-** work hard: We shall **hammer away** at this problem till we get a solution.
 - **Hand down-** to pass on: The story was **handed down** from generation to generation.
 - **Hand over-** surrender: He does not want to **handover** the property to any of his relatives.
 - **Hang about-** remain idling in a place: I wish she would stop **hanging about** and do something useful.
 - **Hang back-** hesitate: She **hung back** from asking the reasons for her delay.
 - **Hang on-** wait upon: Our journey **hangs on** whether he is willing to help us.
 - **Hang on to-** retain: You should **hang on to** that painting because it may be worth a lot of money.

- **Head back**- go back: On the way to Madras we changed our minds and **headed back** to Delhi.
 - **Hit off**- be friendly: He **hit off** with his neighbours from the start.
 - **Hit out**- attack violently: The workers are angry and ready to **hit out** in any direction.
 - **Hold back**- keep a secret: We were sure he was **holding** something **back** from us.
 - **Hold forth**- make a speech: The chairman **held forth** on the dangers of delaying the decision.
 - **Hold in**- restrain: She is very good at **holding in** her emotions.
 - **Hold on**- endure: The soldiers managed to **hold on** in that isolated position until reinforcements arrived.
 - **Hold over**- postpone: The meeting was **held over** until Friday.
 - **Hold with**- approve of: I don't **hold with** heavy drinking and wild parties.
-
- **Inquire after**- ask for information about: He **inquired after** the children's health.
 - **Inquire into**-investigate: The police decided to **inquire into** the events leading up to the accidents.
-
- **Jump at**- accept with enthusiasm: She **jumped at** the offer of a job near her house.
-
- **Keep at**-persist with: He **kept at** the job till he finished it.
 - **Keep away**-abstain: He wisely **kept away** from liquor.
 - **Keep back**-withhold: They are **keeping back** the name of ancient victims
 - **Keep down**-control: The government intends to **keep out** the revolutionaries.
 - **Keep from**-abstain from: I hope you will **keep from** doing anything rash.
 - **Keep off**-stay away: I hope the rain **keeps off** we finish our shopping.
 - **Keep on**-continue: He **kept on** till the work was finished.

- **Keep out**-provide insulation against: That heavy blanket should **keep out** the cold.
- **Keep up**-stay in position: The old boat couldn't **keep up** with the others.
- **Laugh at**-mock: She was **laughing at** us all the time.
- **Laugh away**-dismiss with laughter: He **laughed away** the dangers that the journey might involve.
- **Lay aside**-abandon: He **laid aside** his scruples and joined the gang.
- **Lay down**-give up: The old man has **laid down** his office.
- **Lay in**-make a store of: She has **laid in** provisions against a shortage during the festival season.
- **Lay off**-dispense with: The factory has **laid off** workers because of the drop in sales.
- **Lay on**-provide: Gas and electricity are now being **laid on** in the new township.
- **Lay out**-prepare: Her clothes were **laid out** for her.
- **Lead in**-enter: A decision along these lines could **lead into** serious complications.
- **Leave behind**-forget to take: He **left behind** a pair of glasses and some books.
- **Leave off**-stop: I think we should **leave off** discussing the matter now and have some coffee.
- **Leave out**-omit: He **left out** that part of the speech.
- **Let down**-release: He **let** the car window **down**.
- **Let off**-forgive: The thief was **let off** with a small fine.
- **Let on**-admit: She never **let on** that she had met him in London.
- **Let out**-release: Someone has **let** the news **out**.
- **Let up**-diminish: As the rain began to **let up**, we decided to walk back home.
- **Lie back**-recline: I just want to **lie back** and do nothing for a while.
- **Lie down**-submit: I hope you don't expect me just to **lie down** and take his insults.
- **Lie up**-remain in hiding: The criminals are **lying up** somewhere in those woods.

- **Live down**- survive: It will be difficult for him to **live down** his humiliation.
 - **Live off**- survive on: He **lives off** fruits and nuts.
 - **Live through**- survive: I could not **live through** another day as hot as that.
 - **Look after**- take care of: She has **looked after** her elderly parents for many years.
 - **Look at**- view: He **looks at** life differently from you and me.
 - **Look down on**- disdain: She **looks down on** people who show off their wealth.
 - **Look forward to**- anticipating eagerly: I am **looking forward to** the party.
 - **Look in**- call, visit: I'll **look in** at your shop on my way home.
 - **Look into**- investigate: The police are **looking into** the matter.
 - **Look on**- watch: They stood **looking on** while the man was being beaten up.
 - **Look out for**- keep a watch for: I want you to **look out for** them at the meeting.
 - **Look to**- rely on: He **looks to** his parents when he needs help.
 - **Look (up) on**- regard: we **look upon** these people as our most dangerous rivals.
 - **Look up to**- admire: I really **look up to** my grandfather.
-
- **Make away with**- murder secretly: They **made away with** their opponents in the night.
 - **Make for**- go towards: The ship **made for** Bombay.
 - **Make off**- escape: The thieves **made off** with the loot before the police arrived.
 - **Make off with**- steal: The manager has **made off with** the company's profit.
 - **Make over**- assign: He has **made** the estate **over** to his eldest son.
 - **Make up to**- flatter: She **makes up to** her boss all the time to get special attention.
-
- **Pass away**- vanish: The old cultural values have **passed away**.
 - **Pass by**- ignore: Life has **passed** me **by**.
 - **Pass off**- go away: I was feeling sick, but the feeling has **passed off**.
 - **Pass on**- move on: After discussing geography the students **passed on** to consider history.

- **Pass up-** forgo: You should never **pass up** opportunities like these.
- **Pick at-** eat in any portions: The birds **picked at** the bread crumbs.
- **Pick on-** single out or isolate for criticism: The teacher **picks on** Asha all the time.
- **Pick out-** choose: They have **picked out** the best items.
- **Play along-** co-operate: She decided to **play along** with them and see what they wanted.
- **Play down-** depreciate: The newspapers ought to **play down** communal feelings.
- **Play off-** oppose: He has **played his** enemies off against each other.
- **Play up to-** flatter: She is always **playing up to** people who may be able to help her.
- **Pull down-** demolish: They **pulled** the old building **down**.
- **Pull off-** completely successful: He **pulled** that deal **off** beautifully.
- **Pull through-** recover: He was badly injured, but the doctor says that he'll **pull through**.
- **Pull up-** check: The police **pulled him up** for speeding.
- **Put aside-** save: The old woman managed to **put aside** a little money.
- **Put away-** give up: I asked Neera to **put away** such foolish ideas.
- **Put down-** suppress: The general was sure that he could soon **put down** the rebellion.
- **Put forward-** advance: He **put forward** several interesting ideas, but none was accepted.
- **Put in-** insert: He **put in** several more paragraphs before sending the script to the press.
- **Put off-** postpone: We have to **put off** the meeting because of the weather.
- **Put on-** pretend: He is just **putting on** that grief.
- **Put out-** extinguish: The fireman **put out** the flames.
- **Put up-** stay: He **put up** at a little hotel in the old part of the town.
- **Put up with-** tolerate: I wouldn't **put up with** his nonsense if I were you.

- **Put upon-** forced: I will not be **put upon** by him.
- **Round off-** finish off well: The debate was **rounded off** by the chairman.
- **Round up-** gather in: The security forces are **rounding up** suspects.
- **Run away-** flee: When the mob was lathi charged, the men began to **run away** in all directions.
- **Run down-** disparage: She **runs** everyone **down**.
- **Run out-** expire: My contract with their firm will soon **run out**.
- **Run out of-** lose: With the rains failing two years consecutively, many areas are **running out of** water.
- **Run over-** flow over: The bath is **running over**.
- **Run through-** rehearse: They can **run through** the scene again to get it right.
- **Run up against-** encounter: He **ran up against** trouble in his new job.
- **See about-** attend to: He said he would **see about** the electricity bill tomorrow.
- **See in-** investigate: The police are **seeing into** the matter.
- **See off-** accompany t a place of departure: Her parents **saw her** off at the airport.
- **See to-** undertake: She **saw to** it that I was not inconvenienced.
- **Set about-** begin: She **set about** writing the essay.
- **Set aside-** reject: He **set** our objections **aside** and continued his work unaffected.
- **Set forth-** lay out for inspection: She willingly **set forth** her opinions on the matter.
- **Set in-** start: Winter has **set in** late in this year.
- **Set off-** enhance: This dress **sets off** her complexion very well.
- **Set on-** encourage to act or attack: They will **set** the dogs **on** the intruders.
- **Set out-** The goods were **set out** on the table.
- **Set to-** start work: Though new to the job, he **set to** enthusiastically.
- **Set up-** establish one self: He **set up** as a doctor in a little village.
- **Shake up-** disturb: I feel rather **shaken up** after the accident.

- **Show up**- turn up: Anil **showed up** when we least expected him.
- **Sit it on**- attend: She **sat in on** the whole debate.
- **Speak for**- represent: We have asked Arun to **speak for** us at the committee meeting.
- **Speak out**- intensive of speak: I expect you to **speak out** against tyranny in any form.
- **Speak up**- speak louder: The teacher asked the shy little girl to **speak up**.
- **Spell out**- state clearly and fully: I wish the Principal would **spell out** the proposals for us.
- **Stand aside**- stand out of the way: He **stood aside** meekly when the new policy was proposed.
- **Stand by**- be prepared: He told them to **stand by** for action.
- **Stand for**- represent: We must choose a symbol that **stands for** strength and integrity.
- **Stand off**- keep or stay at a distance: The ships **stood off** from the shore and waited for orders.
- **Stand out**- be conspicuous by contrast: The bold print **stands out** very well.
- **Stand up for**- defend: He **stands up for** women's rights.
- **Stand up to**- resist: The little boy bravely **stood up to** the big bully.
- **Strike out**- set out: The explorers **struck out** for the hills.
- **Strike up**- start playing music: The band **struck up** with the national anthem.

- **Take after**- resemble: The baby really **takes after** his father.
- **Take apart**- dismantle: The mechanic **took** the engine **apart** to see what was wrong.
- **Take down**- write down: His secretary **took down** all the points he made.
- **Take in**- understand: Things are happening so quickly, I can't **take it all in**.
- **Take off**- leave hurriedly: They **took off**, abandoning all their belongings.

- **Take on-** accept: She has **taken on** so many responsibilities that it is difficult for her to cope with them.
- **Take over-** assume responsibility for: He **took** the business **over** from his father.
- **Take up-** occupy: This work is quite difficult and will **take up** a lot of my time.
- **Take up with-** become friends with: I'm afraid she has **taken up with** bad company.
- **Talk back-** reply insolently: It is appalling the way that child **talks back** to his parents.
- **Talk down-** reduce to silence by talking: He is an expert at **talking** the opposition **down**.
- **Talk around-** convince: They finally managed to **talk** her **around** into accepting the job.
- **Tear away-** force to move: I couldn't **tear** him **away** from that book.
- **Tell off-** reprimand: He **told** them **off** severely for neglecting their work.
- **Throw off-** escape: The men **threw off** their pursuers when they reached the woods.
- **Throw up-** eject: He has **thrown up** a perfectly good job and gone off somewhere.
- **Turn down-** reject: The committee has **turned down** his application, as he is not qualified.
- **Turn in-** hand over to the police: The householders caught the intruder and **turned** him **in**.
- **Turn off-** stop: The USA has **turned off** the supply of arms and ammunition to our country.
- **Turn out-** assemble: The people **turned out** in large numbers to see him.
- **Turn over-** hand over: She **turned** him **over** to the police.
- **Turn to-** ask for help: I have no one to **turn to**.
- **Turn up-** arrive casually: They **turned up** at mid night with their suitcases.

- **Write off**- clear from the records: The debt has been **written off**.
- **Write up**- write as fully as possible: He **wrote up** his notes so that he would have no difficulty studying for his examination.

4.3 Idioms

IDIOMS BASED ON ANIMALS, BIRDS & INSECTS

- **To have a bee in one's bonnet**- to be continually occupied with: Ashok **has a bee in his bonnet** about yoga being the only healthy exercise.
- **To make a bee line for something**- to take the quickest and most direct way towards it: The thirsty children **made a bee line for** the pitcher of water.
- **To kill two birds with one stone**- to achieve two aims with only one effort: Nisha killed **two birds with one stone** when she got a coat which was warm as well as waterproof.
- **Bird's eye view**- a general view of something: I can not judge the merits of the plan as I have just had a **bird's eye view** of it.
- **Bird of passage**- person who roams from one place to the other: There is no use asking John for his address as he is a **bird of passage**.
- **To take the bull by the horns**- to decide to face a problem: At last the school boys decided **to take the bull by the horns** and thrash the cheat.
- **To let the cat out of the bag**- to reveal a secret: The teacher was almost deceived by the trick but Meera spoilt the whole plan by **letting the cat out of the bag**.
- **Cock- and- bull story**- an absurd tale: Arun told a **cock-and-bull story** to explain his late arrival at the office.
- **Dark horse**- an unexpected winner: Asha never seemed good at studies but she has proved a **dark horse** by standing first in the final examination.

- **A dog in the manger-** someone who prevents others from using something: Ashoka does not like movies, and he is **a dog in the manger** when his friends want to go to the cinema.
- **To have other fish to fry-** to have other, more important task to attend to: Anil did not come to the party as he **had other fish to fry**.
- **A fly in the ointment-** something that causes slight difficulty: The teachers presence at the end of term party was like **a fly in the ointment** for the children.
- **Straight from the horse's mouth-** of news, information etc. directly from the person who knows most about it: I had to believe Arun's information when he said that he had got it **straight from the horse's mouth**.
- **To smell a rat-** to sense that something is wrong: Though Seema cleared up the mess and assumed innocently before her mother came, her mother **smelt a rat**.
- **A wild goose chase-** search with no hope of success: He went on **a wild goose chase** all over the town looking for buried treasure but, of course, he did not find it.
- **A feather in one's cap-** to be proud of one's own actions: The successful staging of Asiad '82 was **a feather in the cap** for India.
- **To feather one's nest-** to provide oneself with money etc. for the future by securing advantages, even if dishonestly: Official position is often misused by people **to feather their own nest**.
- **To hold the reins-** to be in control: Though India has a president, it is the prime minister who **holds the reins** of government.
- **To keep a tight rein on someone-** to control him/ it firmly, allow only a little freedom: She **keeps such a tight rein on her children** that they dare not stay out later than 5 in the evening.
- **To take someone under one's wing-** to give him protection: Asha kindly **took the new student under her wing** and prevented the other from teasing him.

IDIOMS BASED ON COLOUR

- **Black and white**- in writing: He gave his declaration in **black and white**.
- **Black and blue**- bruises of these colors: The thief was beaten **black and blue** by the people who caught him.
- **The black sheep**- a person of whom the family is not proud, a betrayer or traitor: Since Arun ran away with the money of the firm, he has been considered **a black sheep**.
- **Not so black as one is painted**- to be not so bad as people say one is: I am well acquainted with Rajesh and I can confidently say that he is **not so black as he is painted**.
- **Out of the blue**- unexpectedly: It was wonderful when my uncle turned up **out of the blue**.
- **A bolt from the blue**- something unexpected: The attack from across the borders was **a bolt from the blue**.
- **Once in a blue moon**- rarely or never: Few people have rain coats in this region as it rains **once in a blue moon**.
- **A blue-collar worker**- factory worker, not an office worker: Though **a blue-collar worker** earns a good income these days, the young prefer to take up low paid white collar jobs.
- **To be in a brown study**- to be thinking deeply about something: Martin was in a hurry to get his business done but his boss was **in a brown study** from which he was aroused only with difficulty.
- **To have green fingers**- to be good at gardening: Arun seems **to have green fingers** for he has won many prizes at flower shows.
- **To give someone the green light**- to give him permission: it was relief when the Director **gave the green light** so that the plan could be put into action.
- **To be green**- to be too trusting: The young man **was too green** not to be cheated by his shrewd employer.

- **To be in the pink**- to be and to feel very healthy: Harish suffered an attack of influenza last month but now he is **in the pink of health**.
- **To see red**- to become suddenly angry: I **saw red** when I heard of the little boy's experience at the hands of the school bully.
- **A red letter day**- an important or joyful occasion in one's life: July 15 was **a red letter day** in John's life for he reached the peak of the Mt. Everest on that day.

IDIOMS BASED ON PARTS OF THE BODY

- **To keep someone at arm's length** (to avoid becoming too friendly with some one): It is advisable **to keep Hari at arm's length** as he is of most inquisitive nature.
- **To be up in arms** (to protest strongly): The employees were **up in arms** over the new rule forbidding payment for over time work.
- **A bone of contention** (a subject of disagreement or argument): The new found island became **a bone of contention** between India and Bangladesh.
- **A brain wave** (a good thought which come unexpectedly): **A brain wave** can change problems into solution.
- **To be all ears** (to listen eagerly or curiously): She **was all ears** as her friends told her about the latest development.
- **To be up to the ears in something** (to be very busy or to have a lot of trouble with it, i.e. work or problems): As I have just taken up this post, I'm **up to the ears in work** most of the time.
- **To be within earshot** (to be within range of hearing): The mother told her child **to remain within earshot** and not go wandering far away.
- **To see eye to eye with** (to have the same opinion as someone about something): One can remain friendly with a person even if one does not **see eye to eye with** him on everything.

- **To be all eyes** (to look intensely, curiously or carefully at something which interests or surprise one): The tourists **were all eyes** when shown the temple carvings of Khajurao.
- **To have an eye for something** (to be a good judge of or to have a good sense of appreciation for something): I must ask Aruna to choose the furnishing as she has **an eye for colour**.
- **To keep an eye for something/someone** (to observe it /him continually and carefully): He **kept an eye on the test tube** so as not to miss a single change taking place in its content
- **To lose face** (to be humiliated, to lose one's good reputation or the respect of others): A politician very carefully avoids doing anything that might cause him **to lose face**.
- **To keep a straight face** (not to laugh although you find something very funny; to hide amusement): It was difficult **to keep a straight face** on hearing the fat man boast of his athletic powers.
- **To say something to someone's face** (to say it openly and directly to him even if it is unpleasant): Mary is a liar and I am ready **to say so to her face**.
- **On the face of it** (as it seems to be from the facts): The project appears simple **on the face of it**.
- **In the face of** (in the presence of, e.g., difficulties or in spite of danger): His success is more commendable in that he achieved it **in the face of** great difficulties.
 1. **To pull a face** (to show likes and dislikes by the expression on one's face):
Neera **pulled a face** on being told that she could not go out.
- **To have a finger in every pie** (to be concerned with many matters often for personal games): She finds it useful **to have a finger in every pie**.
- **To have something at one's finger tips** (to have a thorough knowledge of or familiarity with a subject or a skill): If you want to know anything about Economics ask Arun for he **has all the facts at his finger tips**.

- **To burn one's fingers** (to suffer because of rash words or action): He **burnt his fingers** by interfering in his neighbour's quarrel.
- **To put one's foot in it** (to say something foolish or tactless without thinking): Aruna **put her foot in it** by unknowingly criticising her boss in his hearing.
- **To put one's foot down** (to insist on something, to be firm in an objection or a protest against something): She allowed the children a lot of freedom but **put her foot down** when they started hitting each other.
- **To feel one's feet** (to begin to show one's abilities to become self-confident): He has taken a long time **to feel his feet** but now he will make a success of his life.
- **To stand on one's own two feet** (to be independent and self-confident): After completing his studies he got a good job; at last he was able **to stand on his own two feet**.
- **To let one's hair down** (to have a care-free time, to relax and enjoy oneself): It was a relief **to let her hair down** after the ceremonial dinner party at the embassy.
- **One's hair stood on end** (one was very frightened): The ghost story made **my hair stand on end**.
- **Not to turn a hair** (not to show fear, to remain calm): Arun did **not turn a hair** though he was outnumbered by the robbers who waylaid him.
- **To have a hand in** (to be involved in): I suspect Sunil **to have had a hand in** the recent troubles.
- **To take something in hand** (to deal with it, to take control of it): After the riots the army was called in **to take the situation in hand**.
- **To be out of hand** (to become out of control): The situation **got out of hand** when the striking employees became violent.
- **To live from hand to mouth** (to live without saving money): Many labourers in India earn so little that they can just **live hand to mouth**.
- **To have one's hand full** (to have a lot of work): I have just taken up this job and **I have my hands full**.

- **To win hands down** (to win very easily): He is a very popular figure and **won the elections hand down.**
- **Head over ears** (completely): Arun does not want to be disturbed as he is **head over ears** involved in work.
- **To be head and shoulders above** (to be superior in skill): Though he has lost the elections, **he is head and shoulders above** the winning candidates.
- **To take something to heart** (influenced by something): He has apparently **taken his father's scolding to heart** for he has become regular in his work of late.
- **From the bottom of one's heart** (sincerely): Arun thanked his friend **from the bottom of his heart** for his timely help.
- **To pull someone's leg** (to tease him by telling him something which is untrue): If he told you that you can travel free on buses today he was just **pulling your leg.**
- **To be on its last legs** (total breakdown): It is a fallacy to think that the cast system on its **last legs** in India.
- **To pay through the nose** (to pay more money for something than it is worth): He **paid through the nose** for that tiny house.
- **To give someone the cold shoulder** (to ignore him): Meera has the bad habit of **giving people the cold shoulder** after she has got her work done.
- **To be/keep on one's toes** (prepared for difficulties): The defence forces of our nation are **on their toes** always.
- **To hold one's tongue** (to be silent): If only one of them had **held his tongue**, the quarrel would not have taken such a serious turn.
- **To make a slip of the tongue** (to make a mistake when speaking something without noticing): Mr. Sharma must have **made a slip of the tongue** when he said the school starts at 10 p.m.

IDIOMS BASED ON TIME

- **From time to time** (occasionally): A surprise check is carried out in the office

- from time to time** to ensure punctuality of the staff.
- **In the neck of time** (just before it would have been too late): The helicopter arrived **in the neck of time** to rescue the passengers just as their wrecked ship sank.
 - **To call it a day** (to stop doing something): They decided **to call it a day** when all of them felt tired.
 - **At the eleventh hour** (at the latest possible time): If she tells me **at the eleventh hour** that she too wants to go on the journey, I cannot possibly get a ticket for her.
 - **To the minute** (exactly): He knows the details of the proposed trip **to the minute**.
 - **On the spur of the moment** (without hesitating): She decided **on the spur of the moment** that she would also go on the pilgrimage.
 - **To burn the midnight oil** (to study): I will have **to burn the midnight oil** if I am to give my examination this year.

MISCELLANEOUS IDIOMS

- **Apple pie order**-perfectly neat and tidy: Arun was furious to see the mess his friends had made in room which he had left in **apple-pie order**.
- **At daggers drawn**-bitterly hostile: The two brothers are **at daggers drawn** about their father's will.
- **At someone's back and call**-to be continually at his disposal to carry out his wishes, orders etc.: He is the teacher's favourite as he is always **at her back and call**.
- **At sixes and sevens**-in a state of disorder: When I saw everything in my room **at sixes and sevens**, I knew that my sister must have been there searching for something.
- **Bag and baggage**-with all the goods: He left the town **bag and baggage** at night.
- **Between you and me**-speaking confidently between ourselves: **Between you and me**, the new receptionist is no good at her job.

- **Between the devil and the black sea**-between two dangers: I was **between the devil and the black sea** with a cruel father at home and an unsympathetic teacher at school.
- **Bird in the hand is worth two in the bush**-something which one actually possesses is worth more than something else which is only promised or hoped for: Anil should take the job he has been offered now, rather than wait for something else to turn up, **a bird in hand is worth two in the bush.**
- **Born with a silver spoon in one's mouth**-born into a rich family: He has never had to work hard in life as he was **born with a silver spoon in his mouth.**
- **Build castles in the air**-imagine impossible things: You should give yourself aim that you can achieve as there is no point in **building castles in the air.**
- **Break the ice**-to say: The hostess **broke the ice** with a witty comment.
- **Bring something home to someone**-to cause him to understand or realize it fully: I tried to **bring home to my friend** the folly of leaving his job at present but I do not think I succeeded.
- **Burning question**-matter being hotly discussed somewhere: How to deal with the law and order situation is one of the **burning questions** of the day.
- **By and by**-gradually: After such a serious illness, she can recover only **by and by.**
- **By and large**-on the whole: India's population is **by and large** backward.
- **By hook or by crook**-by any means: He is determined to get some money **by hook or crook.**
- **By leaps and bounds**-at a rapid pace: After initial setbacks, the company is now progressing **by leaps and bounds.**
- **By dint of**-by virtue of: If Sheela stand first in the examination, it is **by dint of hard work.**
- **Call a spade and spade**-speak frankly and directly: If you think the plan is ridiculous, say so; don't be afraid **to call a spade and spade.**

- **Change the face of**-change completely: These new inventions **will change the face of** offices and factories over the next thirty years.
- **Crocodile tears**-sympathy which one does not feel: I think Rupa was shedding **crocodile tears** when she said how sorry she was to see Seema go; everyone knows that they hated each other.
- **Cry over spilt milk**-sorry over a situation that cannot be helped: There is no use **crying over spilt milk**; you have failed the test, so the best thing is to start working now for the next one.
- **Eat one's cake and have it too**-make a choice between one of two things and still want the benefit of second thing: The Prime Minister said that if people had higher wages, then they couldn't expect lower prices, they couldn't **eat their cake and have it too**.
- **Eat one's word**-to admit that one was wrong: When he found that he has wrongly accused his colleague of stealing, he was ready to **eat his words**.
- **Eat humble pie**-behave humbly, meekly, especially after a defeat: He boasted about what he was going to do when he was won, but after defeat he has **to eat humble pie**.
- **Every cloud has a silver lining**-nothing is always bad: Arvind was most upset at his uncle's death, but **every cloud has a silver lining**, for his uncle had left him all his money.
- **Far and near**-distant places and also at places nearby: People came from **far and near** to see the show.
- **A Fish out of water**-a person who feels uncomfortable in his present surroundings: The poet felt like **a fish out of water** at the gathering of businessman.
- **Get one's figure burnt/burn one's figure**-do something which causes one to suffer pain: The last time when he invested in stock- market, he **got his figure burnt**, for he lost all his saving.

- **Go without saying**-to be plain and evident: It **goes without saying** that violence is on the increase everywhere.
- **Hard and fast** -definite: As there are no **hard and fast** rules in this matter, you can plan your line of action.
- **Hit the nail on the head**-say something that is exactly correct; I thought that the chairman's suggestion **hit the nail on the head**.
- **Hue and cry**-clamour or noise: She raised a **hue and cry** when she saw the stranger entered the house.
- **In full string**-fully started: By the time we arrived, the party was already **in full swing**.
- **It never rains but it pours**-things, especially problems or troubles, do not usually happen singly on their own: My car has broken down, and the same has happened to my wife; **it never rains but it pours**.
- **Make hay while the sun shine**-take advantage of a favourable situation while it lasts: Enjoy yourself while you are young; **make hay while the sun shines**.
- **Nip something in the bud**-stop something before it has a chance to develop: It looked as if there was going to be some trouble at the meeting, but the police **nipped it in the bud** by quickly arresting a few of the troublemakers.
- **Play with fore**-become involved in something very dangerous: A student who starts taking drugs is **playing with fire**.
- **Read between the lines**-to understand or sense more than the actual words spoken or written appear to mean or express: One has **to read between the lines** of many a poem for true enjoyment.
- **To weather the storm**-overcome difficulties: I am sure India will **weather the storm** of communalism.
- **Turn the tide**- steadily gets worse: We are losing the battle, but the arrival of some extra reinforcement **turned the tide** in our favour.

- **Way of the world**-way in which most people behave: When you are successful, you have lots of friends and if you fail you have none; that's **the way of the world**.
- **Yeoman's service**-excellent work: The medical students are to be praised for their **yeoman's service** in the flood- affected areas.

4.4 Summary

Idioms and phrasal verbs are a form of artistic expression. They are recognized through experience as well as practice. Sometimes ordinary words fail to embody the exact spirit of the situation. Idioms and phrasal verbs help the speaker or the writer in situations by making their language rich.

4.5 Key words

Idioms, phrasal verbs, artistic expression.

4.6 Self Assessment Questions

4.6.1 Fill in the blanks with appropriate prepositions:-

1. Most people are given _____ talking their experiences _____ other persons.
2. I am no exception _____ the rule.
3. First _____ all, let me introduce myself _____ you.
4. That was very kind _____ him.
5. We must choose a symbol that _____ strength and integrity.
6. The baby has taken _____ his father.
7. With the rains failing two years consecutively, many areas are running _____ water.
8. He wrote _____ his notes neatly.

9. He put _____ several interesting ideas, but none was accepted.
10. He looks _____ life differently from you and me.

4.6.2 Make sentences from the following idioms and phrasal verbs:-

25. To kill two birds with one stone
26. Once in a blue moon
27. To be in the pink
28. To take someone under one's wing
29. Straight from the horse's mouth
30. Take over
31. Speak up
32. Put up with
33. Jump at
34. Fall in with

4.7 Suggested Readings

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Course Code - BBA – 106
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STRUCTURAL USE OF INFINITIVE, GERUND AND PARTICIPLES

STRUCTURE

5.0 Objective

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5.0 Objective

The objective of this lesson is to make the students understand about the infinitive, gerund and the participle, narration and voice, and their usage.

5.1 Introduction

The infinitive, gerund and the participle are the forms of verb, and have special use in English grammar. Although the infinitive and gerund are not, strictly speaking, verbs, they convey the idea of action. The participle is also commonly known as the third form of the verb.

5.2 The Infinitive

The infinitive is that form of verb which is not influenced by the person and the number of the subject. For example,

1. He always finds fault with me.
2. They always find fault with me.
3. He always tries to find fault with me
4. They always try to find fault with me.

In sentences 1 & 2, the verb find has he and they as its subjects, respectively, and is limited by the person and number of the subjects. Therefore, in these sentences, the verb 'find' is the finite verb. However, in sentences 3 & 4, 'to find' merely names the action denoted by the verb find, and is, therefore, not limited by the person and number of the subjects. Here, it is called the infinite verb or the infinitive.

Thus, the verb in this mood does not have any number or person.

Form: to + verb (to walk, to go)

35. The word 'to' is often used with the infinitive.

1. I want *to go* for a walk.
2. I like *to walk* on wet grass, early morning.

36. Infinitive is also used without 'to', sometimes. After verbs like bid, let, make, dare, see, hear, etc., 'to' is not used.

1. I made him run.
2. I will not let you *go*.

37. Infinitive is also used without 'to', after verbs like shall, will, do, did, should, would, must, can, could, may, might, etc.

1. You shall do it
2. You may go.

5.2.1 Uses of the infinitive

(a) The infinitive, with or without 'to', can be used as a **noun** as follows:

- **Subject of the verb.**
 1. *To find* fault with others is very easy.
 2. *To err* is human; *to forgive*, devine.
- 2. **Object of a transitive verb.**
 1. I do not want *to go*.
 2. He likes *to dance*.
- 3. **Complement of the verb.**
 1. His passion is *to drive* fast.
 2. He appears *to be* a bright boy.
- 4. **Object of a preposition.**
 1. The exam is about *to begin*.
 2. The train is about *to leave*.
- 5. **Complement of the object.**
 1. I saw him *go*.
 2. I cannot see him *cry*.

Note: The infinitive, thus used as a noun, is called the **Simple Infinitive**.

(b) The infinitive, with or without 'to', can also be used as follows:

- **To qualify a Noun.**
 1. This shop is *to let*.

2. This is the time *to study*.

- **To qualify a Verb to express purpose.**

1. She cried *to see* the horrifying sight.

2. We eat *to live*.

- **To qualify an Adjective.**

1. The students are eager *to learn*.

2. She is too weak *to walk*.

- **To qualify a sentence as a whole.**

He was really disturbed, so *to speak*.

- **To introduce a parenthesis.**

I am – *to tell* you the fact – tired of such activities.

Note: The infinitive thus used is called the **Gerundial or Qualifying Infinitive**.

(c) The infinitive may be active or passive, as follows:

6.0 Active Infinitive.

I want *to write* a letter.

7.0 Passive Infinitive.

I want a letter *to be written*.

(d) The infinitive may be used with an introductory 'it':

2 Generally, 'it' is used as the subject of a sentence and is followed by an infinitive.

1. *It* can be dangerous *to drive* fast.

2. *It* is not safe for you *to travel* at this time.

5.2.2 Self Assessment Questions

Combine the following pairs of sentences by using Infinitives:

1. He doesn't have any money. He cannot buy food to eat.

2. He went to Delhi. He wanted to see the Qutab Minar.

- | | |
|---------------------------------|----------------------------------|
| 3. The thief entered the house. | He intended to kidnap the child. |
| 4. She visits the poor. | She wants to help them. |
| 5. He is working very hard. | He wants to get a scholarship. |

5.3 The Gerund

‘Verb + ing’, when functions like a noun is called Gerund. Thus, a gerund is that form of the verb which ends in -ing, and has the force of a Noun and a Verb. For example,

1. I like *reading* novels.
2. *Walking* is his hobby.
3. *Swimming* is good for health.
4. I dream of *becoming* a doctor.

In these sentences, the words *reading*, *walking*, *swimming* and *becoming* are Gerunds, as they are formed from the verb read + ing, walk + ing, swim + ing and become + ing, respectively, and function as the noun. That is why, they are also known as verbal nouns.

5.3.1 Uses of the Gerund

(a) The Gerund being a verb-noun may be used as follows:

- **Subject of a verb.**
 1. *Swimming* is good for health.
 2. *Smoking* is injurious to health.
- **Object of a transitive verb.**
 1. I like *playing* chess
 2. He enjoys *reading* poetry.
- **Object of a preposition.**
 1. Children are fond of *playing*.
 2. I have an aversion to *fishing*.

- **Complement of the verb.**

1. Seeing is *believing*.
2. What I most like is *sleeping*.

(b) Both the Gerund and the Infinitive have the force of a noun and a verb, so they are used in a similar manner. In sentences, either of the two may be used without any special difference in meaning, as follows:

1. Teach me *to swim*. Teach me *swimming*.
2. *To walk* is good for health. *Walking* is good for health.

(c) The Gerunds are always preceded by the possessive case of nouns and pronouns, as follows:

1. Please don't mind *my leaving* early.
2. All depends on *Deepak's passing* the examination.

(d) Some Gerunds are used as compound nouns, as follows:

walking-stick, frying-pan, writing-table, etc.

5.4 The Participle

A Participle is a word which is partly a Verb and partly an Adjective. For example,

1. We saw a girl *carrying* a basket of roses.
2. A *rolling* stone gathers no moss.
3. He is an *experienced* teacher.
4. The *injured* boy was taken to the hospital.
5. *Having eaten* his food, the boy went out.

In sentences 1 & 2, the words *carrying* and *rolling* are verbs and are being used in these sentences as adjectives to qualify the nouns girl and stone, respectively. These are the examples of **Present Participle**, which represents an action that is going on.

Form of Present participle: verb + Ing, having the force of an adjective.

In sentences 3 & 4, the words *experienced* and *injured* are verbs and are being used in these sentences as adjectives to qualify the nouns *teacher* and *boy*, respectively. These are the examples of **Past Participle**, which represents a completed action.

Form of Past participle: verb + -ed / -d / -t / -en / -n, having the force of an adjective.

In sentence 5, the word *having* is the **Perfect Participle** and the word *eaten* is the **Past Participle**. The Perfect participle represents an action that was completed at some past time.

5.4.1 Uses of the Participle

(a) The Present Participle is used to form the Continuous Tenses of the verb, as follows:

1. I am working.
2. He is going.

(b) The Past Participle is used to form the Perfect tenses (Active Voice) with tenses of the verb *have*:

1. I have worked.
2. He has gone.

(c) The Passive Voice is formed from the Past Participle with tenses of the verb *be*:

1. The snake was killed by Mohan.
2. The child was scolded by the mother.

5.5 Narration

5.6.1 DIRECT AND INDIRECT SPEECH

When we quote the actual words of a speaker, it is called direct speech. When we report someone's oral communication without using the exact words, we call it indirect speech.

5.6.2 Rules:

- Direct speech is indicated by inverted commas.
e.g. She said, "Hari will you eat it?"
- Indirect speech involves a change in pronoun and tense.
e.g. She asked Hari whether he would eat it.
- In indirect speech, connectives are used in place of inverted commas.
e.g. Direct: Roy said, 'I am free today.'
Indirect: Roy said (that) he was free that day.
- When the reporting verb(main verb) is in the past, the direct speech changes from simple present to simple past in indirect speech.
e.g. Direct: He exclaimed, "I am truly blessed.'
Indirect; He exclaimed that he was truly blessed.
- When the reporting verb is in present tense, there is no tense change.
e.g. Direct: She says, "I have finished my terms."
Indirect: She says that she has finished her work.
- Miscellaneous; Words expressing 'nearness' in time or place are changed in words expressing 'distance', 'now' becomes 'then', 'here' becomes 'there', 'yesterday' becomes 'the day before', when changed from direct to indirect speech, when the reporting verb is in past tense.
- When we report questions, the verb in direct speech are 'enquired', 'asked',

etc.

5.6 Active and Passive Voice

Voice is a form of verb which shows whether the subject 'does something' or 'has something done to it'.

A verb is in the active voice when its form shows that the person or thing denoted by the subject 'does something' or 'it is doer of the action'.

Examples:

Kamala likes Shyam.

The boy is singing a song.

A verb is in the passive voice when its form shows that 'something is done' to the person or thing denoted by the subject. The person or thing denoted by the subject is not active, i.e. Suffers or receives the action.

Example:

Shyam is liked by Kamala.

A letter was written by Mahesh

5.7 Summary

The lesson has discussed the Infinitive, the Gerund and the Participle, Narration, Voice, and their uses. Now, the students will be able to distinguish between the three forms of the verb and their uses.

5.8 Key words

Infinitive, Gerund, Participle, Narration, Voice.

5.9 Self Assessment Questions

Fill in the blanks with the correct form of the verb given in brackets:

1. No one can stop him from _____ his work. (do)
2. All of them were punished for _____ so much noise.
(make)
3. Sohan fell ill by _____ contaminated food. (eat)
4. This milk is not fit for _____. (drink)
5. He was surprised at _____ his mother there. (find)
6. The teacher stopped him from _____ out. (go)
7. By _____ early, they avoided missing the train. (arrive)
8. On _____ the news, the meeting was postponed. (hear)
9. The thief was caught _____ into the house. (break)
10. He desired to _____ to the party. (go)

5.10 Suggested Readings

J. Thomson & A. V. Martinet, *A Practical English Grammar for Foreign Students*, Oxford University Press, India 1963.

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Course Code - BBA – 106
Lesson No. - 05

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STRUCTURAL USE OF INFINITIVE, GERUND AND PARTICIPLES

STRUCTURE

- 5.0 Objective**
 - 5.1 Introduction**
 - 5.2 The Infinitive**
 - 5.2.1 Uses of the infinitive**
 - 5.2.2 Self Assessment Questions**
 - 5.3 The Gerund**
 - 5.3.1 Uses of the Gerund**
 - 5.4 The Participle**
 - 5.4.1 Uses of the Participle**
 - 5.5 Narration**
 - 5.5.1 Direct and Indirect**
 - 5.5.2 Rules**
 - 5.6 Active and Passive Voice**
 - 5.7 Summary**
 - 5.8 Key words**
 - 5.9 Self Assessment Questions**
 - 5.10 Suggested Readings**
-

- 5.0 Objective**

The objective of this lesson is to make the students understand about the infinitive, gerund and the participle, narration and voice, and their usage.

5.1 Introduction

The infinitive, gerund and the participle are the forms of verb, and have special use in English grammar. Although the infinitive and gerund are not, strictly speaking, verbs, they convey the idea of action. The participle is also commonly known as the third form of the verb.

5.2 The Infinitive

The infinitive is that form of verb which is not influenced by the person and the number of the subject. For example,

1. He always finds fault with me.
2. They always find fault with me.
3. He always tries to find fault with me
4. They always try to find fault with me.

In sentences 1 & 2, the verb find has he and they as its subjects, respectively, and is limited by the person and number of the subjects. Therefore, in these sentences, the verb 'find' is the finite verb. However, in sentences 3 & 4, 'to find' merely names the action denoted by the verb find, and is, therefore, not limited by the person and number of the subjects. Here, it is called the infinite verb or the infinitive.

Thus, the verb in this mood does not have any number or person.

Form: to + verb (to walk, to go)

38. The word 'to' is often used with the infinitive.

1. I want *to go* for a walk.
2. I like *to walk* on wet grass, early morning.

39. Infinitive is also used without 'to', sometimes. After verbs like bid, let, make, dare, see, hear, etc., 'to' is not used.

1. I made him run.
2. I will not let you *go*.

40. Infinitive is also used without 'to', after verbs like shall, will, do, did, should, would, must, can, could, may, might, etc.

1. You shall do it
2. You may go.

5.2.1 Uses of the infinitive

(a) The infinitive, with or without 'to', can be used as a **noun** as follows:

- **Subject of the verb.**
 1. *To find* fault with others is very easy.
 2. *To err* is human; *to forgive*, devine.
- 6. **Object of a transitive verb.**
 1. I do not want *to go*.
 2. He likes *to dance*.
- 7. **Complement of the verb.**
 1. His passion is *to drive* fast.
 2. He appears *to be* a bright boy.
- 8. **Object of a preposition.**
 1. The exam is about *to begin*.
 2. The train is about *to leave*.
- 9. **Complement of the object.**
 1. I saw him *go*.
 2. I cannot see him *cry*.

Note: The infinitive, thus used as a noun, is called the **Simple Infinitive**.

(b) The infinitive, with or without 'to', can also be used as follows:

- **To qualify a Noun.**
 1. This shop is *to let*.

2. This is the time *to study*.

- **To qualify a Verb to express purpose.**

1. She cried *to see* the horrifying sight.

2. We eat *to live*.

- **To qualify an Adjective.**

1. The students are eager *to learn*.

2. She is too weak *to walk*.

- **To qualify a sentence as a whole.**

He was really disturbed, so *to speak*.

- **To introduce a parenthesis.**

I am – *to tell* you the fact – tired of such activities.

Note: The infinitive thus used is called the **Gerundial or Qualifying Infinitive**.

(c) The infinitive may be active or passive, as follows:

8.0 Active Infinitive.

I want *to write* a letter.

9.0 Passive Infinitive.

I want a letter *to be written*.

(d) The infinitive may be used with an introductory 'it':

3 Generally, 'it' is used as the subject of a sentence and is followed by an infinitive.

1. *It* can be dangerous *to drive* fast.

2. *It* is not safe for you *to travel* at this time.

5.2.2 Self Assessment Questions

Combine the following pairs of sentences by using Infinitives:

6. He doesn't have any money. He cannot buy food to eat.

7. He went to Delhi. He wanted to see the Qutab Minar.

- | | |
|---------------------------------|----------------------------------|
| 8. The thief entered the house. | He intended to kidnap the child. |
| 9. She visits the poor. | She wants to help them. |
| 10. He is working very hard. | He wants to get a scholarship. |

5.3 The Gerund

‘Verb + ing’, when functions like a noun is called Gerund. Thus, a gerund is that form of the verb which ends in -ing, and has the force of a Noun and a Verb. For example,

1. I like *reading* novels.
2. *Walking* is his hobby.
3. *Swimming* is good for health.
4. I dream of *becoming* a doctor.

In these sentences, the words *reading*, *walking*, *swimming* and *becoming* are Gerunds, as they are formed from the verb read + ing, walk + ing, swim + ing and become + ing, respectively, and function as the noun. That is why, they are also known as verbal nouns.

5.3.1 Uses of the Gerund

(a) The Gerund being a verb-noun may be used as follows:

- **Subject of a verb.**
 1. *Swimming* is good for health.
 2. *Smoking* is injurious to health.
- **Object of a transitive verb.**
 1. I like *playing* chess
 2. He enjoys *reading* poetry.
- **Object of a preposition.**
 3. Children are fond of *playing*.
 4. I have an aversion to *fishing*.

- **Complement of the verb.**

1. Seeing is *believing*.
2. What I most like is *sleeping*.

(b) Both the Gerund and the Infinitive have the force of a noun and a verb, so they are used in a similar manner. In sentences, either of the two may be used without any special difference in meaning, as follows:

1. Teach me *to swim*. Teach me *swimming*.
2. *To walk* is good for health. *Walking* is good for health.

(c) The Gerunds are always preceded by the possessive case of nouns and pronouns, as follows:

1. Please don't mind *my leaving* early.
2. All depends on *Deepak's passing* the examination.

(d) Some Gerunds are used as compound nouns, as follows:

walking-stick, frying-pan, writing-table, etc.

5.4 The Participle

A Participle is a word which is partly a Verb and partly an Adjective. For example,

1. We saw a girl *carrying* a basket of roses.
2. A *rolling* stone gathers no moss.
3. He is an *experienced* teacher.
4. The *injured* boy was taken to the hospital.
5. *Having eaten* his food, the boy went out.

In sentences 1 & 2, the words *carrying* and *rolling* are verbs and are being used in these sentences as adjectives to qualify the nouns girl and stone, respectively. These are the examples of **Present Participle**, which represents an action that is going on.

Form of Present participle: verb + Ing, having the force of an adjective.

In sentences 3 & 4, the words *experienced* and *injured* are verbs and are being used in these sentences as adjectives to qualify the nouns *teacher* and *boy*, respectively. These are the examples of **Past Participle**, which represents a completed action.

Form of Past participle: verb + -ed / -d / -t / -en / -n, having the force of an adjective.

In sentence 5, the word *having* is the **Perfect Participle** and the word *eaten* is the **Past Participle**. The Perfect participle represents an action that was completed at some past time.

5.4.1 Uses of the Participle

(a) The Present Participle is used to form the Continuous Tenses of the verb, as follows:

1. I am working.
2. He is going.

(b) The Past Participle is used to form the Perfect tenses (Active Voice) with tenses of the verb *have*:

1. I have worked.
2. He has gone.

(c) The Passive Voice is formed from the Past Participle with tenses of the verb *be*:

1. The snake was killed by Mohan.
2. The child was scolded by the mother.

5.5 Narration

5.6.1 DIRECT AND INDIRECT SPEECH

When we quote the actual words of a speaker, it is called direct speech. When we report someone's oral communication without using the exact words, we call it indirect speech.

5.6.2 Rules:

- Direct speech is indicated by inverted commas.
e.g. She said, "Hari will you eat it?"
- Indirect speech involves a change in pronoun and tense.
e.g. She asked Hari whether he would eat it.
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A verb is in the active voice when its form shows that the person or thing denoted by the subject 'does something' or 'it is doer of the action'.

Examples:

Kamala likes Shyam.

The boy is singing a song.

A verb is in the passive voice when its form shows that 'something is done' to the person or thing denoted by the subject. The person or thing denoted by the subject is not active, i.e. Suffers or receives the action.

Example:

Shyam is liked by Kamala.

A letter was written by Mahesh

5.7 Summary

The lesson has discussed the Infinitive, the Gerund and the Participle, Narration, Voice, and their uses. Now, the students will be able to distinguish between the three forms of the verb and their uses.

5.8 Key words

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Fill in the blanks with the correct form of the verb given in brackets:

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(make)
3. Sohan fell ill by _____ contaminated food. (eat)
4. This milk is not fit for _____. (drink)
5. He was surprised at _____ his mother there. (find)
6. The teacher stopped him from _____ out. (go)
7. By _____ early, they avoided missing the train. (arrive)
8. On _____ the news, the meeting was postponed. (hear)
9. The thief was caught _____ into the house. (break)
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Course Code - BBA – 106
Lesson No. - 06

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COMMON ERRORS IN ENGLISH

STRUCTURE

6.0 Objective

6.1 Introduction

6.2 Common Errors in the use of Nouns

6.2.1 Nouns used in singular form

6.2.2 Nouns used in plural form

6.2.3 Nouns used as both singular and plural in the same form

6.2.4 Some other important rules

6.2.5 Practice Set

6.2.6 Self Assessment Questions

6.3 Common Errors in the use of Pronouns

6.3.1 Some rules

6.3.2 Practice Set

6.4 Common Errors in the use of Adjectives

6.4.1 Practice Set

6.5 Common Errors in the use of Adverbs

6.5.1 Practice Set

6.6 Common Errors in the use of Articles

6.6.1 Indefinite articles: A, An

6.6.2 Definite article: The

6.6.3 No article:

6.6.4 Practice Set

6.7 Common Errors in the use of Conjunctions:

6.7.1 Practice Set

6.8 Summary

6.9 Key words

6.10 Self Assessment Questions

6.11 Suggested Readings

6.0 Objective

Most teachers of English in India have to devote much time to eradicate certain constantly recurring mistakes committed by their students. The reasons being:

- The students are in the habit of thinking in their mother tongue and when they have to express themselves in English, they resort to a literal translation.
- The students neglect the rules of grammar.

This section seeks to discuss the common mistakes a student commits while using English. After studying this section, the students should be able to write grammatically correct sentences.

6.1 Introduction

Spotting Common Errors in English requires an awareness of the basic rules of grammar – parts of speech, noun, pronoun, adjective, verb, adverb, preposition, conjunction, etc. Mastery of these rules is very important for writing effectively, and leads to greater clarity, accuracy and style in writing.

6.2 Common Errors in the use of Nouns

6.2.1 Nouns used in singular form:

- The following nouns are generally used in the singular form:

Scenery, information, clothing, luggage, furniture, advice, machinery, bedding, stationery, news, offspring, repair, issue, poetry, business, mischief.

Wrong: He has gathered a lot of *informations*.

Right: He has gathered a lot of *information*.

Wrong: The *furnitures* were put to auction.

Right: The *furniture* was put to auction.

- The following nouns though plural in form are used as singular:

(a) Branches of learning: *Mathematics, Economics, Physics, Statistics*.

(b) Diseases: *Mumps, measles*.

(c) Games and sports: *Billiards, gymnastics, athletics*.

(d) Miscellaneous: *News, summons, innings, gallows*.

Wrong: The *Mathematics are* a scoring subject.

Right: The *Mathematics is* a scoring subject.

Wrong: *Summons were* served on him.

Right: *Summons was* served on him.

3. Expressions as *a ten-rupee note, a two-mile walk, a five-year old child, a three-day workshop, a twenty-man committee* are used as singular.

Wrong: I found *a ten-rupees* note.

Right: I found *a ten-rupee* note.

Wrong: She has *a three-years* old child.

Right: She has *a three-year* old child.

- Words like *dozen, score, head, pair, hundred, million* when used after a numeral are used as singular.

Wrong: I bought *four pairs* of socks.

Right: I bought *four pair* of socks.

6.2.2 Nouns used in plural form:

- 1.0 The nouns like *socks, trousers, pyjamas, stockings, shorts, scissors, spectacles, alms, ashes, assets, riches, remains, goods*, etc. are always used in plural form.

Wrong: The *scissor is* not sharp

Or

The *scissors is* not sharp.

Right: The *scissors are* not sharp.

Wrong: The *stocking is* very tight.

Right: The *stockings are* very tight.

2. The nouns like *cattle, police, gentry, poultry, people*, etc. are also used in plural form.

Wrong: The *cattle is* grazing in the fields.

Or

The *cattles are* grazing in the fields.

Right: The *cattle are* grazing in the fields.

Wrong: The *police has* caught the thief.

Right: The *police have* caught the thief.

6.2.3 Nouns used as both singular and plural in the same form:

1. The nouns like *fish, sheep, deer, series, wages*, etc. can be used as both

singular and plural.

- Right: The *wages of sin* is death.
Right: The *wages have* been raised.
But wrong: The *wage* of _____.
Right: A *fish* was lying on the sea-shore.
Right: *Two fish* were lying on the sea-shore.
But wrong: *Two fishes* _____.

2. The nouns like jury, public, audience, team, committee, government, etc. can be used as both singular and plural.

- Right: The *committee* is meeting today.
Right: The *committee* are divided in its opinion.

6.2.4 Some other important rules:

- 1 The plural of a compound noun is formed by adding 's' to the principal word:

Singular	Plural
Sister-in-law	Sisters-in-law
Passer-by	passers-by
Commander-in-chief	Commanders-in-chief

- 2 (a) The possessive case of a noun is formed by adding 's':

Boy's book, Sheela's pen, etc.

- (b) But 's is used only for living things. For non-living things, we use 'of':

- Wrong: The *telephone's cable* is damaged.
Right: The *cable of the telephone* is damaged.

Wrong: The child broke the *table's leg*.

Right: The child broke *the leg of the table*.

(c) When a plural noun ends in 's', the possessive is formed by adding an apostrophe after 's'. However, when the plural does not end in 's', apostrophe 's' is added as it is:

Boys' hostel; Girls' hostel; but Men's club.

3. When two nouns show common possession, 's is added to the last one:

Wren and Martin's Grammar can be very useful to you.

(This means one grammar book written by two persons)

Note: When two nouns indicate separate possessions, 's is added to both of them:

Tilak's and Sen's grammars can be helpful to you.

4. 'One of' or 'any of' are always followed by plural words:

One of my friends is going abroad.

6.2.5 Practice Set

Incorrect

Correct

11. The sceneries are beautiful.
beautiful.

The scenery is

12. A seventy-years old man was driving man was the car.	A seventy-year old driving the car.
3. Any of these tool will serve the purpose. serve	Any of these tools will the purpose.
4. The picture of my brother is very very charming.	My brother's picture is charming.
5. I bought ten dozens apples. apples.	I bought ten dozen
6. I like eating fruits.	I like eating fruit.
7. I have decided to continue my study. continue	I have decided to my studies.
8. The jury is divided in its opinion. their	The jury are divided in opinion.
9. Riches are a curse.	Riches is a curse.
10. The pen's colour is green. is green.	The colour of the pen

6.2.6 Self Assessment Questions

Correct the following sentences:

1. I have lost my spectacle somewhere.
2. A five-rupees note was lying there.
3. India played a great inning.
4. She has no offsprings.
5. The judge issued order.

6. Here are the news.
7. The pond is full of fishes.
8. My house's roof is leaking.
9. No pain no gain.
10. Mother-in laws are seldom respected by their daughter-in-laws.

6.3 Common Errors in the use of Pronouns:

A pronoun is used in place of a noun.

Nominative case	I	We	He	She	They
-----------------	---	----	----	-----	------

Who

(It comes before the verb as the subject of the sentence.)

Objective case	Me	Us	Him	Her	Them
----------------	----	----	-----	-----	------

Whom

(It comes after the verb)

Possessive case	My	Our	His	Her	Their
-----------------	----	-----	-----	-----	-------

Whose

Reflexive case	Myself	Ourselves	Himself		Herself
----------------	--------	-----------	---------	--	---------

Themselves	-
------------	---

6.3.1 Some rules:

- Pronouns have the same number, gender and person as that of their antecedent:

Sheela is a good girl. *She* respects *her* elders.

- It is used for lifeless things, for animals, and for a baby:

He likes his *cat* and takes good care of *it*.

- When two singular pronouns are joined by ‘and’ and refer to the same thing, the pronoun will be singular:

The peon and attendant is absent from his duty.

- Sometimes a pronoun refers to more than one noun or pronoun of different persons, in this case, the order will be as follows:

You, he and I or He and I

The first person will come in the end. But in admitting a fault, we use the first person first, then, the third, and the second person last of all.

I, he and you are at fault.

- The complement of the verb ‘to be’ should be in the Nominative case:

It is I.

If I were he, I would not do it.

- In the sentence beginning with ‘let’, a pronoun in the objective case is used:

Let us go there.

Let me help you.

- The pronouns following ‘than’ or ‘as’ can be in the Objective as well as the Nominative case, depending upon the meaning of the sentence:

I love you more than he.

(This means more than he-a third person- loves you.)

I love you more than him.

(This means more than I love the other person.)

- ‘Who’ is used for persons while ‘which’ is used for animals and lifeless objects; that can be used for both:

I am looking for the boy who has taken my book.

This is the dress which I like the most.

- The pronoun ‘one’ must be followed by ‘one’s’:

Wrong: One must keep his word.

Right: One must keep one’s word.

- A relative pronoun should be placed near its antecedent:

great Wrong: I have read Shakespeare’s plays who was a
dramatist.

was a great Right: I have read the plays of Shakespeare who
dramatist.

- ‘Each other’ is used for two; ‘one another’, for more than two:

The two brothers love each other.

All the members of the family respect one another.

- Verbs like pride, resign, enjoy, avail, apply, absent, assert, acquit are followed by reflexive pronoun:

Wrong: He resigned to fate.

Right: He resigned himself to fate.

Wrong: They enjoyed in the party.

Right: They enjoyed themselves in the party.

- Verbs like stay, conceal, qualified, keep, rest, spread are never followed by reflexive pronoun:

Wrong: He kept himself away from the game.

Right: He kept away from the game.

6.3.2 PRACTICE SET

Incorrect

Correct

- | | |
|---|---|
| 1. This is the chair whose price is very low.
which is | This is the chair the price of
very low. |
| 2. Why did you absent from the college? | Why did you absent yourself |

- from
- the college?
13. He failed to qualify himself for the interview. He failed to qualify for the interview.
4. It is I who is responsible for this. It is I who am responsible for this.
5. Either of these books serve the purpose. Either of these books serves the purpose.

6.4 Common Errors in the use of Adjectives:

An Adjective adds something to the meaning of or qualifies a Noun or a Pronoun.

- When there is no comparison, we use the positive degree:

Reena is a good girl.

- When we compare two or more persons or things, we use the comparative degree:

Reena is better than Kavita.

- When the ultimate comparison stating the highest degree is made between many persons or things, we use the superlative degree. It is always preceded by 'the':

Reena is the best of all girls.

- The comparative degree can be formed either by adding 'er' to the adjective or writing 'more' before it, as the case may be. However, we will use only one form of the comparative degree:

Wrong: Reena is more better than Kavita.

Right: Reena is better than Kavita.

- When comparative degree is used in superlative sense, it is followed by 'any other':

She is taller than any other girl in the class.

- Some adjectives like excellent, ideal, perfect, unique, supreme, extreme, chief, complete, universal, entire, eternal, unanimous, infinite, perpetual, round, impossible, etc. are not to be compared:

Wrong: Your work is the most excellent.

Right: Your work is excellent.

Wrong: This is the most perfect solution to the problem.

Right: This is a perfect solution to the problem.

- Certain comparative adjectives ending in 'ior' (Junior, senior, prior, superior, inferior, posterior) have no comparative or superlative degree. These are always followed by 'to':

He is junior to me.

Kavita is inferior to Reena in intelligence.

- Adjectives like preferable, likely, sure, certain, etc. are followed by 'to':

It is likely to rain.

Death is preferable to dishonour.

- Less, fewer: Less refers to quantity; fewer denotes number.
- Some, any: Some is used in Affirmative sentences; any in negative or

Interrogative sentences:

I will buy some books.

I will not buy any book.

- Little, a little and the little: Little denotes quantity and means 'not much' (hardly any). It has a negative meaning.

A little means 'at least some'.

The little means the whole amount that is there.

There is little hope of his recovery.

(This means there is no hope)

There is a little hope of his recovery.

(This means there is some hope)

He has spent the little money he had.

(This means all that he had)

- Similarly, few, a few and the few: Few denotes number:

I have few books on this subject.

(This means hardly any-no)

I have a few books on this subject.

(This means at least some)

I gave him the few books I had on this subject.

- Much, many: Much refers to quantity and many refers to number.
- Last, latest: Last refers to the final one; latest is last up to the present.

What is the latest score?

The last bus to Delhi leaves at 6.00 PM.

- Older, elder: Older is used for both persons and things. It refers to age; Elder is used for persons only. It conveys the idea of seniority or of the first born in a family.
- Later, latter: Later refers to time; latter means the second of the two things.
- Each, every:

6.4.1 Practice Set

Incorrect

Correct

- | | |
|--|---|
| 1. Tea is more preferable than coffee. | Tea is preferable to coffee. |
| 2. Give me little milk to drink. | Give me a little milk to drink. |
| 3. This is the last edition of the book. | This is the latest edition of the book. |
| 4. This is the most unique plan. | This is a unique plan. |
| 5. The Taj is a worth-seeing building. The Taj is a building worth seeing. | |
| 6. He is more cleverer than his brother. | He is cleverer than his brother. |
| 7. He is wiser than old. | He is more wise than old. |
| 8. I prefer rice than wheat. | I prefer rice to wheat. |
| 9. He refused to give me any rice. | He refused to give me some rice. |

10. I have read my each book.
book.

I have read my every

6.5 Common Errors in the use of Adverbs:

An Adverb is a word that qualifies a verb, an adjective and another adverb.

1. Adverbs of manner, place and time are usually placed after the verb or the object:

He was talking slowly.

He helped me sincerely.

2.0 Adverbs of frequency such as always, ever, never, often, seldom, usually, rarely, etc. and some other adverbs like already, almost, just, quite, nearly, hardly, etc. are placed between the subject and the verb:

I rarely go there.

He hardly knows her.

3.0 The auxiliaries 'have to' and 'used to' come after the adverb:

He often used to go there.

4. The adverb 'enough' is used after the word it qualifies:

He was kind enough to help me.

5. 'Only' is used immediately before the word it modifies:

I have only two books.

6. Very; much: Very is used with an adverb or an adjective; much is used with a verb:

He knows you very well.

He does not like tea much.

- ‘Too’ implies more than enough and therefore, should never be used in place of ‘very’:

Wrong: I am too lucky.

Right: I am very lucky.

‘Too --- to’ has a negative sense:

She is too young to marry.

‘Too’ can also be used in the sense of ‘also’:

Reena, too, will go with us.

6.5.1 Practice Set

Incorrect

Correct

- | | |
|-------------------------------|----------------------------|
| 1. He speaks very fluent. | He speaks very fluently. |
| 2. He goes to Delhi often. | He often goes to Delhi. |
| 3. It is very hot to go out. | It is too hot to go out. |
| 4. He reads this book hardly. | He hardly reads this book. |

5. He used to go to cinema regularly. He regularly goes to cinema.

6.6 Common Errors in the use of Articles:

6.6.1 Indefinite articles: A, An:

- A is used before words beginning with consonant sound:
A boy, a table, etc.
- It is used with vowel letters having the sound of a consonant:
A university, a Europran.
- An is used before words beginning with vowel sounds:
An apple, an umbrella, etc.
- It is also used before words beginning with consonant letter having the sound of a vowel:
An M.L.A ('M' has the sound of 'em'), an X-ray.
- An is also used before words beginning with silent 'h':
An honest man, an hour.

6.6.2 Definite article: The:

- 'The' is used when we speak of a particular person or a thing already referred to:
This is the book I was looking for.

- It is also used when a singular noun represents the whole class:
The horse is a very useful animal.

Note: This rule does not apply to the noun 'man' when it refers to human race as a whole.

- It is used before the adjective in the superlative degree:
She is the most beautiful girl in the class.
- It is used before adjective of quality which stands for a class:
The rich should help the poor.
- It is used before the names of the mountain ranges:
The Himalayas, the Alps.
- It is used before the names of rivers, canals, deserts, etc.:
The Ganga, the Bhakra canal, the Sahara desert.
- It is used before the names of religious books:
The Ramayana, the Koran, etc.
- It is used before the names of the newspapers:
The Tribune, the Times of India, etc.
- It is used before single objects that are well known:
The earth, the sun, etc.
- It is used before a proper noun to give it the meaning of a common noun:
Kalidas is called the Shakespeare of India.

(k) It is used before the names of a country if it is made up of smaller units:

The United States of America, The Netherlands.

(l) It is used before the names of trains and ships:

The Taj Express, The Sagar Samrat.

6.6.3 No article:

- No article is used generally before the names of substances:

Silver is a poor substitute for gold.

- No article is used before the names of meals:

I went without dinner last night.

- No article is used generally before the plural nouns:

Students must work hard to get good marks.

Mangoes are grown in many countries.

- No article is used before the names of games, countries, proper nouns, abstract nouns, diseases, etc.

I like to play hockey.

My cousin lives in England.

I met Ran yesterday.

Honesty is the best policy.

6.6.4 Practice Set

Incorrect

Correct

1. Boys were making noise.	Boys were making a noise.
2. I shall not tell lie.	I shall not tell a lie.
3. U.S.A. is a rich country.	The U.S.A. is a rich country.
4. Pen is mightier than sword. sword.	The pen is mightier than the sword.
5. The gold is a precious metal.	Gold is a precious metal.

6.7 Common Errors in the use of Conjunctions:

Conjunction is a word that joins different words or sentences. For example, if, but, yet, either, or, because, etc.

Some rules relating to the use of conjunctions are:

- **Scarcely** and **hardly** are followed by '**when**', and not by 'than':

Scarcely had I left the station when it started raining.

She had hardly reached the station when the train arrived.

- No sooner and no other are followed by than:

No sooner did the doctor leave the place than the patient died.

He has no other friend than you.

- Both is followed by and, not by as well as; it is placed immediately before the word the it refers to:

She is both beautiful and wise.

- Not only is followed by but also:

She is not only beautiful but also wise.

- Lest is followed by should:

Work hard lest you should fail.

- Neither is followed by nor and either is followed by or:

She is neither smart nor intelligent.

Either he is the culprit or Ram is.

6.7.1 Practice Set

Incorrect	Correct
1. She neither studies or plays.	She neither studies nor plays.
2. Both Sachin as well as Dravid will play.	Both Sachin and Dravid will play.
3. Scarcely had she left than he came.	Scarcely had she left when he came.
4. She is as me.	She is like me.
5. Not only he passed but got distinction. got	Not only he passed but also distinction.

6.8 Summary

In this lesson we have learnt how to write grammatically correct, balanced and

complete sentences.

6.9 Key words

Noun, pronoun, adjective, adverb, conjunction, articles, etc.

6.10 Self Assessment Questions

Correct the following sentences:

1. All my family members decided to go there.
2. Our teacher will take a test.
3. Open the ninth page of your book.
4. He is my cousin brother.
5. This house comprises of five rooms.
6. Stop to write.
7. Our army has done well.
8. Being a wet day, he stayed at home.
9. The man is mortal.
10. He is M.A.

6.11 Suggested Readings

J. Thomson & A. V. Martinet, *A Practical English Grammar for Foreign Students*, Oxford University Press, India 1963.

N.D.V Prasada Rao, *Learners' English Grammar and Composition*, S. Chand & Company Ltd, New Delhi, 1998.

Michael Swan, *Oxford Pocket Basic English Usage*, Oxford University Press, India, New Delhi, 1992

Raymond Murphy, *Intermediate English Grammar*, Cambridge University Press, New Delhi, 1994

PUNCTUATION AND CAPITALIZATION

STRUCTURE

- 7.0 Objective**
 - 7.1 Introduction**
 - 7.2 The principal marks of punctuation**
 - 7.3 Capitalization**
 - 7.4 Summary**
 - 7.5 Key words**
 - 7.6 Self Assessment Questions**
 - 7.7 Suggested Readings**
-

7.0 Objective

The objective of this lesson is to make the students understand the use of punctuation and capitalization.

7.1 Introduction

Punctuation is the correct use of the various stops or marks in writing so as to make the meaning of a sentence or a passage clear. The marks of punctuation are a great help to the reader, *e.g.*, compare the following two sentences:-

The inspector says, “ The lady is beautiful.”

“The Inspector,” says the lady, “is beautiful.”

From the above example, it is quite clear that these marks of punctuation may alter the sense of a sentence.

Punctuation has a single and practical purpose: to make writing clear and easy to understand. Think of your writing as a set of information rather like a rail timetable or a page on an internet website. All the information can be there but if it is badly laid out it will be confusing and hard to understand. In writing, these marks do the same job as the spaces, columns, and special signs on a timetable and the graphics and other ways of organizing the information on a web page.

7.2 The principal marks of punctuation are:

1. Full stop (.)
2. Comma (,)
3. Semi-colon (;)
4. Colon (:)
5. Sign of Interrogation (?)
6. Sign of Exclamation (!)
7. Inverted Commas (“ ”)
8. Apostrophe (')
9. Dash (—)
10. Hyphen (-)

FULL STOP (.)

The Full Stop represents the greatest pause and separation.

11. The full stop indicates the end of a complete sentence. It is used at the end of all sentences except interrogative and exclamatory sentences:

Don't go there.

You should not lose your temper.

12. It is used after initials or abbreviations:

L L.B., M.A., R.K. Kapoor, etc.

Note: Mr, Mrs and Ms can be written without a full stop, as these have come to be considered as the full spellings.

THE COMMA (,)

The comma represents the shortest pause. It is used:

- To separate three or more words of the same parts of speech when only the last are connected by 'and':

He is wise, prudent, intelligent and tactful.

Wheat, rice, tea and grains are grown in India.

- When words of the same class go together in pairs, each pair is separated by a comma:

Rich and poor, high and low, young and old, all will die.

By night or by day, at home or abroad, he is a constant source of anxiety to his father.

- It is used to separate phrases in series. In this case, comma is also used before the 'and' preceding the last member of series.

She gave Mita a plant, Deepak a tie, and me a beautiful frock.

- It is used to separate clauses in series:

I do not know who he is, how he got in, or why he is here.

- It is used before and after a participle phrases when that phrase can be expanded into a sentence:

Samudragupta, having defeated the neighbouring kings, led his armies into Deccan.

- A comma is used to separate an infinitive phrases:

To prove my point, I produced my birth certificate.

- A comma is used to set off expressions that are in apposition:

Swami Dayanand Saraswati, the founder of the Arya Samaj, was a great Vedic scholar.

- A comma is used to separate words or word groups not necessary to the main idea of a sentence:

The bridge, I think, will open only to light vehicles.

- It is used to separate sharply contrasting quotations:

I want food, not water.

- It is used to separate words that change a statement into a question:

You are going, aren't you?

- It is used to set off a noun of address:

Lata, will you not listen to me?

- It is used to set off an absolute construction;

The sun having set, we all went home.

- It is used to separate introductory expressions like 'yes', 'No', 'Oh' and 'well'

Oh, I don't know about her.

Well, we will try to come.

Yes, you can go there.

- A comma is used to set off a direct quotations:

His mother said, “He will not go there.”

- A comma is used to set off each item in a date:

He was born on October 26, 1976.

- A comma is used to set off each item in an address:

Our house in Urban Estate, Kurukshetra, is a beautiful one.

- Separate short co-ordinate clauses:

Steam propels, elevates, lowers, pumps, drains, pulls, drives etc.

- If a word is repeated for emphasis, each time it is separated with a comma:

Cricket, cricket, cricket, you don't have any other thing to talk about.

- A comma is used to mark the omission of a word, especially a verb:

Asha was wearing a blue dress; Lisa, a red one.

- It is used to separate the adjectives of equal rank:

He is kind, noble, honest and sincere.

- It is used before ‘but’ and ‘for’ when they connect clauses:

He is intelligent, but he is not diligent.

I went his home, for I wanted to meet him.

But it is not used before 'but' and 'for' when they are used as prepositions:

He is intelligent, but lazy.

I brought a book for my sister.

- A comma is used when subordinate clause comes before the principal clause:

If you do this by tomorrow, I shall be satisfied.

But, if the subordinate clause follows the principal clause, it will not be separated by a comma:

I shall be satisfied if you do this by tomorrow.

- A comma is used to separate a non defining relative clause from the rest of the clause:

I am looking for Sonu, who has taken away my book.

I am shifting to Hisar, when I have been posted.

A defining clause is not separated in this way:

I met a girl who has taken away my book.

I am shifting to the city where I have been posted.

PRACTICE SET

Insert full stops and commas, wherever necessary in the following sentences:

- A high bred man never forgets himself controls his temper does nothing in excess and is courteous and dignified
- I hope my friend that you will come and spend a week with us
- Long long ago there lived in the land of Hindus a great king named Ashoka
- Akbar a great mughal emperor was a lover of music
- No I don't want to go
- Tell me mother May I go out?
- The lay was bald red and wrinkled
- The sun having risen I left my bed.
- A liquid not a powder should be used
- The rent by the way must be paid in advance
- Wherever I go I face the same difficulties
- "I wish" he said " I were in that job"
- As you sow so shall you reap
- As he was ill he did not attend the meeting
- If it rains today we shall not go out for a walk

SEMI COLON (;)

It represents a longer pause than that indicated by a comma. It is used:

- To seaparate clauses of a compound sentence if they contain a comma:

He was a brave, large-hearted man; and we all honoured him.

Reading makes a full man; speaking, a ready man; writing, an exact man.

- It is used between independent clauses not connected by a conjunction:

Her court was pure; her life serene.

He went his way; I went mine.

- It is used before such expressions as *however, then, moreover, nevertheless, hence, thus, for instance, consequently, that is, therefore, indeed, still, besides, yet and accordingly*, if they come between independent clauses not connected by a conjunction:

Our teacher is very strict; therefore, I do a lot of work.

COLON (:)

It represents a still longer pause than that indicated by the semi-colon. It is used:

- 4.0 Before enumeration:

Send me the following articles: pen, paper and note-books.

The principal parts of a verb are: the present tense, the past tense and the past participle.

- 5.0 To introduce a long quotation:

Dr, Johnson says: “Some desire is necessary to keep life in motion.”

6.0 To introduce an explanation or clarification:

This is what I want: a beautiful house with proper furnishing.

7.0 Between sentences grammatically independent but closely connected in sense:

Study to acquire a habit of thinking: no study is more important.

PRACTICE SET

Insert full stops, commas, semi-colons and colons, wherever necessary, in the following sentences:

- 3 We judge ourselves by what we feel capable of doing while others judge us by what we have already done.
- 4 Akbar the great Mughal Emperor was a lover of music
- 5 to err is human to forgive divine
- 6 you have had three accidents consequently you may not borrow the car
- 7 I came I saw I conquered
- 8 Guru Nanak Dev says truth is great
- 9 Shakespeare wrote four tragedies Hamlet Mcbeth King Lear and Othello.
- 10 The problem is this how we will reach there without the address
- 11 I had to meet my boss yesterday therefore I couldn't come to your place
- 12 She is quite and studious he is noisy and active

SIGN OF INTEROGATION (?)

A sign of interrogation is used after sentences, which ask questions:

What is your name?
Where are you going?
Will you meet me?

It should be noted that the sign of interrogation is never used after an indirect question:

He asked her whether she would come to meet him or not.

SIGN OF EXCLAMATION (!)

1. The sign of exclamation is used after such words, phrases or sentences which express sudden feeling, emotion, excitement, wish, surprise, intense longing etc.:

What a pleasant surprise!
Help! I will drown.
Sit!
Alas! He is dead.

2. It is also used for short commands:
3. Get out!
4. Shut up!
5. Don't touch!
6. Declarative, imperative or interrogative sentences may become exclamatory if spoken with strong feeling:

She forgot her purse. (Declarative)
She forgot her purse! (Exclamatory)
Wait for me. (Imperative)
Wait for me! (Exclamatory)
Did you sit here? (Interrogative)
Did you sit here! (Exclamatory)

PRACTICE SET

Place Question Marks and Exclamation Marks, wherever necessary in the following sentences:

- Bad luck won't you try again
- Do you think he did well in the interview
- Stupid you shouldn't not have done this
- How lucky you are
- O God help thy children when they call
- Will you lend me a helping hand
- This is lovely. Isn't it
- May you live long
- Will you go to meet her
- "Will you come to meet me" "No never"

●

INVERTED COMMAS (“”)

Inverted commas indicate the beginning and end of a quotation, or of the actual words used by the speaker.

- Inverted commas are used to enclose the direct words of a speaker:
She said, "I will not go with him."

If the direct quotation is broken by explanatory words, an extra set of quotation marks is used:

"He is not reliable," she said, "I will not go with him."

If the first part of a broken quotation is a complete sentence, the second part will begin with a capital letter:

"Ram is going to Delhi," he said. "He hasn't told you?"

If a quotation has more than one paragraph, inverted commas will be used at the beginning of each paragraph and at the end of the last paragraph only.

In writing conversation, if there are two or more than two speakers, each speaker will have a paragraph to himself:

"Will you go to see her?" she asked.

"No, never!" he replied.

"But she is your mother you should go to her." She said.

- A single quotation mark is used for a quotation within a quotation:
"This," she said, "is clearly a case of 'tit for tat'."

- The inverted commas are used to enclose the titles of books, magazines, newspapers, poems, stories, songs, etc.:

d) “Joseph Andrews” by Henry Fielding is a satire on the contemporary society.

8.0 The inverted commas are used to draw special attention to a word or words:
Any word beginning with the prefix “ab-“is accented on the first syllable.

9.0 The full stop or comma at the end of a direct quotation is always placed inside the inverted commas:
She said, “I will not go.”
“I will not go,” she said.

10.0 The semi-colon at the end of a direct quotation is always placed outside the inverted commas:

11.0 She said, “I can’t carry on this relationship,” then she started crying.

12.0 A quotation mark or an exclamation mark at the end of the direct, quotation will be placed inside the inverted commas if it belongs to the quotation; but if it belongs to the whole sentence, it will be placed outside:

13.0 Rama asked, “Are you going to buy a car?”
Did Rama say, “Meenu is going to buy a car.”?

PRACTICE SET

- Have a little tea before you go said my aunt to me I am already full replied I
- Don’t be afraid O king said the stranger I have not come to steal your gold
- Stop he cried she shall not die
- Alas my dear son the king added after a little pause why do you ask a thing I cannot grant you
- good bye he said we will meet again
- Child said Alladin’s mother to whom are we indebted for this it doesn’t matter said Alladin let us sit down and take our food
- Good morning boys said the teacher I suppose you have revised your lessons.
- The principal announced tomorrow will be a holiday

- You say said the judge that the bag you lost contained one hundred pounds yes your honour replied the man
- May God forgive you said the saint Go your way

APOSTROPHE (‘)

- The apostrophe with ‘s’ is used to indicate possession:
Ram’s book, dog’s tail, Sita’s pen etc.
- It is used without ‘s’ to form the possessive of a plural noun ending in ‘s’:
The parents’ decision, the girls’ team
- It is used with ‘s’ to form the possessive of a plural noun that doesn’t end in ‘s’:
Men’s uniform, children’s pencils.
- It is used in place of omitted letters in contractions:
‘tis (it is); don’t (do not); shan’t (shall not); I’m (I am); I’ll (I will);
It’s (It is); o’clock (of the clock)
- It is used to form the plurals of letters, figures and signs:
The number 6615886 contains three 6’s and two 8’s there are four
M.A.’s, four B.A.’s and four B.Com’s in our staff.

DASH (-)

11. The dash used to show a sudden change in thought:
He has decided to start his new business in- but have you seen his new car?
12. It is used along with a colon to introduce a quotation:
Shakespeare says:-
13. It is used to summarize several subjects all belonging to the same verb:
Rahul, Neetu, Mitu and Suman- no one went there to see her.

HYPHEN (-)

The hyphen is a smaller stroke as compared to the dash. It is used to join the parts of a compound word:

- Brother-in-law,
- Commander-in-chief,
- Looker-on
- Maid-servant

7.3 CAPITALIZATION

Capital letters are used in the following cases:

- The first word of every sentence:
Man is mortal.
 - The first word of every line of a poem:
“For oft when on my couch I lie
In vacant or in.....”
 - The first letter of a quotation:
Ram said, “She will go with me.”
 - All proper nouns, proper adjectives and personified objects:
India, Russia
Indians, Russians
O Death, O Sleep
 - All nouns and pronouns used in reference to God:
O Lord, consider me Thy servant.
 - The pronoun ‘I’ is written in capital.
 - The interjection ‘O’ is written in capital.
 - Letters denoting abbreviation are written in capital:
L.L.B., B.Sc., M.A., M.Phil.
- i) Names of the days of the week and of the months of the year:
Sunday, Monday, January, October
- j) Names of books, newspapers, magazines, etc.:
‘Arms and the Man’, ‘Indian Express’, ‘India Today’.
- k) Important events:
The French Revolution, The Renaissance

PRACTICE SET

Add the correct punctuation to any five of the following sentences:

- Ana asked why do we need another phone?
- This new phone service is great said one busy executive.
- I don't like telephones Marina said they ring too often.
- My sister asked can this telephone really turn on your lights?
- We need a phone that answers itself the busy secretary said.
- I am going to get a car phone Davis said.
- When he asked are we going to get a mobile phone?
- the four combinations possible are red green green blue blue yellow and yellow red
- certainly not he asserted you will not go there
- i shall go if you insist
- do you still wish to go there
- six hundred policemen he whispered will be there to greet you young man
- the snake climbed the branch slowly and disappeared
- very easy sentences commented the student
- pencils erasers sharpeners clip pins and paper-cutters were all lying on the table

7.4 Summary

In this lesson we have learnt how to use full stop, comma, colon, semi-colon, capital letter, etc in sentences, as also the rules of punctuation and capitalization

7.5 Key words

Punctuation, capitalization.

7.6 Self Assessment Questions

Punctuate the following sentences:

- My friend is danger he said to himself let me help him if I can
- The mouse heard the lions roar
- The boy shouted wolf the farmers left their fields and came to him where is the wolf they cried the boy laughed and said nothing
- Sorely my disappointed he said these grapes are sour why should I waste my time for them
- Some want to catch the bus for Okhla others want to go Kutumb.
- Sandal wood the more it is rubbed the more scent does it yield
- Surrender exclaimed joyfully how wonderful to have met you suresh and other friends again.
- Whats today its diwali a festival of hindus
- Go then said my father and jump into the river.
- Do you really want work said the merchant yes you have any replied the boy then follow me and carry this box to my house
- The teacher told the class that the earth is round
- The stranger asked me why I wasted my time
- Who would not like to be a teacher
- Give everyman thy ear but few thy voice
- He was caught red-handed therefore ha was arrested and sent to prison
- He acts like a child he goes first here and then there and no one knows what to do with him
- This is the same house where Gandhi Ji was born
- The meeting will be held at 6 pm tomorrow
- In he sentence punit killed the snake the verb killed is in the active voice
- He has got a weeks holiday
- Simple living and high thinking is a principle of his life
- After a few months stay I ran away
- I steal or beg my food fight with my enemies run about the streets from sunrise to sun set smell at every house and now and then receive a kick
- Distinguish a true friend from a false one is a wise saying
- Our motto should be play up play up the game
- William Wordsworth says my heart leaps up when I behold a rainbow in the sky
- It was July 1990 early in the morning when he woke up
- An international industrial exhibition was arranged b Indian government in Delhi.
- The word Diwali is a contraction of Sanskrit word Deepavali but do you have time to listen to me
- Shakespeare says” Uneasy lies the head that wears a crown:”
- Akbar the great Mughal Emperor was a lover of music
- to err is human to forgive divine
- you have had three accidents consequently you may not borrow the car

- I came I saw I conquered
- Guru Nanak Dev says truth is great
- Shakespeare wrote four tragedies Hamlet Mcbeth King Leare and Othello.
- The problem is this how we will reach there without the address
- As Ceaser loved me I weep for him As he fortunate I rejoice at it But as he was ambitious I slew him
- I had to meet my boss yesterday therefore I couldn't come to your place
- She is quite and studious he is noisy and active

7.7 Suggested Readings

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VOCABULARY BUILDING

STRUCTURE

- 8.0 Objective
- 8.1 Introduction
- 8.2 Formation of Adjectives
- 8.3 Formation of Nouns
- 8.4 Formation of Verbs
- 8.5 Self Assessment Questions
- 8.6 One Word Substitutes
- 8.7 Self Assessment Questions
- 8.8 Summary
- 8.9 Key words
- 8.10 Suggested Readings

8.0 Objective

The objective of this lesson is to help the students expand their vocabulary by learning about formation of nouns, adjectives and verbs, and also using one word for a group of words.

8.1 Introduction

Language is a medium of self expression and one expresses oneself with the help of words. A person having good vocabulary is more confident than others and is able to express himself better than others.

Vocabulary can be enhanced by understanding how different words are formed and how they are used in particular context.

8.2 Formation of Adjectives

1. Adjectives formed by adding 'y':

Air	Airy		Hair	Hairy
Ice	Icy		Fog	Foggy
Fire	Fiery		Heart	Hearty
Fuss	Fussy		Salt	Salty
Anger	Angry		Cloud	Cloudy
Grass	Grassy		Sun	Sunny
Bulk	Bulky		Star	Starry
Mist	Misty		Fun	Funny
Mud	Muddy		Storm	stormy

2. Adjectives formed by adding 'ly':

Week	Weekly		Neighbour	Neighbourly
Month	Monthly		Father	Fatherly
Hour	Hourly		Friend	Friendly
Scholar	Scholarly		Elder	Elderly

3. Adjectives formed by adding 'ish':

Girl	Girlish		Sheep	Sheepish
Devil	Devilish		Fool	Foolish
Self	Selfish		Slave	Slavish
Snob	Snobbish		Child	Childish

4. Adjectives formed by adding '-like':

God	Godlike		War	Warlike
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Lady	Ladylike		Child	Childlike
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5. Adjectives formed by adding '-some':

Hand	Handsome		Tire	Tiresome
Trouble	Troublesome		Quarrel	Quarrelsome
Whole	Wholesome		Weary	Wearisome

6. Adjectives formed by adding '-worthy':

Praise	Praiseworthy		Trust	Trustworthy
Note	Noteworthy		Air	Airworthy

7. Adjectives formed by adding '-able/ible':

Avoid	Avoidable		Advise	Advisable
Memory	Memorable		Admire	Admire able
Consider	Considerable		Bear	Bearable
Reverse	Reversible		Sense	sensible

8. Adjectives formed by adding '-ous':

Religion	Religious		Space	Spacious
Advantage	Advantageous		Vigor	Vigorous
Vice	Vicious		Office	Officious
Price	Precious		Mystery	Mysterious
Pity	Piteous		Adventure	Adventurous
Miracle	Miraculous		Merit	Merituous
Ridicule	Ridiculous		Humour	Humourous
Industry	Industrious		Harmony	Harmonious
Volume	Voluminous		Fame	famous

9. Adjectives formed by adding '-all':

Ancestor	Ancestral		Colony	Colonial
Autumn	Autumnal		Finance	Financial
Tribe	Tribal		Navy	Naval
Verb	Verbal		Minister	Ministerial
Dictator	Dictatorial		Classic	Classical
Music	Musical		Politics	political
Type	Typical		Iron	Ironical
Zone	Zonal		Node	nodal

10. Adjectives formed by adding '-ar/ary':

Angle	Angular		Table	Tabular
Circle	Circular		Muscle	Muscular
Moment	Momentary		Station	stationary

11. Adjectives formed by adding '-en':

Broad	Broaden		Length	Lengthen
Wool	Woolen		Earth	Earthen
Gold	Golden		Short	shorten

12. Adjectives formed by adding '-ic':

Artist	Artistic		Base	Basic
Class	Classic		Drama	Dramatic
Hero	Heroic		Tragedy	Tragic

8.3 Formation of Nouns

1. Nouns formed by adding '-hood':

Brother	Brotherhood		Parent	Parenthood
Father	Fatherhood		Child	Childhood
Sister	Sisterhood		Girl	Girlhood

2. Nouns formed by adding '-ship':

Champion	Championship		Relation	Relationship
Scholar	Scholarship		Partner	Partnership
Leader	Leadership		Friend	friendship

3. Nouns formed by adding '-dom':

Free	Freedom		Wise	Wisdom
King	Kingdom		Martyr	Martyrdom

4. Nouns formed by adding '-ness':

Good	Goodness		Holy	Holiness
Busy	Business		Sad	Sadness
Happy	Happiness		Fool	Foolishness

5. Nouns formed by adding '-t/th':

Wide	width		Broad	Breadth
Die	Death		Deep	Depth
Warm	Warmth		Grow	Growth
Young	Youth		Hot	Eat
Weigh	Weight		See	sight

6. Nouns by adding '-er/ar/or':

Govern	Governor		Donate	Donor
School	Scholar		War	Warrior
Visit	Visitor		Sing	Singer
Lead	Leader		Office	officer

7. Nouns by adding '-ist/ian':

Magic	Magician		Politics	Politician
Electric	Electrician		Mathematics	Mathematician
History	Historian		Physics	Physician
Motor	Motorist		Cycle	Cyclist
Arty	Artist		Science	Scientist
Tour	Tourist		Cartoon	Cartoonist

8. Nouns formed by adding '-ee/eer':

Employ	Employee		Refuge	Refugee
Absent	Absentee		Mountain	Mountaineer
Engine	Engineer		Racket	racketeer

9. Nouns formed by adding '-ment':

Enjoy	Enjoyment		Amuse	Amusement
Pay	Payment		Confine	Confinement
Fulfill	Fulfillment		Resent	Resentment
Commit	Commitment		Improve	Improvement
Arrange	Arrangement		Acknowledge	Acknowledgement
Amaze	Amazement		Require	Requirement

10. Nouns formed by adding '-tion/sion':

Admit	Admission		Solve	Solution
-------	-----------	--	-------	----------

Decide	Decision		Extend	Extension
Revise	Revision		Permit	Permission
Separate	Separation		Inform	Information
Combine	Combination		Select	Selection
Cancel	Cancellation		Reveal	Revelation
Terminate	Termination			

11. Nouns formed by adding '-ance/ence':

Enter	Entrance		Excel	Excellence
Assure	Assurance		Defy	Defiance
Obey	Obedience		Pretend	Pretence
Exit	Existence		Repent	Repentance
Rely	Reliance		Reside	Residence
Confide	Confidence		Assist	Assistance
Resist	Resistance		Appear	Appearance
Endure	Endurance		Occur	Occurrence

12. Nouns formed by adding 'ial/al':

Deny	Denial		Bury	Burial
Refuse	Refusal		Try	Trial
Approve	Approval		Dismiss	Dismissal
Propose	Proposal		Arrive	Arrival
Renew	Renewal		Betray	Betrayal
Reverse	reversal			

13. Nouns formed by adding '-age':

Carry	Carried		Store	Storage
Post	Postage		Use	Usage
Waste	Wastage		Break	Breakage
Leak	Leakage		Marry	Marriage
Pass	Passage			

14. Nouns formed by adding 'ity/ty':

Poor	Poverty		Pure	Purity
Scare	scarcity		Curious	Curiosity
Vain	Vanity		Local	Locality
Necessary	Necessity		Able	Ability
Generous	generosity		Moral	Morality
Honest	honesty			

15. Nouns formed by adding 'acy/cy':

Private	Privacy		Accurate	Accuracy
Secret	Secrecy		Vacant	Vacancy

16. Miscellaneous

Advise	Advice		Bear	Birth
Behave	Behavior		Believe	Belief
Bind	Bond		Choose	Choice
Food	Feed		Exceed	Excess
Float	Fleet		Hate	Hatred
Knit	Knot		Know	Knowledge
Learn	Learning		Laugh	Laughter
Receive	Receipt		Respond	Response
Sit	Seat		Strive	Strife

8.4 Formation of Verbs:

1. Verbs formed by adding '-en':

Hard	Harden		Soft	Soften
------	--------	--	------	--------

Length	Lengthen		Strength	Strengthen
Deep	Deepen		Loose	Loosen
Short	Shorten		Thick	Thicken

2. Verbs formed by adding '-fy/ify':

Pure	Purify		Terror	Terrify
Beauty	Beautify		Intense	Intensify
Pace	Pacify		Identity	Identify
Horror	Horrify		Just	Justify
Class	Classify		Simple	Simplify
Example	Exemplify		Certain	Certify

3. Verbs formed by adding '-ize':

Tranquil	Tranquillize		Sympathy	Sympathize
Pressure	Pressurize		Equal	Equalize
Familiar	Familiarize		Apology	Apologize
Special	Specialize		Commercial	Commercialize
Centre	Centralize		Memory	Memorize
Local	Localize			

4. Verbs formed by adding '-ate':

Origin	Originate		Table	Tabulate
Double	Duplicate		Humble	Humiliate
Office	Officiate		Term	Terminate
Motive	motivate			

5. Verbs formed by adding '-en/im/em':

Circle	Encircle		Camp	Encamp
Cage	Encage		Bitter	Embitter
Power	Empower		Body	Embody

Prison	Imprison		Peril	Imperil
Bed	Imbed			

6. Verbs formed by adding '-de/dis':

Mean	Demean		Face	Deface
Cry	Decry		Fame	Defame
Figure	Disfigure		Throne	Dethrone

8.5 Self Assessment Questions

Q1 **Form Verbs from the following words:**

Length, thick, pure, identity, center, critic, table, double, prison, short.

Q2 **Form Nouns from the following words:**

Private, hate, learn, honest, able, refuse, marry, inform, enjoy, art.

Q3 **Form Adjectives from the following words:**

Artistic, gold, circle, politics, fame, trouble, girl, air, scholar, fun.

8.6 One Word Substitutes

13. Pertaining to Government:-

- To give up throne or other office of dignity Abdicate
- A diplomatic minister of the highest order sent by one country to another Ambassador
- Absence of government Anarchy
- A person who is out to destroy all government and order Anarchist
- A person liable to be called to account for his actions Answerable
- Government by one Autocracy/
Despotism
- Government by the officials/ departments of state Bureaucracy

• Government by the nobles	Aristocracy
• The right of self government	Autonomy
• Government of the people, for the people, by the people	Democracy
• Government by the king or queen	Monarchy
• Government by a few	Oligarchy
• Government by the rich	Plutocracy
• The science of government	Politics
• To decide a political question by the direct vote of the whole electorate	Referendum
• A person(s) who takes up arms against the government	Rebel
• Too much official formality	Redtapism
• Sweeping governmental change	Revolution
• Government by divine guidance	Theocracy
• That part of the government which preserves law and order and carries out the laws made	Executive

14. Pertaining to Sciences & Arts:-

10. The study of all heavenly bodies and the earth in relation to them	Astronomy
11. One who studies the sky and stars	Astronomer
12. The study of mankind/ the science which treats of man	Anthropology
13. The study of physical life or living matter	Biology
14. The study of plants	Botany
15. The art of beautiful hand-writing	Calligraphy
16. The art of practiced by statesman and ambassadors	Diplomacy
17. The science which deals with varieties of human race	Ethnology
18. The study of the origin and history of words	Etymology
19. One who thinks of the welfare of women	Feminist
20. The study of coins	Numismatics
21. The study of birds/ the science which treats of the birds	Ornithology
22. Stamp collection	Philately
23. The study of languages	Philology
24. The study of body/ the science which treats of the body	Physiology
25. The study of human face	Physiognomy
26. The art of making fireworks	pyrotechnics
27. One who studies plant & animal life	Naturalist
28. The study of speech sounder	Phonetics
29. One who amuses oneself by love-making	Philander
30. The science which treats of the earth	Geology
31. The science which treats of the animals	Zoology
32. The sciences which treats of the earthquakes & their origin	Seismology
33. Study of the relation of living things to environment	Ecology

15. Pertaining to the Literary Arts:-

• A work whose writer is unknown	Anonymous
• A record of one's life written by himself Autobiography	
• The history of the life of a person	Biography
• The heading or short description of a newspaper article, chapter of a book	Caption
• A humorous play, having a happy ending	Comedy
• A list of books in a library	Catalogue
• A book in which the events of each day are recorded	Diary
• A book containing the words of a language with their definitions, in alphabetical order	Dictionary
• A book of names and address	Directory
• A short speech by a player at the end of a play	Epilogue
• A brief summary of a book	Epitome
• A book containing information on all branches of knowledge	Encyclopedia
• To remove the offensive portion of a book	Expurgate
• A speech delivered without earlier preparation	Extempore
• A noisy or vehement speech intended to excite passions	Harangue
• A written account, usually in book form of the interesting and memorable experience of one's life	Memoir
• A note to help the memory	Memorandum
• A declaration of plans and promises put forward by a candidate for Election, a political party or a Sovereign	Manifesto
• A short speech by a player at the beginning of a play	Prologue
• Literary theft, or passing off an author's original work as one's own	Plagiarism
• A writer who borrows words and ideas from another author	Plagiarist
• A statement open to more than one interpretation	Ambiguous
• One who cannot read or write	Illiterate
• One who does not care for literature and art	Philistine
• The first speech delivered by a person	Maiden
• A word or law no longer in use	Obsolete
• A person very reserved in speech	Reticent
• A style full of words	Verbose
• A statement that cannot be contradicted	Irrefragable
• Incapable of being described adequately	Indescribable

- Speaking one's thoughts aloud to oneself Soliloquizing
- A play with a sad or tragic end Tragedy
- Something that can not be read Illegible
- One who is a great lover of books Bibliophile

16. Pertaining to Religion:-

- One who is not sure of the existence of God Agnostic
- One who renounces his religious vows or forsakes his religious principles Apostate
- One who does not believe in the existence of God Atheist
- One who believe in the existence of God Theist
- One who starves the body for the good of the soul Ascetic
- One who has narrow and prejudiced religious views Bigot
- To talk impiously about sacred things Blaspheme
- A beaker of church images or ornaments Iconoclast
- Worship of images or idols Idolatry
- One who believes in a single God Monotheist
- To make a thing sacred Consecrate
- One who believes in many God Polytheist
- One who is present everywhere Omnipresent
- One who knows everything Omniscient
- One who is all powerful Omnipotent
- One who serves public interest & feels very sympathetic towards human beings Humanitarian
- One who has much enthusiasm for his own religion & hates other religion Fanatic

17. Pertaining to Death:-

- 1.0 To destroy completely Annihilate
- 2.0 Dead and decaying flesh especially of animals Carrion
- 3.0 A monument set up for persons who are buried elsewhere Cenotaph
- 4.0 To preserve a dead body from put rejection Embalm
- 5.0 Words inscribed on a tomb Epitaph
- 6.0 An examination of a dead body Autopsy/
Postmortem
- 7.0 An account in the newspaper of the funeral of one deceased Obituary
- 8.0 The property left to someone by a will Legacy
- 9.0 Something occurring after death Posthumous
- 10.0 The act of killing a human being Homicide

11.0	Murder of a new born child	Infanticide
12.0	Murder of one's brother	Fratricide
13.0	Murder of one's Sister	Sororicide
14.0	Murder of one's mother	Matricide
15.0	Murder of one's Father	Patricide
16.0	Murder of one's parent	Parricide
17.0	Murder of a king	Regicide
18.0	Murder of oneself	Suicide
19.0	Lasting only for a short while	Temporary/ transient
20.0	One who embraces voluntary death for the sake of one's country	Martyr

18. Pertaining to Marriage/ Family/ Children:-

13	One who marries a second wife/ husband while the legal spouse is alive	Bigamist
14	One vowed to a single or unmarried life	Celibate
15	One engaged to be married	Fiancée
16	A children whose parents are dead	Orphan
17	A hater of marriage	Misogamist
18	One having more than one wife or husband at a time	Polygamist
19	State of growth between boyhood & youth	Adolescence
20	Marrying one husband/ wife at a time	Polygamy
21	Marrying more than one husband at a time	Polyandry
22	Hater of mankind	Misanthrope
23	Lover of mankind	Philanthropist
24	Hater of women	misogynist
25	Property inherited from one's father or ancestors	Patrimony
26	One who thinks of the welfare of women	Feminist
27	A state of complete continence on the part of a woman	Virginity
28	Allowance due to a wife from her husband after separation	Alimony

19. Pertaining to Medicine:-

7.	A substance which destroys or weakens the germs	Antiseptic
8.	Any medicine which produces insensibility	Anesthetic
9.	A medicine to counteract poison	Antidote
10.	Deficiency of blood	Anemia
11.	To cut off a part of a person's body which is infected	Amputate
12.	One who is recovering from illness	Convalescent
13.	To be able to tell the nature of a disease by its symptom	Diagnose

14. A disease affecting many persons at the same place & time	Epidemic
15. A disease confined to a particular district or place	Endemic
16. To disinfect by smoke	Fumigate
17. A person who is sick	Invalid
18. Free or exempt from injection	Immune
19. A cure for all diseases	Panacea
20. A disease widely epidemic	Pandemic

20. Pertaining to Profession:-

● One who write books	Author
● One who makes or sales candles	Chandler
● One who drives a motor car	Chauffeur
● One skilled in the care of hands & feet	Chiropodist
● One who sells sweets and pastries	Confectioner
● One who works in a coalmine	Collier
● One who attends to the teeth	Dentist
● One who shoes horses	Ferrier
● One who studies rocks and soils	Geologist
● One who travels from place to place selling articles	Hawker
● One who deals in iron and hardware	Ironmonger
● A professional rider in horses races	Jockey
● One who compiles a dictionary	Lexicographer
● One who attends to the diseases of the eye	Oculist
● One who tests eyesight and sells spectacles	Optician
● One who collects postage stamps	Philatelist
● One who flies an aeroplane	Pilot

IX. Pertaining to War:-

● An unprovoked attack by an enemy	Aggression
● Shells, bombs, military stores	Ammunition
● A place where naval or military weapons are stored	Arsenal
● An agreement by belligerents to stop fighting	Armistice
● A general pardon of offenders	Amnesty
● To reduce to nothing	Annihilate
● Nations carrying on warfare	Belligerents
● To surround a place with the intention of capturing it	Besiege

X. Pertaining to Characteristics and Actions:-

14. One who devotes his life to the welfare of others	Altruist
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15. One who can use both his hands	Ambidexter
16. One who kills secretly or by surprise	Assassin
17. One who collects things of ancient times	Antiquary
18. One who engages in something for the love of it, not for gains	Amateur
19. One who is always finding faults	Censorious
20. One who has special skill in judging art, music, etc.	Connoisseur
21. Living at the same time	Contemporary
22. One who sneers at others	Cynic
23. One who delights to speak about himself	Egotist
24. One who exalts his own opinion	Egoist
25. One who is banished from his home or country	Exile
26. One who runs away from justice or the law	Fugitive
27. One who dies for a noble cause	Martyr
28. A hater of mankind	Misanthrope
29. One who is new to anything	Novice
30. One who looks on the bright side of things	Optimistic
31. One who looks on the dark side of things	Pessimist
32. One who devotes one's life for the mankind	Philanthropist
33. One who loves one's country	Patriot
34. One who foretells events	Prophet
35. One who retires from society to live a solitary life	Recluse
36. One who takes refuge in a foreign country	Refugee
37. One who walks in sleep	Somnambulist
38. One who spends too much	Spendthrift
39. One who is indifferent to pain or pleasure	Stoic
40. One who abstains from alcoholic drinks	Teetotaller

XI. Denoting Numbers

● A collection of poems	Anthology
● A number of merchant ships protected by warships	Convoy
● A number of stars grouped together	Constellation
● A number of hired applauders, i.e., persons paid to clap	Claque
● A number of people at church	Congregation
● A number of people gathered together for some common purpose	Gathering, assembly,
● People who get together to work for some cause of common interest	Coterie
● A number of workmen, prisoners, thieves	Gang
● A number of sheep	Flock
● A number of geese	Gaggle
● A number of leopards	Leap

- A number of lions, monkeys
- A number of ships

Troop
Fleet

XII. Miscellaneous

● Loud enough to be heard	Audible
● Not distinct enough to be heard	Inaudible
● Fit for food	Edible
● Unfit for human consumption	Inedible
● Fit to be chosen or selected	Eligible
● Not having the qualities of being chosen	Ineligible
● Writing that is easy to read	Legible
● Writing that is easy to decipher	Illegible
● Able to read	Literate
● Unable to read	Illiterate
● Born of married parents	Legitimate
● Born of unmarried parents	Illegitimate
● To send back a person to his own country	Repatriate
● To banish from one's country	Expatriate
● To move from one country to another	Migrate
● One who leaves his country to settle in another	Emigrant
● One who comes into a foreign country to settle there	Immigrant
● Incapable of being redeemed from evil, i.e., beyond correction	Incorrigible
● That which cannot be rubbed out or blotted out	Ineffaceable
● That which cannot be conquered	Invincible
● Incapable of making errors	Infallible
● That which cannot be avoided or prevented	Inevitable
● Incapable of being burnt	Incombustible
● That which easily catches fire	Inflammable
● That which cannot be seen	Invisible
● Unable to die	Immortal
● Increase the gravity of an offence	Aggravate
● Ordinary or commonplace remark	Platitude
● That which cannot be satisfied	Insatiable
● That which cannot be repaired	Irreparable
● That which cannot be imitated	Inimitable
● Persons that cannot be wearied	Indefatigable
● One who easy too much	Glutton
● To destroy completely	Annihilate
● A statement open to more than one interpretation	Ambiguous
● A round about way of speaking	Circumlocution
● Cautions observation of events, etc.	Circumspection

- That which cannot be hurt

Invulnerable

8.7 Self Assessment Questions

Give one word substitutes for the following:

- That which easily catches fire
- Able to read
- A number of merchant ships protected by warships
- One who has special skill in judging art, music, etc.
- Murder of a new born child
- That which cannot be hurt
- Incapable of being redeemed from evil, i.e., beyond correction
- To destroy completely
- One who looks on the bright side of things
- One who collects postage stamps

8.8 Summary

Through this lesson, we have learnt the formation of words as well as to use one word for a group of words or a sentence.

8.9 Key words

Noun. Adjective, verb, substitutes.

8.10 Suggested Readings

Michael McCarthy & Felicity O'Dell, *English Vocabulary in Use*, University Press, New Delhi, 2001

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SYNONYMS & ANTONYMS

STRUCTURE

- 9.0 Objective**
 - 9.1 Introduction**
 - 9.2 Synonyms**
 - 9.2.1 Self Assessment Questions**
 - 9.3 Antonyms**
 - 9.3.1 Self Assessment Questions**
 - 9.4 Summary**
 - 9.5 Key words**
 - 9.6 Self Assessment Questions**
 - 9.7 Suggested Readings**
-

9.0 Objective

This lesson will discuss the use of synonyms and antonyms in our language.

9.1 Introduction

Synonyms are the words that are similar in meaning; words denoting the same thing as another but which is suitable to different context. Antonyms are the words that are opposite in meaning. Now, we will study the synonyms and antonyms of different words, one-by-one.

9.2 Synonyms

A

Abandon: Leave, forsake
Abhor: Detest, hate
Ability: Skill, competence
Abnormal: Unusual, unnatural
Abridge: Shorten, curtail
Absurd: Silly, ridiculous
Abundant: Plentiful
Accommodate: Adjust
Accomplish: Complete
Accord: Agreement
Accumulate: Collect, store
Accuse: Charge
Achieve: Accomplish
Acknowledge: Accept
Active: Industrious
Acquiesce: Assent
Adequate: Sufficient
Admiration: Praise
Adoration: Worship, love
Adversity: Misfortune
Affliction: Distress, Sorrow
Affluent: Rich
Aggravate: Heighten, intensify
Alien: Foreign
Amiable: Lovable, charming
Amuse: Entertain
Anguish: Pain, agony, suffering
Announce: Declare
Appalling: Terrifying, dreadful
Applicable: Suitable
Apposite: Suitable
Apprehend: Know, fear
Arrogant: Haughty
Assistance: Help
Astonish: Amaze
Attack: Assault
Audacious: Bold, daring
Auspicious: Favourable
Authentic: True

B

Bad: Evil
Barbarous: Uncivilized
Base: Low, mean
Baseless: Groundless
Bear: Tolerate
Beat: Hit, knock
Behavior: Conduct
Belief: Faith
Bewitching: Charming
Blame: Condemn, accuse
Bliss: Happiness, joy
Bravery: Gallantry
Brevity: Conciseness
Brutal: Savage, cruel
Brisk: Bright, lively
Business: Trade, occupation

C

Callous: Hard, cruel
Calm: Peaceful
Candid: Sincere, frank
Calamity: Disaster
Careless: Reckless
Casual: Uncertain
Catastrophe: Disaster
Category: Class
Caution: Warning
Cautious: careful
Celebrated: Famous
Celestial: Heavenly
Ceremony: Function
Chaos: Disorder
Cold: Frigid, indifferent
Civil: Polite
Colossal: Huge, enormous
Compassion: Pity, sympathy
Compatible: Consistent

Aversion: Hatred
Awkward: Clumsy
Complex: Complicated
Conceit: Pride,
Concise: Short
Conceal: Hide
Condense: Compress
Conquest: Victory
Concede: Grant
Conscious: Aware
Consequence: Result
Conspicuous: Noticeable
Contingent: Conditional
Conversant: Familiar
Cordial: Warm, friendly
Corrupt: Debased
Courage; Bravery
Courageous: Brave
Courteous: polite
Crafty: Cunning
Criterion: Standard, test
Crucial: Decisive
Crude: Unfinished
Cruel: Fierce, tyrannical

D

Damage: Loss, harm
Darling: Dear
Deadly: Fatal, destructive
Decay: Decline, fade
Deceive: Cheat
Decent: Respectful
Declaration: Announcement
Decorate: Adorn, embellish
Defence; Protection
Deficient: Lacking
Deformity: Malformation
Demise: Death
Denounce: Accuse, condemn
Desolate: Lonely, deserted
Destitute: Needy
Detrimental: Harmful
Deteriorate: Degenerate

Commence: Begin
Common: Ordinary
Diligent: Industrious
Discord: Conflict
Discriminate: Distinguish
Disgrace: Dishonour
Dissipate: Waste
Divine: Godlike
Divulge: Disclose
Disaster: Calamity
Dull: Stupid

E

Eager: Keen
Earnest: Serious
Eccentric: Odd
Economical: Frugal
Elegant: Refined, polished
Emancipate: Free, liberate
Emergency: Exigency
Emulate: Imitate
Encourage: Cheer
Enmity: Hostility
Enormous: Huge
Enquire: Ask
Error: Mistake
Eradicate: Destroy
Esteem: Honour
Evidence: Proof
Exceptional: Unusual
Exquisite: Fine, elegant
Extraordinary: Exceptional
Extravagant: Wasteful
Exultation: Joy
Eternal: Everlasting

F

Fabricate: Forge
Fallacious: Deceptive
False: Untrue
Fanciful: Imaginative
Fascinate: Charm

Dexterity: Skill, adroitness
Didactic: Instructive
Diffident; Hesitate

Flimsy: Slight, thin
Fortitude: Courage
Fortune: Luck
Fraud: Deceit, trickery
Frigid: Cold
Frail: Weak
Fury: Anger
Futile: Useless

G

Gain: Advantage
Gaiety: Happiness
Genuine: Real
Generous: Liberal
Genial: Cordial
Genius: talent
Ghastly: Horrible
Gigantic: Colossal, great
Grand: Magnificent
Gratification: Enjoyment, satisfaction
Grave: Serious
Grievous: Painful, sorrowful
Guile: Fraud
Guilt: Sin, crime

H

Habit: Custom
Hamper: Hinder
Haughty: Arrogant
Haste: Hurry
Hazardous: Dangerous
Horrible: Terrible
Huge: Immense
Humane: Kind
Humility: Modesty

I

Fastidious: Particular
Fecund: Productive, fertile
Ferocious: Fierce, savage
Fictitious: false, untrue
Immaterial: Unimportant
Imminent: Impending
Impetuous: Hasty
Imperious: Authoritative
Impertinent: Shameless
Implore: Pray
Impudent: Shameless
Imposter: Cheat
Imposture: Pretence
Inadvertent: Careless
Inanimate: Lifeless
Incessant: Continuous
Industrious: Diligent
Inexorable: Relentless, merciless
Indignant: Angry
Inference: Deduction
Ingenious: Clever, inventive
Ingenuous: Artless, sincere
Insidious: Cunning
Insolence: Arrogance
Insomnia: Sleeplessness
Irresolute: Undecided
Interrupt: Stop
Ironic: Satirical

J

Jealous: Envious
Jolly: Merry, jovial
Jubilant: Joyful
Judicious: Discreet, prudent
Just: Fair
Juvenile: Childish

K

Kidnap: Abduct
Kind: Generous
Knowledge: Learning

Idle: Lazy
Ignore: Disregard
Ignorant: Uneducated
Illiterate: Uneducated
Immaculate: Spotless

L

Laborious: Industrious
Lament: Grieve, mourn
Lasting: Permanent
Latent: Hidden
Lawful: Permissible
Laudable: Praiseworthy
Lenient: Mild, forbearing
Lethargy: Sluggishness
Liberal: Generous
Liberty: Freedom
Likeness: Similarity
Lively: Active
Loathe: Detest
Loyal: Faithful
Lofty: High
Logical: Reasonable
Low: Mean
Lucky: Fortunate
Luxuriant: Abundant

M

Madness: Insanity
Magnificent: Grand
Management: Organisation
Malady: Ailment
Malice: Spite
Marvellous: Wonderful
Maxim: Saying
Maximum: Most
Meagre: Small
Mean: Low
Mediocre: Average
Meditate: Contemplate
Melancholy: Gloomy, sad

Knave: Villain, rogue
Knavery: Fraud

Mockery: Ridicule
Morbid: Unhealthy
Murmur: Mutter
Mysterious: Unknown

N

Neat: Clean
Necessary: Essential
Negligent: Careless
Nice: Fine, pleasant
Notable: Remarkable
Notorious: Infamous
Noble: Great
Novel: New
Novice: Beginner

O

Obliterate: Destroy
Obscene: Indecent
Obsequious: Servile, submissive
Obsolete: Outdated
Obtrude: Intrude
Obstinate: Headstrong
Obtuse: Dull, stupid
Obvious: Clear
Odd: Strange
Opinion: View
Opportunity: Occasion
Opportune: Timely
Oral: Mouth
Oppose: Resist
Opt: Choose
Ordinary: Common
Oust: Expel
Overlook: Condone

Merciful: Pitiful
Mighty: Strong, powerful
Mingle: Mix
Misery: Sorrow
Misfortune: Calamity
Modest: Shy
Motive: Intention
Mourn: Lament
Mournful: Sorrowful
Pattern: Design
Pardon: Forgive
Peace: Harmony
Pensive: Thoughtful
Perennial: Permanent
Persuade: Induce, urge
Penalty: Punishment
Percieve: Comprehend
Period: Time, era
Persuade: Convince
Pious: Holy
Plentiful: Abundant
Portray: Sketch, draw
Precarious: Risky
Precocious: Premature
Precise: Exact
Predict: Foretell
Prejudice: Bias
Preserve: Save
Pretence: Pretext, excuse
Probable: Likely
Prodigal: Extravagant
Propitiate: Appease
Prolong: Extend
Prominent: Leading
Proud: Haughty
Polite: Courteous
Potency: Power
Pollute: Defile
Primitive: Ancient
Prior: Previous
Principal: Chief
Proclaim: Declare
Punctual: Timely

Ovation: Applause
Own: Possess

P

Pain: Agony
Parity: Similarity
Pathetic: Touching
Patience: Perseverance

R

Rapid: Fast
Rapture: Ecstasy
Rash: Reckless
Rational: Logical
Real: Genuine
Recognize: Identity
Recollect: Recall
Rectify: Correct
Recreation: Amusement
Redeem: Recover
Remarkable: Extraordinary
Renounce: Give up
Renown: Fame, reputation
Relish: Enjoy
Refuge: Shelter
Respect: Esteem
Resentment: Anger
Rich: Wealthy
Rival: Adversary
Reside: Dwell
Restore: Repair
Reply: Answer
Radiant: Bright, brilliant
Rebellion: Revolt
Refined: Elegant
Relevant: Pertinent
Remorse: Regret, repentance
Remote: Far, distant
Repudiate: Reject
Repulsive: Forbidding
Resistance: Opposition
Reticent: Silent
Ridiculous: Absurd, laughable

Q

Quaint: Queer, old, singular
Queer: Strange, odd
Quantity: Amount
Questionable: Doubtful
Quarrel: Dispute
Quest: Search
Quiet: Calm
Quit: Give up

Satiate: Satisfy
Savage: Wild
Scandal: Infamy, slander
Scanty: Meagre
Scold: Chide, rebuke
Seem: Appear
Sensual: Fleshly
Serene: Calm
Serious: Grave
Servile: Slavish
Shapely: Graceful
Shrewd: Astute
Shy: Bashful
Simple; Plain
Slender: Scanty
Solace: Comfort
Solicitous: Anxious
Solitary: Single
Sombre: Gloomy
Sordid: Dirty, ugly
Specimen: Sample
Splendid: Magnificent
Spurious: False
Squalor: Dirt
Squander: Waste
Static: Fixed
Stationary: Motionless
Sterile: Barren
Stiff: Rigid
Stubborn: Obstinate
Sublime: Elevated, exalted
Submission: Surrender
Suffocate: Choke

Righteous: Just
Rigid: Stiff
Ruin: Destruction
Ruinous: Destructive

S

Sacred: Holy
Sane: Sensible
Sanguine: Optimistic

Superficial: Shallow
Surplus: Excess
Synonymous: Equivalent
Synopsis: Summary

T

Talkative: Garrulous
Tame: Gentle, mild
Target: Goal
Tarnish: Spoil
Talent: Ability
Tedious: Wearisome
Temperate: Moderate
Temporal: Wordly
Tender: Delicate
Tentative: Experimental
Thankful: Grateful
Theatrical: Dramatic
Thin: Slim
Thoughtful: Pensive
Thrive: Prosper
Thrifty: Economical
Tidy: Clean
Topic: Subject
Tortuous: Deceitful
Tough: Hard, strong, difficult
Tragic: Sorrowful, distressing
Transient: Transitory, temporary
Tyrant: Despot, autocrat

U

Ugly: Repulsive

Unique: Single, unequalled
Urbane: Polite, suave, courteous
Urge: Press, incite
Useful: Advantageous
Ultimate: Final
Umpire: Arbitrator, referee
Understand: Follow
Unite: join
Unity: Oneness
Unique: Unification, merger
Uniform: Regular
Unanimity: Accord
Urbane: Civilized
Vacillate: Waver
Various: Diverse, several
Vast: Big
Vehemence: Force, passion
Venerable: Respectable
Vengeance: Revenge
Venture: Undertaking
Verge: Edge, limit
Veteran: Experienced
Verbose: Wordy
Verdict: Judgement
Virtuous: Upright
Villain: Rascal
Virile: Manly
Virgin: Maiden
Virtuous: Chaste
Vocation: Occupation

W

Waver: Hesitate
Warn: Caution
Wealthy: Rich
Weary: Tired

Uphold: Maintain
Usage: Practice
Usual: Ordinary

V

Vacant: Empty
Vaccinate: Inoculate
Vague: Not clear
Valiant: Brave
Value: Worth
Vanish: Disappear
Wholesome: Healthy, sound
Wise: Intelligent
Wisdom: Learning
Wicked: Sinful
Wickedness: Evil
Wild: Savage, untamed
Wrath: Anger
Wretched: Miserable
Wreck: Ruin, destroy

Y

Yarn: Thread
Yearn: Crave, desire
Yell: Scream
Yankee: American
Yield: Surrender
Yielding: Submissive
Young: Youthful

Z

Zeal: Passion, eagerness
Zenith: Apex, top
Zest: Enthusiasm

9.2.1 Self Assessment Questions

SET - 1

Find out the synonym for the *italicized* word from the options given below:

Q.1 He spoke *impromptu* on the occasion.

- (a) eloquently (b) without preparation
(c) without enthusiasm (d) with great force

Q.2 The *perpetual* noise made it impossible for them to concentrate on the problems.

- (a) irritating (b) constant
(c) unlimited (d) recurrent

Q.3 In spite of his best efforts the officer could not *redeem* his prestige.

- (a) recover (b) raise
(c) extend (d) fulfill

Q.4 There is *abundant* supply of water for the crop.

- (a) considerable (b) plentiful
(c) adequate (d) sufficient

Q.5 All his attempts to win the favour of his boss proved in *fructuous*.

- (a) meaningless (b) unnecessary
(c) redundant (d) fruitless

Q.6 As she had never been in such a situation before, her *apprehension* was understandable.

- (a) eagerness (b) fear
(c) hesitation (d) excitement

Q.7 You should not get *paranoid* about what others think of you.

- (a) flattered by (b) influenced
(c) obsessed with (d) upset by

Q.8 I wonder if this *intervention* in the dispute will be of any help.

- (a) interception (b) interruption
(c) mediation (d) meddling

Q.9 A strange mental *aberration* often made her forget her own name.

- (a) eccentricity (b) insanity
(c) disorder (d) illusion

Q.10 He treats with *disdain* any one who goes to him for help.

- (a) contempt (b) disgust
(c) insolence (d) displeasure

Q.11 As the speaker *wandered in his talk and did not keep to the subject*, the audience grew impatient.

- (a) deviated (b) rambled
(c) swerved (d) diagnosed

Q.12 His *theatrical manner* made even his sincere statements sound unconvincing.

- (a) play acting (b) dramaturgy
(c) histrionics (d) actions

Q.13 The *unbearably conceited* behaviour of the servant made him lose his job whenever he got one.

- (a) indecent (b) impatient
(c) insufferable (d) insulting

Q.14 The civic authorities were at their wits end when, despite their best efforts, cholera *was unchecked and beyond control spread among citizens*.

- (a) endemic (b) spreading
(c) epidemic (d) rampant

Q.15 The flood of *personal experience and first hand record of events* written by the retired military general, who had seen much action during war, became the best-seller in the late forties.

- (a) memoirs (b) reminiscences
(c) autobiography (d) reports

Q.16 The *total freedom* from care enjoyed by the rich man's son made him unfit for any serious work.

- (a) careworn state (b) insouciance
(c) carelessness (d) complacence

Q.17 I could immediately identify you because of your face *reminds me* of your mother.

- (a) is reminiscent of (b) is a replica of

(c) is duplicate of

(d) is a prototype of

Q.18 The clever inspector saw through the whole game when the accused *tried to evade telling the whole truth.*

(a) pretend

(b) prevaricate

(c) lie

(d) deceive

Q.19 The best way we can *preserve from being forgotten the memory* of a great man is to follow his ideals, not merely erect a statue of him.

(a) perpetuate

(b) engender

(c) embalm

(d) perpetrate

Q.20 The king declared that his *decision was final and unalterable.*

(a) decisive

(b) conclusive

(c) irrevocable

(d) irredeemable

Solutions:

1 b 2 b 3 a 4 b 5 d 6 b 7 c 8 c 9 c 10 a

11 b 12 c 13 c 14 c 15 a 16 d 17 a 18 b 19 a 20 c

SET - 2

Find out the synonym for the *italicized* word from the options given below:

Q.1 He is a *likely* candidate to win the contest.

(a) popular

(b) likeable

(c) probable

(d) usual

Q.2 In spite of his best efforts, the farakkha problem continues to be *contentious* issue between India and Bangladesh.

(a) friendly

(b) likely to cause argument

(c) ill-tempered

(d) hasty

Q.3 She was the first woman to enter Parliament and when she made her *maiden* speech the house reverberated with loud applause.

- (a) feminine
- (b) beautiful
- (c) excellent
- (d) first

Q.4 Czechoslovakia is a *fascinating* country.

- (a) large
- (b) charming
- (c) foreign
- (d) communist

Q.5 I would not doubt his *integrity* for one moment.

- (a) unity
- (b) honesty
- (c) faith
- (d) courage

Q.6 The culprit was given *rigorous* punishment.

- (a) powerful
- (b) severe
- (c) strong
- (d) violent

Q.7 His application was given *priority* by the committee because he was an outstanding sportsman.

- (a) precedence in rank
- (b) necessity
- (c) urgency
- (d) attention

Q.8 Our army is *invincible*.

- (a) strong
- (b) unconquerable
- (c) powerful
- (d) excellent

Q.9 It was a *hazardous* journey.

- (a) haphazard
- (b) dangerous
- (c) horrible
- (d) tiresome

Q.10 With the final exams come at hand, no student can afford to be *complacent* about his studies.

- (a) self-satisfied
- (b) pessimistic
- (c) ecstatic
- (d) tolerable

Q.11 Lack of occupation is not necessarily revealed by *manifest* idleness.

- (a) easily perceived (b) easily acquired
(c) easily infected (d) easily deflected

Q.12 Even today many people are guided by *abstruse* moral values.

- (a) dangerous (b) impracticable
(c) obscure (d) irrational

Q.13 Sunlight and shadow made the landscape a *kaleidoscope* of colour.

- (a) tube containing mirrors and lose pieces of coloured glass
(b) frequently changing pattern of bright scenes
(c) a mixture of black and white
(d) resembling the seven colours of a rainbow

Q.14 A person unrestrained by the rules of morality tradition is called a *licentious* person.

- (a) libertine (b) loafer-type
(c) criminal (d) freelance

Q.15 I wrote to him as *lately* as last week.

- (a) immediately (b) early
(c) recently (d) late

Q.16 When he returned he was accompanied by a *sprightly* young girl.

- (a) beautiful (b) lively
(c) intelligent (d) sportive

Q.17 The recent acts of *vandalism* in the country cannot be ignored.

- (a) disturbance (b) ravage
(c) provocation (d) violence

Q.18 She has an *insatiable* love for music.

- (a) unsatisfiable (b) unchanging
(c) irreconcilable (d) undesirable

Q.19 The international community may begin to doubt the *credentials* of the largest democracy in the world.

- (a) principles
- (c) capacity to return loans

- (b) dependability
- (d) trustworthiness

Q.20 The *indiscriminate* demand for mass consumption goods is deplorable.

- (a) desperate
- (c) discreet
- (b) undifferentiated
- (d) random

9.3 Antonyms

A

Ability: Disability
Absurd: Rational, sane
Abundance: Dearth
Accept: Reject, refuse
Accord: Disaccord, disagreement
Acquit: Convict
Admire: Dislike
Adopt: Reject
Adversity: Prosperity
Affinity: Aversion
Amateur: Professional
Analysis: Synthesis
Ancient: Modern
Appreciate: Depreciate
Arrival: Departure
Arrogant: Humble
Artificial: Natural
Ascent: Descent
Attack: Defend
Attract: Repel
Authentic: Spurious
Awkward: Graceful

B

Barbarous: Civilized
Barren: Fertile
Base: Noble
Beautiful: Ugly

C

Callous: Soft, tender
Care: Neglect
Cautious: Rash
Censure: Praise
Certain: Uncertain
Chaste: Impure, unchaste
Cheap: Dear
Cheerful: Gloomy, depressed
Coarse: Fine
Comic: Tragic, serious
Compare: Contrast
Competent: Incompetent
Compress: Expand
Concord: Discord
Condense: Lengthen, expand
Confess: Deny
Confidence: Diffidence, distrust

D

Danger: Safety
Belief: Disbelief
Benevolent: Malevolent
Bliss: Misery
Boisterous: Quiet, calm
Bold: Timid
Borrow: Lend
Brutal: Humane, kindly

Darkness: Light
Decrease: Increase
Deep: Shallow
Definite: Indefinite, vague
Delay: Haste
Delight: Displeasure, sorrow
Dense: Sparse
Descend: Ascend
Despair: Hope
Destruction: Construction
Diffident: Confident
Diligent: Lazy
Discourage: Encourage
Distant: Near
Dwarf: Giant

E

Early: Late
Earthly: Heavenly, celestial
Economy: Extravagance
Elevation: Depression
Eligible: Ineligible
Emancipate: Enslave
End: Beginning
Enmity: Friendship
Energetic: Weak
Enthusiasm: Indifference
Equality: Inequality
Entrance: Exit
Exceptional: Ordinary
Experience: Inexperience
Explicit: Implicit
Extensive: Intensive
External: Internal
Exterior: Interior
Extraordinary: Ordinary
Extravagant: Economical
Extrinsic: Intrinsic

F

Fabulous: Actual, real

Fact: Fiction
Failure: Success
Fair: Foul
False: True
Familiar: Strange
Famous: Unknown, notorious
Fanciful: Practical
Ferocious: Mild, gentle
Fickle: Constant
Fictitious: True, genuine
Fine: Coarse
Flexible: Stiff, rigid
Folly: Wisdom
Foreign: Native
Freedom: Slavery
Fresh: Stale
Futility: Utility

G

Gaiety: Mourning
Gain: Loss
General: Particular
Generosity: Stinginess
Genuine: False
Gloomy: Gay
Good: Bad, wicked
Growth: Decline
Guilty: Innocent

H

Happiness: Sorrow, sadness
Hard: Soft
Haughty: Humble
Help: Hinder
Heavy: Light
Honest: Dishonest
Honour: Dishonour
Hope: Despair
Humane: Cruel
Humble: Proud
Humility: Arrogance
Hypocrisy: Sincerity

I

Imperative: Optional
Import: Export
Include: Exclude
Increase: Decrease
Indolent: Active, energetic
Inhale: Exhale
Industrious: Lazy
Inferior: Superior
Interested: Disinterested
Interesting: Uninteresting

J

Joy: Sorrow, sadness
Joyful: Sad, depressed
Joint: Separate
Junior: Senior
Justice: Injustice

K

Keen: Indifferent
Kind: Cruel
Knowing: Ignorant
Knowledge: Ignorance

L

Lack: Plenty
Languid: Energetic, vigorous
Legal: Illegal
Legible: Illegible
Liberty: Slavery
Light: Heavy
Liquid: Solid
Long: Short
Loose: Tight
Love: Hate
Loyal: Treacherous

M

Mad: Sane
Major: Minor
Malice: Goodwill
Master: Servant
Material: Spiritual
Maximum: Minimum
Meager: Plentiful
Melancholy: Gaiety
Merit: Demerit
Mighty: Weak
Mild: Harsh, stern
Miserly: Generous
Moral: Immoral
Motion: Rest

N

Native: Foreign
Natural: Artificial
Neat: Untidy
Noble: Base, ignoble
Normal: Abnormal
Notorious: Reputable

O

Obstinate: Yielding
Obedient: Disobedient
Offensive: Pleasing, defensive
Ominous: Auspicious
Optional: Compulsory
Oral: Written
Outward: Inward

P

Part (n): Whole
Part (v): Join
Partial: Fair, impartial
Particular: General
Passion: Coolness

Pathetic: Joyous
Peace: War
Permanent: Temporary
Persuade: Dissuade
Physical: Spiritual, mental
Please: Displease
Pleasure: Displeasure
Plenty: Scarcity
Polite: Impolite, rude
Poor: Rich. Wealthy
Practicable: Impracticable
Praise: Condemn, defame
Precious: Cheap, worthless
Premium: Discount
Pride: Humility
Profit: Loss
Prospect: Retrospect
Prosperity: Imprudent
Public: Private
Punishment: Reward
Pure: Impure

Q

Quarrelsome: Peaceful, friendly
Quick: Slow, tardy
Quiet: Noisy

R

Raise: Lower
Rapid: Slow, tardy
Rare: Common, ordinary
Rash: Steady, cautions
Real: False
Rear: Front, van
Receive: Give
Rectify: Falsify
Reject: Accept, admit
Relevant: Irrelevant
Religious: Irreligious, secular
Relish: Dislike
Remember: Forget
Remote: Near

Repulsive: Attractive
Rich: Poor, needy
Right: Wrong
Rise: Fall
Rough: Smooth

S

Sacred: Unholy, profane
Safety: Danger
Sane: Insane
Satisfaction: Dissatisfaction
Savage: Civilized
Scanty: Plentiful
Secret: Open, public
Sensible: Insensible, senseless
Sensitive: Insensitive
Separate: Joint
Service: Disservice
Severe: Mild
Sharp: Blunt
Shy: Bold, impudent
Silence: Noise
Sin: Virtue
Smart: Dull, slow
Smile: Frown
Sober: Excited, drunk
Soft: Hard, stubborn
Solid: Liquid
Sophisticated: Naïve
Sorrow: Joy
Special: Ordinary
Speedy: Slow
Spiritual: Material
Stale: Flesh
Stationary: Moving
Straight: Crooked
Sublime: Ridiculous
Success: Failure
Sufficient: Insufficient
Superior: Inferior
Surplus: Deficit
Swear: Forswear
Sweet: Bitter, sour

Swift: Slow
Synonym: Antonym

T

Tame: Wild
Teach: Learn
Tedious: Lively
Temporary: Permanent
Temperate: Intemperate
Tender: Hard, strong
Terminate: Begin
Thankful: Thankless
Theory: Practice
Thin: Fat, stout, thick
Thrifty: Extravagant
Thrive: Decline
Timid: Bold
Tolerance: Intolerance
Tough: Easy
Tragic: Comic
Tranquil: Agitated
Transient: Lasting, permanent
Transparent: Opaque
True: False
Trust: Doubt
Tight: Loose
Total: Part
Top: Bottom

U

Ugly: Beautiful
Unanimity: Dissent
Uniform: Variable
Uniformity: Variety
Unify: Diversify
Union: Disunion, Split
Urban: Rural
Use: Disuse
Useful: Useless
Usual: Unusual

V

Vacant: Occupied
Vague: Definite
Valiant: Cowardly
Vain: Modest
Verbal: Written
Vertical: Horizontal
Veteran: Novice
Vice: Virtue
Vigorous: Frail
Vigilant: Careless
Violent: Gentle
Visible: Invisible
Vulgar: Refined

W

Wane: Wax
Want: Abundance
Warm: Cool
Wake: Sleep
War: Peace
Warmth: Coolness
Wearisome: Refreshing
Weighty: Light
Wild: Civilised
Woeful: Cheerful
Work: Idleness
Wrong: Right

Y

Yield: Resist
Youth: Age

Z

Zeal: Indifference
Zenith: Nadir
Zealous: Listless
Zigzag: Straight

9.3.1 Self Assessment Questions

SET - 1

Find out the **antonym** for italicized word from the options given below:

Q.1 *Luscious*

- a) fickle
- b) languid
- c) insipid
- d) retrograde

Q.2 *Merciless*

- a) obscure
- b) injurious
- c) urgently
- d) compassionate

Q.3 *Denigrate*

- a) speak of
- b) praise
- c) scandalize
- d) befriend

Q.4 *Bleak*

- a) bright
- b) open
- c) discouraging
- d) sound

Q.5 *Pessimist*

- a) theist
- b) believer
- c) optimist
- d) vocalist

Q.6 *Meagre*

- a) excessive
- b) plentiful
- c) extravagant
- d) average

Q.7 *Leap*

- a) immerse
- b) fall
- c) sink
- d) plunge

Q.8 *Smooth*

- a) hard
- b) rough
- c) awkward
- d) plunge

Q.9 *Rear*

- a) forward
- b) forehead
- c) foreground
- d) front

- Q.10 *Native*
a) foreigner
c) stranger
b) newcomer
d) alone
- Q.11 *Coarse*
a) neat
c) beautiful
b) fine
d) simple
- Q.12 *Solemnly*
a) lavishly
c) carelessly
b) flippantly
d) dispassionately
- Q.13 *Reckless*
a) wild
c) casual
b) considerable
d) cautious
- Q.14 *Nominal*
a) large
c) minimal
b) exorbitant
d) costly
- Q.15 *Indigenous*
a) strange
c) unlawful
b) native
d) alien
- Q.16 *Retard*
a) hinder
c) hasten
b) disturb
d) facilitate
- Q.17 *Concrete*
a) imperfect
c) incorrect
b) inexact
d) abstract
- Q.18 *Indigent*
a) rich
c) weak
e) undecided
b) splendid
d) poor
- Q.19 *Enthusiasm*
a) Zeal
c) fervour
e) excitement
b) zest
d) apathy
- Q.20 *Vertical*
a) Parallel
b) horizontal

- c) slanting
- e) straight

d) oblique

Solutions:

1 d 2 d 3 b 4 a 5 c 6 b 7 c 8 b 9 d 10 a
11 b 12 b 13 d 14 b 15 b 16 c 17 d 18 a 19 d 20 b

SET - 2

Find out the **antonym** for italicized word from the options given below:

Q.1 The new boss is well known for his *rigid* approach to all problems.

- a) swift
- b) logical
- c) sympathetic
- d) flexible

Q.2 *Adversity* is the source of numerous vices.

- a) wealth
- b) prosperity
- c) luxury
- d) money

Q.3 His *repulsive* behaviour could not be ignored.

- a) attractive
- b) mild
- c) lovely
- d) admirable

Q.4 He is an *amateur* photographer.

- a) average
- b) skilled
- c) experienced
- d) professional

Q.5 The witness *affirmed* on oath that he was an eyewitness to the crime under study.

- a) disputed
- b) denied
- c) contradicted
- d) opposed

Q.6 On the hillside, he could see the *vague* shapes of sheep coming through the mist.

- a) clear
- b) transparent
- c) plain
- d) apparent

Q.7 His *casual* remarks were taken note of by all members of the board.

- a) careful
- b) precise
- c) sincere
- d) flawless

Q.8 If you *pamper* the child you will regret it.

- a) scold
- b) discourage
- c) scorn
- d) neglect

Q.9 These rules are not to *prevent* further appointments.

- a) facilitate
- b) expedite
- c) accelerate
- d) aggravate

Q.10 The artist led a very *austere* life.

- a) luxurious
- b) exciting
- c) boisterous
- d) eventful

Q.11 The last show of the concert at Red Fort was a *fiasco*.

- a) triumph
- b) victory
- c) fruitful
- d) success

Q.12 The members of the opposition party made *derogatory* remarks about the P.M.

- a) praiseworthy
- b) respectable
- c) laudatory
- d) admirable

Q.13 His writings have been much *eulogized* by Indian scholars.

- a) condemned
- b) disappeared
- c) flouted
- d) disparaged

Q.14 Their meeting was very *boisterous*.

- a) noisy
- b) calm
- c) quiet
- d) businesslike

Q.15 She has suspended her secretary on a *flimsy* ground.

- a) sound
- b) salutary
- c) strong
- d) vigorous

Q.16 They took note of *humility* of the visiting dignitary.

- a) grandeur
- b) arrogance
- c) friendliness
- d) decency

Q.17 His friends liked everything about him except his *frugality*.

- a) Punctuality
- b) extravagance
- c) shabbiness
- d) short-temper

Q.18 He has a *sulky* disposition.

- a) kind
- b) loving
- c) cheerful
- d) mild

Q.19 He is well known for coming up with Impracticable *solutions*.

- a) easy
- b) possible

c) feasible

d) alternate

Q.20 After the game all the players felt *elated*.

a) mournful

b) melancholy

c) distressed

d) dejected

9.4 Summary

In this lesson we have learnt about synonyms and antonyms, and their uses.

9.5 Key words

Synonyms, antonyms.

9.6 Suggested Readings

Michael McCarthy & Felicity O'Dell, *English Vocabulary in Use*, University Press, New Delhi, 2001

John Seely, *Words*, Oxford University Press, India, New Delhi.

J. Thomson & A. V. Martinet, *A Practical English Grammar for Foreign Students*, Oxford University Press, India 1963.

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PREFIXES AND SUFFIXES

STRUCTURE

10.0 Objective

10.1 Introduction

10.2 Prefixes

10.3 Suffixes

10.4 Summary

10.5 Key words

10.6 Self Assessment Questions

10.6.1 Set – 1

10.6.2 Set – 2

10.7 Suggested Readings

10.0 Objective

The objective of this lesson is to help the students expand their vocabulary by learning about Prefixes and Suffixes.

10.1 Introduction

Many words in English are formed by combining word elements. These word elements are the prefixes and the suffixes that are added to words to form new words with a different meaning. Recognizing them can help us to understand the meaning of the new word.

10.2 Prefixes

Prefixes are those word elements that are added to the beginning of a word to form a new word.

I Prefixes having a negative force.

<u>Prefix</u>	<u>Meaning</u>	<u>Illustration</u>
a-	to be without something	amoral, apathy, asexual, apolitical, atheist
an- anti-	to be without something against, opposite	anarchy, anonymous, anemic antipathy, antithetical, anticlockwise, antibiotic
contra-	against	controversy, contradict, contra vent, contraception
de-	take away, remove	decadence, decentralize, deform, decode, decline, devalue, defrost, degrade, debase
dis-	the opposite of	discord, dislike, dishonest, disappear, disobey, displease, distrust
in-	used to make opposite, not	inarticulate, infinite, indecent, indifferent
im-	----- do-----	impossible, immortal, improper
il-	----- do-----	illogical, illegal, illegitimate
ir-	----- do-----	irregular, irreversible, irrational
mis- pseudo-	bad, improper false	mischance, misdemeanor pseudonym, pseudo-secularism, pseudo-classic
non-	not	noncommittal, non-cooperation, nonsense, nonentity
un-	not, opposite of	unnatural, unhappy, undo, unkind, unfold, uncover
ob-	against	obloquy
oc-	against	occlude
of-	against	offend
op-	against	opponent
se-	away, aside	secede, seclude, seduce, separate
with counter-	away, against opposite	withstand, withdraw, withhold counteract, counterattack, counterrevolution
sine-	without	sinecure

male (mal)-	badly	malevolent, malcontent
dys-	badly	dyspepsia, dysentery
Ex (ec)-	out of	exodus, eccentric, exit

II Prefixes referring to size, degree or quality of something

<u>Prefix</u>	<u>Meaning</u>	<u>Illustration</u>
Arch-	highest, first	archenemy, archbishop, archetype, architexture
Demi-	partly	demigod
Extra-	outside, beyond	extra-curricular, extra ordinary
Extro-	----- do -----	excremental, extrovert
Hyper-	excess, above	hyper sensitive, hypertension, hyperbola
Hypo-	below	hypocrite, hypothermia, hypotension, hypoglycemia
Mini-	little	minibus, miniskirt
Macro-	large, long	macrocosm, macrobiotic
Out-	beyond	outdo, outgrow, outshine, outwit
Mega-	great, million	megalomania, megaton
Super-	above, more	supernatural, superhuman, supervisor
Micro-	small	microcosm, microscope
Para-	beyond	parallel, paraphrase, paradox, parasite
Sub-	under	subdivide, subordinate, subplot, subhuman
Semi-	partly	semifinal, semicolon, semi-solid
Ultra-	beyond	ultra violet, ultrasonic, ultra modern
Under-	below	under estimate, underrate, understatement
Meta-	beyond	metaphysical, metamorphosis

111 Prefixes referring to time & order

<u>Prefix</u>	<u>Meaning</u>	<u>Illustration</u>
Ante-	before	ante dote, antecedent, antenatal
Ex-	former	ex-president, ex-husband, ex-mayor
Fore-	before	forecast, foretell, forenoon

Post-	after	posthumous, post war, post script, postmortem Post graduate
Pre-	before	preamble, preplanned, predestined, preoccupied, premonition
Re-	back, again	reiterate, reimburse, recall, regain, recover, resettle

IV Prefixes that referring to number of things

<u>Prefix</u>	<u>Meaning</u>	<u>Illustration</u>
Bi-	two	binocular, bilingual, bipolar, biennial, bi-cycle
Mono-	one	monarchy, monotheism, monopoly, monologue, monotony, monogamy
Multi-	many	multipurpose, multidimensional, multicolored
Poly-	many	polygamy, poly clinic
Tri-	three	tricycle, triangle, tripartite, tri color
Uni-	one	unilateral, uni color
di-	two	dichotomy, dilemma
olig-	few	oligarchy
quadr-, quadri-	four	quadrilateral, quadruplet
deca-, dec-	ten	decade, Decalogue
hemi-	half	hemisphere

V Prefixes that referring to position or direction

<u>Prefix</u>	<u>Meaning</u>	<u>Illustration</u>
Inter-	between	intervene, international, interstate, interjection
Sub-	beneath	subterranean, subway, subside, submarine
Trans-	across	transplant, transaction, transport
Tele-	far	telephone, telegraphic, television, telepathy
Retro-	backward	retrospect, retroactive, retrograde
Proto-	first	prototype
Pro-	forward, in favour of	propulsion, proponent

Prim-	first	primary, primordial
Intra-	within	intramural
Intro-	within	introvert
Dia-	across	diagonal, diameter
Ad	away from	abduct, abjure, absent
abs	away from	
a	avail	
ad	away from	adit, adjoin
ac	away from	accord
af	to, forward	affliction, affect
ag	to, forward	aggregation, aggrieve
al	to, forward	allege
an	to, forward	annexation, announce
ap	to, forward	appease, appoint
ar	to, forward	arraignment, arrest
as	to, forward	assumption, assign
at	to, forward	attendance, attach
cata	down	catastrophe, cataract, catapult
circum	around	circumspect, circumscribe, circumnavigate
com	with, together	combine
co	with, together	coeditor
col	with, together	collateral
con	with, together	conference
cor	with, together	corroborate
peri-	around	peripheral, perimeter
vice-	deputy	vice-chancellor, vice-principal, vice-president
theo-	of God	theology
for-	thoroughly	forgive, forgo, forbear
gain-	against	gainsay
in-	in	income, inland
over-	beyond	overflow, overcharge
to-	this	today, tomorrow
under-	below	undergo, underground
bene-	well	benevolent, benefit, benediction
pen-	almost	penultimate, peninsula
ana-	up	anachronism, analysis
apo-	from	apology, apostate
epi-	upon	epilogue, epic-epitaph
eu	well	eulogy, euphony

VI Miscellaneous prefixes

<u>Prefix</u>	<u>Meaning</u>	<u>Illustration</u>
Be-	completely	behead, beside, befriend, beloved
En-	cause to be	endanger, endear, enjoy, encyclopedia
Em-	cause to be	empower, emboss, embitter, emblem
Com	together	compassion, commingle
Auto-	self	autobiography, automobile
Ambi-	both	ambivalent, ambiguous, ambition
Co-	with, together	cooperation, correspondence, coexist, collaborate
Mis-	hated	misogynist, misanthrope
Neo-	new	neo-type, neologism
Per-	completely	permeable, pervade
Sub		subjugate
Suc		succumb
Suf	under,	suffuse
Sug	less	suggest
Sup		supper
Sus		suspend, suspicion
Syn		synchronize
Sym	with,	sympathize
Syl	together	syllogism
Sys		system
a	in, on, in the state of	ashore, amid, asleep
ante-	before	anteroom, antenatal
by-	less important, near	by- product, by-election bystander
equi-	equal	equidistant, equivalent
geo	of the earth	geography, geology
homo	same	homogeneous, homophone

10.3 Suffixes

A suffix is a syllable or a letter or a group of letters that is added to the end of a word. Occasionally it changes the meaning of the word; more frequently, it serves to change the grammatical form of the word e.g., noun to adjective, adjective to noun, noun to verb. A large number of suffixes are used in English language. For our convenience and easy understanding we can classify them as follows:

I Suffixes forming nouns

Suffix	Meaning	Illustrations
-ity	state of being	credulity, sagacity, possibility, Adversity, vitality, vulgarity, Superiority, probability
-ness		cleverness, boldness, kindness, Sadness, happiness, goodness
-th		truth, depth
-cy		accuracy, literacy, constancy, democracy, obstinacy
-ary		dictionary, honorary, luminary
-ism		capitalism, socialism, monotheism, fanaticism, Hinduism, Buddhism
-osis		psychosis, hyposis
-tude		fortitude, magnitude, certitude, gratitude, solitude

II Suffixes forming adjectives

Suffix	Illustration
-al	national, educational, emotional, cultural, normal
-y	wealthy, healthy, airy, watery, worthy, needy, hungry, worthy, praiseworthy
-less	faithless, homeless
-ish	foolish, stylish, girlish, childish
-ful	hopeful, fruitful, colorful, playful, meaningful
-ive	attentive, attractive, massive,
narrative,	derivative
-ic	tragic, patriotic, aquatic, poetic, analytic, domestic
-ac	cardiac, meniac
-arian	disciplinarian
-ean	canadean
-eous	courteous, piteous
-ous	superstitious, famous, dangerous
-ious	glorious, superstitious
-scious, icious	audacious, avaricious

-ly	womanly, miserly
-like	godlike, ladylike
-some	handsome, quarrelsome, wholesome
-esque	picturesque, picaresque
-ing	burning, helping
-ed	learned, stained, starred, gifted.
-ible	negligible, reversible
-able	considerable, remarkable, portable
-ese	Nepalese
-an	Russian, American, Puritan
-ant, ent	eloquent, suppliant
-ary	honorary
-escent	evanescent, pubescent
-fic	terrific, soporific
-iferous	pestiferous, vociferous
-il, ile	ceil, puerile
-oid	ovoid, anthropoid, spheroid
-ose	verbose
-len	hopeless, shameless, fearless, endless
-ee	trainee, employee, addressee, devotee, Payee
-th	growth, health, stealth
-al	portal, logical, proposal, withdrawal, refusal, arrival, approval
-eer	mutineer, engineer, volunteer
-or	author, inspector, protector, actor, debtor
-ster	youngster, gangster, spinster
-er	painter, baker, swimmer, rider
-ation	examination, irritation, admiration, preservation, sterilization, adoration
-ing	slurring, smoking, walking,
counseling	
-ant	accountant, servant, consultant, assistant, attendant, claimant
-ment	punishment, improvement, development, judgment, agreement
-ent, ant	eloquent, suppliant
-dom	freedom, wisdom, kingdom
-ship	hardship, friendship, leadership, kingship
-let	leaflet, tablet, armband, booklet
-hood	childhood, brotherhood, manhood

-ess	poetess, authoress, tigress
-ful	spoonful, mouthful
-ery	machinery, archery, slavery, robbery
-ry	rivalry, gentry, jewellery, drudgery
-ian	guardian, politician
-age	shortage, bondage, marriage
-ice	service, bodice, cowardice
-ate	electorate, consulate
-ence\ -ance	abundance, emergence, excellence
-ure	furniture, creature
-ion	action, opinion, oration, direction
-ist	novelist, socialist, artist
-ling	duckling, gosling
-ock	bullock, hillock
-kin	hapkin, lambkin
-ed	hatred
-el (-le)	satchel, handle

III Suffixes forming Verbs:-

Suffix

-ize, ise
-er
-en
-ify
-ate
-se

Illustration

liberalize, commercialize, harmonize
glimmer
shorten, harden, sweeten
modify, qualify, magnify, petrify
consecrate, mitigate
cleanse, rinse

IV Suffixes forming adverbs:-

Suffix

-way
-wise
-ward
-long
-ly

Illustration

straightway, always
likewise, otherwise
wayward, upward, toward(s)
headlong, sidelong
badly, kindly, nearly

10.4 Summary

In this lesson we have discussed about prefixes and suffixes, which will help the students, expand their vocabulary.

10.5 Key words

Suffixes, prefixes, vocabulary.

10.6 Self Assessment Questions

1.5.1 Set – 1

Q Form words with the following prefixes:

After_____; mis_____; be_____; super_____; ad_____
a_____; per_____; in_____; ir_____; il_____.

1.5.2 Set – 2

Q Form words with the following suffixes:

_____ness; _____ic; _____ation; _____dom; _____en;
_____er; _____ize; _____ism; _____ive; _____icle.

10.7 Suggested Readings

Michael McCarthy & Felicity O'Dell, *English Vocabulary in Use*, University Press, New Delhi, 2001

John Seely, *Words*, Oxford University Press, India, New Delhi.

J. Thomson & A. V. Martinet, *A Practical English Grammar for Foreign Students*, Oxford University Press, India 1963.

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New Delhi, 1994

Course Code - BBA – 106

Writer – Dr. Seema Miglani

Lesson No. - 11

Vetter – Mrs. Maneesha

COMPREHENSION AND PRECIS WRITING

STRUCTURE

11.0 Objective

11.1 Introduction

11.2 Comprehension

11.3 Self Assessment Questions

11.3.1 Set – 1

11.3.2 Set – 2

11.4 Precis Writing

11.5 Self Assessment Questions

11.5.1 Set – 1

11.5.2 Set – 2

11.6 Summary

11.7 Key words

11.8 Suggested Readings

11.0 Objective

The objective of this lesson is to make the students understand the subtle shades of the meaning in a given text and his overall grasp of the subject. After studying this lesson, they will be able to comprehend and summarize long pieces of writing.

11.1 Introduction

Comprehension means to comprehend; to understand. The purpose of a comprehension exercise is to test student's ability to understand a given text. Comprehension questions on an unseen passage test the student's understanding of a passage given to him. He is required to read a passage and answer a few questions based on it.

The skill of comprehension needs to be supplemented by another equally important skill, that of Precis writing. A precis can be defined as a restatement in shortened form of the main ideas and points in a piece of writing. Now we will discuss, comprehension and precis, one-by-one,

11.2 Comprehension

Comprehension is a two-fold process; it requires understanding what is presented, and reproducing it as comprehended. This skill can be developed with intelligent effort like any other skill.

The comprehension process involves speedy reading, quick understanding and precise reproduction. The following points should be carefully noted while attempting this question:

- 21.0 Read the passage carefully and try to get a general idea of the subject it deals with.
- 22.0 Read the passage again, this time more thoroughly, taking a mental note of the various points discussed.
- 23.0 Now take each question in turn and make sure of its import. Read the passage again and make out the answer.
- 24.0 Having answered all the questions, re-read the passage and make sure that you have answered the questions correctly and that your answers are brief and to the point and they do not overlap.
- 25.0 Your answers should be, as far as possible, in your own words.

- 26.0 Don't give your opinions expressed in the passage unless comments are asked for. Remember that your job is simply to comprehend the passage and not to quarrel with ideas it contains.
- 27.0 Don't explain or elaborate any point with illustrations of your own. Keep yourself quite close to the passage.

Example 1

Read the following passage, and answer the questions that follow it. Answers should be brief, to the point and in your own words:

The great advantage of early rising is the good start it gives us for our day's work. The early riser has done a large amount of hard work before other men have got out of bed. In the early morning the mind is fresh, and there are few sounds or other distractions, so the work done at the time is generally well done. In many cases the early riser also finds time to take some exercise in the fresh morning air, and this exercise supplies him with a fund of energy that will last to do thoroughly all the work he can be accepted to do, and is not tempted to hurry over any part of it. All his work being finished in good time, he has a long interval of rest in the evening before the timely hour when he goes to bed. He gets to sleep several hours before midnight, at the time when sleep is most refreshing and after a sound night's rest rises early next morning in good health and spirits for the labours of a new day.

It is very plain that such a life as this is far more conducive to health than that of the man who shortens his waking hours by rising late, and so can afford in the course of the day little leisure for necessary rest. Anyone who lies in bed late, must, if he wished to do a full day's work, go on working to a correspondingly late hour, and deny himself the hour or two of evening exercise that he ought to take for the benefit of his health. But, in

spite of all his efforts, he will probably not produce as good results as the early riser, because he misses the best working hours of the day.

- Give a suitable title to the passage.
- What is the advantage of rising early?
- Why is the work done in the early morning well done?
- Why is the early riser not tempted to hurry over his day's work?
- What enables the early riser to go to bed at the proper time?
- Why is the late riser unable to do his work properly?
- Explain the meanings of:
 - (i) Distraction (ii) Fund of energy, (iii) Conducive, (iv) Refreshing

Answers. (a) The Advantages of early rising.

(b) Early rising gives a good start to the day's work. An early riser has accomplished a good deal of work while the others are still asleep.

(c) In the early hours of the morning, work is done very efficiently. It being quiet all around, there are no distractions. Secondly, mind is still very fresh.

(d) By rising early, he adds to his hours of work. He gets ample time to do full justice to each one of the jobs assigned to him, and hence he doesn't have to hurry over anything.

(e) The early riser is able to finish his day's work in time. He does not have to keep awake till late hours in order to finish his work. Thus he can go to bed at the proper time.

(f) The late riser gets fewer hours of work. He gets no rest during the day, no time for exercise in the evening and has to keep awake till late hours in order to finish his work. And still whatever work is done is done satisfactorily.

- (g) (i) Distraction = Something that draws the attention aside in different directions.
(ii) Fund of energy = Store of energy
(iii) Conducive = having power to promote; advantageous
(iv) Refreshing = something that makes one fresh again, something that gives one new vigour.

11.5 Self Assessment Questions

1.5.1 Set – 1

The aims of First Aid for bleeding are to stop bleeding quickly and to send the casualty to hospital without delay. If blood is lost from the body in other than small amounts, the blood must be replaced by transfusion soon. This can usually be done only in a hospital.

Bleeding ceases naturally when blood stops flowing and forms a clot. First-aid treatment should therefore aim to stop blood flowing—by pressing on the place where the blood is coming from—elevating limbs, that is lifting up arms and legs—aiding clot formation by rest, because movement breaks up the blood clot.

If you find a casualty, who is bleeding from a wound: tell him to lie down. Press firmly over and around the bleeding area or wound. Use the cleanest thing that is available—a wound dressing if you have one, or a clean handkerchief, towel, or other item of clean linen. If nothing is available in emergency, press with your bare hand and fingers. You can always stop bleeding by pressing on the bleeding spot and by keeping the pressure on. If the bleeding is from the arm or the leg, lift up the arm or the leg after you have tied a firm dressing in the place or while you are holding the bleeding point with your hand to stop the bleeding. This makes the bleeding less severe. If the bleeding continues through the dressing you have applied, put another one over the one that is already there and tie it

on even more firmly. Never remove the dressings which are already in place—this disturbs any clot and can easily make bleeding worse. Reassure the casualty that bleeding has stopped. A casualty who is worried or agitated will not lie still and will therefore tend to bleed more severely. Send the casualty to hospital soon.

Questions:

- What are the aims of First-Aid?
- When is a transfusion necessary?
- What things can be used to apply pressure to a wound?
- What should you do if the wound bleeds through the dressing?
- How should the patient behave in order to help himself?
- Give a suitable title to the passage.
- Find one word substitute for the following phrases from the passage:
 - A transfer of blood from one person to another.
 - Lifting up or raising.
 - Force exerted continually against something.
 - Put into position to serve the purpose.
 - Feeling very disturbed and upset.

1.5.2 Set – 2

In modern business management, conferences, meetings and group discussions have come to occupy an important place with the result that oral communication by means of simple, direct, natural, forceful and purposeful speech has gained very much in importance. This requires training, because without training, one cannot present one's ideas clearly and to the satisfaction of the group. And unless this is done, one cannot stand out as the leader of the group. If one has the knowledge but cannot express adequately, one cannot make one's mark in the world of business executives. Ideas must be expressed in such a way that they influence and persuade others. This quality is the very essence of

leadership. Only when people are influenced by one's speech, one can expect to get things done through them. Besides, mastery in making a speech gives one a feeling of confidence and personal satisfaction, which is very essential to modern business transaction. In the ultimate analysis, one must know how to talk effectively. The speech should be well organized so that it is acceptable to listeners and it must move to a definite objective.

Questions:

- What is the most important activity in modern business management?
- Who excels over others in a group discussion?
- What is the essence of leadership?
- How does one feel after having made a good speech?
- What makes a good speech?
- Give a suitable title to the passage.
- Make sentences from the following phrases:
 - By means of
 - To stand out
 - To get things done
 - To make a mark

11.4 Precis Writing

The French word 'precis' means an abstract or a summary. A précis is actually exact or terse. Writing precis means making an intelligent summary of a long passage. Its purpose is to present the gist of the document in a clear and concise form, so that it may be easily understood and quickly assimilated.

Practice in extracting and re-stating the essential points of articles, speeches, passages from books, etc., not only increases the student's power of grasping ideas

quickly and precisely, but also helps him in the acquisition of a clear, pointed style of expression. This is why précis – writing requires intensive brain- work.

HOW TO WRITE A PRECIS

The various steps of precis-writing are suggested below:-

Step 1:-

Read the passage thoroughly. Ask yourself what the author wants to say in the passage. That will help you in getting the general idea of the passage.

Step 2:-

Try to write down the general idea of the passage and sum it up in a suitable heading.

Step 3:-

Re-read the passage. Detailed study of this kind is necessary because by missing a single sentence, a phrase, or even a single word can miss the whole.

Step 4:-

Separate the essential parts of the passage from comparatively unimportant parts. This can be done by underlining the important ideas.

Step 5:-

Take brief notes in your own language. With the help of these notes put down the sum and substance of the passage in a well - connected readable paragraph. It is not likely that this will be a complete success. The draft will probably be too long.

Step 6:-

Count the words in the rough draft. A precis should be about one third of the length of the original passage. Now make necessary changes in the rough draft to get the required length.

Step 7:-

After writing the precis, mention the total number of words of the precis.

Points to be remembered :

34. The precis should be written in one's own language.
35. The phrases, idioms, examples, quotations used by the author shouldn't be used in the precis.
36. It should also be noted that one has to reproduce the original passage without giving one's own comments about the passage.
37. A precis should be a self-contained unit. It should be fairly intelligible even to a person who has not gone through the passage.

Example I:

While India is an agricultural country and at least seven-tenth of the boys living today will eventually become farmers, the tendency of education has often been to discourage rather than prepare them for farming. The average youth still looks to education as an escape from agriculture instead of preparation for it. Eventually, as it often occurs, the way to a salaried position is closed, and he is forced to take up agriculture as an occupation. He considers himself unfortunate and his parents speak of the time and money spent in school as wasted. While it is not desirable that the teacher should attempt to make future farmers of the boys in his class, it is the strange paradox that knowledge of agriculture as an occupation should be withheld from them in nearly all schools. As far as possible, a school boy should be free to choose the occupation for which he is best fitted, but without some knowledge and guidance during his years in school, he is not in a position to choose wisely.

21. Read the passage carefully. What is it about?

From the first sentence to the last, it's about the present system of education.

22. The main points are:

23. India is an agricultural country.

24. A majority of our school going boys will take to farming later on.

25. Our system of education does not prepare the boys for becoming farmers.

26. The educated boys want salaried jobs.

27. They take to farming when they fail to get a job.

28. They curse themselves, and their parents feel that the money spent on education has been wasted.

29. Education should give knowledge about agriculture.

30. Teachers do not have to make their boys farmers, but they must tell them that agriculture is also an option available to them.

31. Having this knowledge a boy can choose his profession wisely.

With the help of these points, a rough draft can be made. The final precis may be something like this:

Education and Career

It's strange that in an agricultural country like India, education makes boys averse to farming. Service is the aim; but jobs being limited, many fail to get them and become farmers, unwillingly. Time, energy and money spent on education looks wasted. Education must give knowledge of agriculture to help boys choose their profession wisely.

Words in the passage = 174

Words in the Precis = 54

Example II:

Speech is a great blessing, but it can also be a great curse, for while it helps us to make our intentions and desires known to our fellows, it can also, if we use it carelessly, make our attitude completely misunderstood. A slip of the tongue, the use of an unusual word, or of an ambiguous word, and so on, may create an enemy where we hoped to win a friend. Again, different classes of people use different vocabularies, and the ordinary speech of an educated man may strike to an uneducated listener as sowing pride, unwittingly we may use a word, which bears a different meaning to our listener from what it does to men of our own class. Thus speech is not a gift to use lightly without thought, but one that demands careful handling; only a fool will express himself alike to all kinds and conditions of men.

(151)

PRECIS

Speech: A Boon or a Bane

Speech is a valuable gift, but if we are to make ourselves understood, it should be used carefully, since we may distort our meaning not only by a careless use of words, but also by ignoring the fact that words do not always mean the same thing to all people.

Words in the passage = 151

Words in the Precis = 50

11.5 Self Assessment Questions

11.5.1 Set – 1

Write a precis of the following passages and give a suitable title to them.

Most people when asked what spiritual quality is needed to rebuild civilization, will reply 'love'. Men must love one another, they say; nations must do likewise.

Respectfully, but firmly, I disagree. Love is a great force in private life; but love in public affairs does not work. It has been tried again and again; and it has always failed. The idea that nations should love one another, or that marketing boards should love one another, or that a man in Portugal should love a man in Peru of whom he has never heard is absurd, unreal, dangerous. It leads us into perilous and vague sentimentalism. 'Love is what is needed', we chant, and then sit back and the world goes on as before. The fact is that we can only love what we know personally. And we cannot know much. In public affairs, in the rebuilding of civilization, something much less dramatic and emotional is needed, namely, tolerance. Tolerance is a very dull virtue. No one has written an ode to tolerance, or raised a statue to her. Yet this is the quality that is most needed. This is the sound state of mind that we are looking for. This is the only force, which will enable different races and classes and interests to settle down together to work of reconstruction.

11.5.2 Set – 2

Broken friendship, like that with China may be repaired, but the break will always show. Friendship is a precious thing – too precious a treasure to be carelessly broken or thrown away. The world handles the word 'friend' lightly; its true, real, deeper meaning is forgotten, and the acquaintance of an hour or the chance-comer is designated by the term, which in itself bears a wealth of meaning. Your friend is the one who appreciates you – your faults as well as virtues, who understands and sympathises with your defeats and victories, your aims and ideals, your joys and temptations, your hopes and disappointments, as no one else does or can. It is your friend to whom you turn for counsel, for comfort, for praise; he may not be as learned as some or as wise as others, but it suffices that he understands you, and even his quiet listening gives strength and renewed courage.

Blessed is the man or woman into whose life has come the beauty and power of such a friendship. Prize it well. Do all in your power to keep such a friendship unbroken.

Avoid the break, for when it comes it cannot be mended and the jarring note mars the harmony. It is not just the forgiveness, rather the hurt in the heart that will not readily heal and the confidence that will not fully return.

11.6 Summary

In this lesson we have learnt how to attempt the question related to comprehension of unseen passage and precis writing.

11.7 Key words

Comprehension, precis.

11.8 Suggested Readings

Urmila Rai & S. M. Rai, *Business Communication*, Himalaya Publishing House, New Delhi, 1999.

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Course Code - BBA – 106

Writer – Dr. Seema Miglani

Lesson No. - 11

Vetter – Mrs. Maneesha

COMPREHENSION AND PRECIS WRITING

STRUCTURE

11.0 Objective

11.1 Introduction

11.2 Comprehension

11.3 Self Assessment Questions

11.3.1 Set – 1

11.3.2 Set – 2

11.4 Precis Writing

11.5 Self Assessment Questions

11.5.1 Set – 1

11.5.2 Set – 2

11.6 Summary

11.7 Key words

11.8 Suggested Readings

11.0 Objective

The objective of this lesson is to make the students understand the subtle shades of the meaning in a given text and his overall grasp of the subject. After studying this lesson, they will be able to comprehend and summarize long pieces of writing.

11.1 Introduction

Comprehension means to comprehend; to understand. The purpose of a comprehension exercise is to test student's ability to understand a given text. Comprehension questions on an unseen passage test the student's understanding of a passage given to him. He is required to read a passage and answer a few questions based on it.

The skill of comprehension needs to be supplemented by another equally important skill, that of Precis writing. A precis can be defined as a restatement in shortened form of the main ideas and points in a piece of writing. Now we will discuss, comprehension and precis, one-by-one,

11.2 Comprehension

Comprehension is a two-fold process; it requires understanding what is presented, and reproducing it as comprehended. This skill can be developed with intelligent effort like any other skill.

The comprehension process involves speedy reading, quick understanding and precise reproduction. The following points should be carefully noted while attempting this question:

- 28.0 Read the passage carefully and try to get a general idea of the subject it deals with.
- 29.0 Read the passage again, this time more thoroughly, taking a mental note of the various points discussed.
- 30.0 Now take each question in turn and make sure of its import. Read the passage again and make out the answer.
- 31.0 Having answered all the questions, re-read the passage and make sure that you have answered the questions correctly and that your answers are brief and to the point and they do not overlap.
- 32.0 Your answers should be, as far as possible, in your own words.

- 33.0 Don't give your opinions expressed in the passage unless comments are asked for. Remember that your job is simply to comprehend the passage and not to quarrel with ideas it contains.
- 34.0 Don't explain or elaborate any point with illustrations of your own. Keep yourself quite close to the passage.

Example 1

Read the following passage, and answer the questions that follow it. Answers should be brief, to the point and in your own words:

The great advantage of early rising is the good start it gives us for our day's work. The early riser has done a large amount of hard work before other men have got out of bed. In the early morning the mind is fresh, and there are few sounds or other distractions, so the work done at the time is generally well done. In many cases the early riser also finds time to take some exercise in the fresh morning air, and this exercise supplies him with a fund of energy that will last to do thoroughly all the work he can be accepted to do, and is not tempted to hurry over any part of it. All his work being finished in good time, he has a long interval of rest in the evening before the timely hour when he goes to bed. He gets to sleep several hours before midnight, at the time when sleep is most refreshing and after a sound night's rest rises early next morning in good health and spirits for the labours of a new day.

It is very plain that such a life as this is far more conducive to health than that of the man who shortens his waking hours by rising late, and so can afford in the course of the day little leisure for necessary rest. Anyone who lies in bed late, must, if he wished to do a full day's work, go on working to a correspondingly late hour, and deny himself the hour or two of evening exercise that he ought to take for the benefit of his health. But, in

spite of all his efforts, he will probably not produce as good results as the early riser, because he misses the best working hours of the day.

- Give a suitable title to the passage.
- What is the advantage of rising early?
- Why is the work done in the early morning well done?
- Why is the early riser not tempted to hurry over his day's work?
- What enables the early riser to go to bed at the proper time?
- Why is the late riser unable to do his work properly?
- Explain the meanings of:
 - (i) Distraction (ii) Fund of energy, (iii) Conducive, (iv) Refreshing

Answers. (a) The Advantages of early rising.

(b) Early rising gives a good start to the day's work. An early riser has accomplished a good deal of work while the others are still asleep.

(c) In the early hours of the morning, work is done very efficiently. It being quiet all around, there are no distractions. Secondly, mind is still very fresh.

(d) By rising early, he adds to his hours of work. He gets ample time to do full justice to each one of the jobs assigned to him, and hence he doesn't have to hurry over anything.

(e) The early riser is able to finish his day's work in time. He does not have to keep awake till late hours in order to finish his work. Thus he can go to bed at the proper time.

(f) The late riser gets fewer hours of work. He gets no rest during the day, no time for exercise in the evening and has to keep awake till late hours in order to finish his work. And still whatever work is done is done satisfactorily.

- (g) (i) Distraction = Something that draws the attention aside in different directions.
(ii) Fund of energy = Store of energy
(iii) Conducive = having power to promote; advantageous
(iv) Refreshing = something that makes one fresh again, something that gives one new vigour.

11.5 Self Assessment Questions

1.5.1 Set – 1

The aims of First Aid for bleeding are to stop bleeding quickly and to send the casualty to hospital without delay. If blood is lost from the body in other than small amounts, the blood must be replaced by transfusion soon. This can usually be done only in a hospital.

Bleeding ceases naturally when blood stops flowing and forms a clot. First-aid treatment should therefore aim to stop blood flowing—by pressing on the place where the blood is coming from—elevating limbs, that is lifting up arms and legs—aiding clot formation by rest, because movement breaks up the blood clot.

If you find a casualty, who is bleeding from a wound: tell him to lie down. Press firmly over and around the bleeding area or wound. Use the cleanest thing that is available—a wound dressing if you have one, or a clean handkerchief, towel, or other item of clean linen. If nothing is available in emergency, press with your bare hand and fingers. You can always stop bleeding by pressing on the bleeding spot and by keeping the pressure on. If the bleeding is from the arm or the leg, lift up the arm or the leg after you have tied a firm dressing in the place or while you are holding the bleeding point with your hand to stop the bleeding. This makes the bleeding less severe. If the bleeding continues through the dressing you have applied, put another one over the one that is already there and tie it

on even more firmly. Never remove the dressings which are already in place—this disturbs any clot and can easily make bleeding worse. Reassure the casualty that bleeding has stopped. A casualty who is worried or agitated will not lie still and will therefore tend to bleed more severely. Send the casualty to hospital soon.

Questions:

- What are the aims of First-Aid?
- When is a transfusion necessary?
- What things can be used to apply pressure to a wound?
- What should you do if the wound bleeds through the dressing?
- How should the patient behave in order to help himself?
- Give a suitable title to the passage.
- Find one word substitute for the following phrases from the passage:
 - A transfer of blood from one person to another.
 - Lifting up or raising.
 - Force exerted continually against something.
 - Put into position to serve the purpose.
 - Feeling very disturbed and upset.

1.5.2 Set – 2

In modern business management, conferences, meetings and group discussions have come to occupy an important place with the result that oral communication by means of simple, direct, natural, forceful and purposeful speech has gained very much in importance. This requires training, because without training, one cannot present one's ideas clearly and to the satisfaction of the group. And unless this is done, one cannot stand out as the leader of the group. If one has the knowledge but cannot express adequately, one cannot make one's mark in the world of business executives. Ideas must be expressed in such a way that they influence and persuade others. This quality is the very essence of

leadership. Only when people are influenced by one's speech, one can expect to get things done through them. Besides, mastery in making a speech gives one a feeling of confidence and personal satisfaction, which is very essential to modern business transaction. In the ultimate analysis, one must know how to talk effectively. The speech should be well organized so that it is acceptable to listeners and it must move to a definite objective.

Questions:

- What is the most important activity in modern business management?
- Who excels over others in a group discussion?
- What is the essence of leadership?
- How does one feel after having made a good speech?
- What makes a good speech?
- Give a suitable title to the passage.
- Make sentences from the following phrases:
 - By means of
 - To stand out
 - To get things done
 - To make a mark

11.4 Precis Writing

The French word 'precis' means an abstract or a summary. A précis is actually exact or terse. Writing precis means making an intelligent summary of a long passage. Its purpose is to present the gist of the document in a clear and concise form, so that it may be easily understood and quickly assimilated.

Practice in extracting and re-stating the essential points of articles, speeches, passages from books, etc., not only increases the student's power of grasping ideas

quickly and precisely, but also helps him in the acquisition of a clear, pointed style of expression. This is why précis – writing requires intensive brain- work.

HOW TO WRITE A PRECIS

The various steps of precis-writing are suggested below:-

Step 1:-

Read the passage thoroughly. Ask yourself what the author wants to say in the passage. That will help you in getting the general idea of the passage.

Step 2:-

Try to write down the general idea of the passage and sum it up in a suitable heading.

Step 3:-

Re-read the passage. Detailed study of this kind is necessary because by missing a single sentence, a phrase, or even a single word can miss the whole.

Step 4:-

Separate the essential parts of the passage from comparatively unimportant parts. This can be done by underlining the important ideas.

Step 5:-

Take brief notes in your own language. With the help of these notes put down the sum and substance of the passage in a well - connected readable paragraph. It is not likely that this will be a complete success. The draft will probably be too long.

Step 6:-

Count the words in the rough draft. A precis should be about one third of the length of the original passage. Now make necessary changes in the rough draft to get the required length.

Step 7:-

After writing the precis, mention the total number of words of the precis.

Points to be remembered :

38. The precis should be written in one's own language.
39. The phrases, idioms, examples, quotations used by the author shouldn't be used in the precis.
40. It should also be noted that one has to reproduce the original passage without giving one's own comments about the passage.
41. A precis should be a self-contained unit. It should be fairly intelligible even to a person who has not gone through the passage.

Example I:

While India is an agricultural country and at least seven-tenth of the boys living today will eventually become farmers, the tendency of education has often been to discourage rather than prepare them for farming. The average youth still looks to education as an escape from agriculture instead of preparation for it. Eventually, as it often occurs, the way to a salaried position is closed, and he is forced to take up agriculture as an occupation. He considers himself unfortunate and his parents speak of the time and money spent in school as wasted. While it is not desirable that the teacher should attempt to make future farmers of the boys in his class, it is the strange paradox that knowledge of agriculture as an occupation should be withheld from them in nearly all schools. As far as possible, a school boy should be free to choose the occupation for which he is best fitted, but without some knowledge and guidance during his years in school, he is not in a position to choose wisely.

32. Read the passage carefully. What is it about?

From the first sentence to the last, it's about the present system of education.

33. The main points are:

34. India is an agricultural country.

35. A majority of our school going boys will take to farming later on.

36. Our system of education does not prepare the boys for becoming farmers.

37. The educated boys want salaried jobs.

38. They take to farming when they fail to get a job.

39. They curse themselves, and their parents feel that the money spent on education has been wasted.

40. Education should give knowledge about agriculture.

41. Teachers do not have to make their boys farmers, but they must tell them that agriculture is also an option available to them.

42. Having this knowledge a boy can choose his profession wisely.

With the help of these points, a rough draft can be made. The final precis may be something like this:

Education and Career

It's strange that in an agricultural country like India, education makes boys averse to farming. Service is the aim; but jobs being limited, many fail to get them and become farmers, unwillingly. Time, energy and money spent on education looks wasted. Education must give knowledge of agriculture to help boys choose their profession wisely.

Words in the passage = 174

Words in the Precis = 54

Example II:

Speech is a great blessing, but it can also be a great curse, for while it helps us to make our intentions and desires known to our fellows, it can also, if we use it carelessly, make our attitude completely misunderstood. A slip of the tongue, the use of an unusual word, or of an ambiguous word, and so on, may create an enemy where we hoped to win a friend. Again, different classes of people use different vocabularies, and the ordinary speech of an educated man may strike to an uneducated listener as sowing pride, unwittingly we may use a word, which bears a different meaning to our listener from what it does to men of our own class. Thus speech is not a gift to use lightly without thought, but one that demands careful handling; only a fool will express himself alike to all kinds and conditions of men.

(151)

PRECIS

Speech: A Boon or a Bane

Speech is a valuable gift, but if we are to make ourselves understood, it should be used carefully, since we may distort our meaning not only by a careless use of words, but also by ignoring the fact that words do not always mean the same thing to all people.

Words in the passage = 151

Words in the Precis = 50

11.5 Self Assessment Questions

11.5.1 Set – 1

Write a precis of the following passages and give a suitable title to them.

Most people when asked what spiritual quality is needed to rebuild civilization, will reply 'love'. Men must love one another, they say; nations must do likewise.

Respectfully, but firmly, I disagree. Love is a great force in private life; but love in public affairs does not work. It has been tried again and again; and it has always failed. The idea that nations should love one another, or that marketing boards should love one another, or that a man in Portugal should love a man in Peru of whom he has never heard is absurd, unreal, dangerous. It leads us into perilous and vague sentimentalism. 'Love is what is needed', we chant, and then sit back and the world goes on as before. The fact is that we can only love what we know personally. And we cannot know much. In public affairs, in the rebuilding of civilization, something much less dramatic and emotional is needed, namely, tolerance. Tolerance is a very dull virtue. No one has written an ode to tolerance, or raised a statue to her. Yet this is the quality that is most needed. This is the sound state of mind that we are looking for. This is the only force, which will enable different races and classes and interests to settle down together to work of reconstruction.

11.5.2 Set – 2

Broken friendship, like that with China may be repaired, but the break will always show. Friendship is a precious thing – too precious a treasure to be carelessly broken or thrown away. The world handles the word 'friend' lightly; its true, real, deeper meaning is forgotten, and the acquaintance of an hour or the chance-comer is designated by the term, which in itself bears a wealth of meaning. Your friend is the one who appreciates you – your faults as well as virtues, who understands and sympathises with your defeats and victories, your aims and ideals, your joys and temptations, your hopes and disappointments, as no one else does or can. It is your friend to whom you turn for counsel, for comfort, for praise; he may not be as learned as some or as wise as others, but it suffices that he understands you, and even his quiet listening gives strength and renewed courage.

Blessed is the man or woman into whose life has come the beauty and power of such a friendship. Prize it well. Do all in your power to keep such a friendship unbroken.

Avoid the break, for when it comes it cannot be mended and the jarring note mars the harmony. It is not just the forgiveness, rather the hurt in the heart that will not readily heal and the confidence that will not fully return.

11.6 Summary

In this lesson we have learnt how to attempt the question related to comprehension of unseen passage and precis writing.

11.7 Key words

Comprehension, precis.

11.8 Suggested Readings

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Course Code - BBA – 106	Writer – Dr. Seema Miglani
Lesson No. - 12	Vetter – Mrs. Maneesha
ESSAY AND BUSINESS LETTER WRITING	

STRUCTURE

12.0 Objective

12.1 Introduction: Essay Writing

12.1.1 Essentials of a good essay

12.1.2 Stages in essay writing

12.2 Letter Writing

12.2.1 Parts of a letter

12.2.2 Various Styles of letter writing

12.2.3 Types of Business letters

12.3 Summary

12.4 Key words

12.5 Suggested Readings

12.0 Objective

This lesson will help the students learn how to write a good essay and good business letters.

12.1 Introduction: Essay Writing

The term 'essay', for examination purposes, can be applied to a composition in which the writer states his knowledge of, and gives his opinion about, a certain topic. An essay, in this sense, will contain narrative and descriptive elements as well as comments and criticism representing the writer's own point of view.

Thus an essay becomes a test, not only of knowledge, but of thoughts and imagination. It reflects the writer's personality as well as his or her ability to weave disintegrated bits of information in to a thread of unity.

12.1.1 Essentials of a good essay

- An essay must be a unity, developing one theme with a definite purpose.
- The essay should follow a certain ordered line of thought and come to a definite conclusion. The matter-the ideas/facts,-should be arranged into an attractive design.
- The presentation of the matter should be clear. Language and sentence construction should be simple and lucid.
- An essay should reveal the personal feelings and opinions of the writer. However idiosyncrasies had better not to be expressed. Nor should extreme or dangerous opinions be expressed.

12.1.2 Stages in essay writing

It is undeniable that an important component of an essay is **matter**. Each subject requires something to be said about it. Lack of matter is a serious difficulty and you must prepare yourself well before the examination to overcome it. Extensive reading is essential for you to become competent at writing essays. Books and articles on history, travel, biography, science and current social/political/economic issues are good sources of fact and ideas. You should develop a keen sense of observation. The life around you-what you see and hear and experience-is a valuable source material for essays. Conversation with friends will further help enrich your mind with ideas and knowledge. The general preparation, thus, involves broadening your mental horizons and cultivating the ability to think.

Now we come to the actual work of writing the essay. This involves a number of steps, which are discussed below:

I Define the scope of the subject. Read the title and think about the subject you have chosen. Ask yourself what the topic demands. Do not be misled by any one word in the title. The scope of an essay on “Indian Films” is essentially different from the scope of an essay on “The influence of Indian Films on the Young”. Your essay will have to be of the length prescribed, and there is no place in it for irrelevant matter. Having understood the precise scope of the subject, you must decide upon the point of view from which it is to be treated. It may be helpful to jot down the ideas, facts and illustrations that pass through your mind as you think over the subject.

II Make an outline. Arrange the facts and ideas according to some consistent principle of organization. You may go from the general to the specific or from specific to the general; or you may develop your essay along chronological lines. Your organization of ideas will, to a large extent, depend upon the subject of the essay. An outline will help you identify ideas which must be grouped together and those that must be rejected as irrelevant or repetitious. The outline will also give you an idea of what to develop in different paragraphs in the body of the essay.

III Writing the essay. An essay at the simplest level has three parts—the beginning, the middle (or the body), and the conclusion.

(a) *The beginning or introduction.* Must be effective, but brief. The first line should be explanatory of the idea without the heading’s help. Avoid beginnings which have nothing to do with the actual topic of the essay. The beginning may be a statement of a fact, a definition or an explanation of the title, some unusual detail (which, however, is related to the subject), some incident leading up to the main topic, a firm statement of opinion, a quotation illustrating or leading to the main topic.

(b) *The body of the essay or development of thought.* Should consist of paragraphs dealing with the different aspects of the topic as jotted down in your outline. Due weight should be given to each part, in order to avoid an imbalanced effect. Generally, a paragraph may deal with one aspect; however, some aspects may require more than one paragraph. The essay

will be written if paragraphs are well constructed and related to one another according to the direction of your outline. Construct a paragraph around a topic sentence. *Avoid excessively long and excessively short paragraphs. Generally a paragraph should not have less than four or more than eight sentences.*

Each paragraph should have **unity** and **coherence**; and the paragraphs in combination should contribute to the effect of unity and coherence of the essay as a whole. In order to achieve unity, you must have a clear purpose. The first line may sum up the topic or topic may be strongly implied through details in the entire paragraph. Sentences should deal with details and ideas relevant to the paragraph topic. As for coherence, it implies a logical arrangement of the details and ideas so that the reader knows how they are relevant to the topic

(c) *The conclusion* of an essay must be effective. An abrupt or feeble ending may mar the effect of the essay. Apologetic endings are to be avoided. Above all, ending should not start upon some new aspect of the topic. In the conclusion you may restate in a striking manner the main point you want to drive home, or you may use a quotation to round off. In some cases, you may effectively sum up the main ideas in the essay; however, in most cases this device appears dull. In argumentative or expository essays, the ending may easily be a logical conclusion drawn from the facts presented.

IV Style in writing

In matters of style, it is practice which makes perfect. Grammatical knowledge is essential. Reading is bound to improve your vocabulary. You should develop the art of using the right word in right place. Clarity in writing is a reflection of clarity in thinking; so be perfectly clear about what you want to say. Be sincere and simple in what you express; avoid bombastic language and elaborate metaphors. Use short sentences which are clear, compact and effective.

“If you wish to be writer, write”, said Epictetus; “Anyone who wishes to become a good writer should endeavour.....to be direct, simple,brief, vigorous, and lucid”, said W.H. Fowler.

An examination essay further demands that you express yourself well within the limitations of space and time.

SOME DO'S ABOUT ESSAY WRITNG

Below are given a few useful, positive hints for the students to try to follow, before and while they write an essay:-

- Put down as many points as you can, touching the different sides of a given subject. Let each such point carry a new idea. This will help you in being sure that you have left out nothing important about it.
- Arrange those points in their regular order. You may or you may not actually write all the points in the body of the essay.
- For every essay you would try, have a sort of an introduction at the beginning of the essay and also a brief conclusion at its end.
- Build a paragraph on each point. At times a point may have only one sentence. It is yet a paragraph. But do not use this device too often.
- Try to touch the subject proper of an essay at the earliest possible stage, if not in the very beginning. To linger long in the introduction is not helpful. The reader or examiner may lose his patience otherwise.
- In every paragraph keep a topical sentence and the paragraph should then be based on that sentence. This topical sentence may appear in the beginning, in the middle or, unavoidably, even at the end of the paragraph.
- The introduction is meant to put the reader in the atmosphere required by the subject of the essay, and the conclusion is a sort of bidding good-bye. The introduction and the conclusion, at times, may be only of a sentence each.
- Avoid repetition of the same idea in the essay, unless it is absolutely necessary for purpose of emphasis.

- Try to write your sentences of two clauses each.
- Use a past tense for past event.
- Every subordinate clause that you write must have its main clause either going before or coming after it.
- Begin every paragraph a little on the right side of the page.

SOME DON'TS ABOUT ESSAY WRITING

Similarly there are certain “don'ts” which the student may advantageously remember while writing an essay.

43. Don't write a very lengthy introduction.
44. Don't lose sight of the subject of your essay. Every new sentence that you write must be concerning your subject.
45. Don't use a phrase or an idiom about whose correctness and utility you are not sure.
46. Don't use any uncommon or difficult word whose meaning you don't know.
47. Don't use the same word both in the singular and plural in the same sentence.
48. Don't refer to a fact or an event unless you are sure of it.

Example-1

IS LIFE WORTH LIVING?

There must be few of us in this world who have not, at some time or other, considered whether life is worth living. Moments of joy fill us with an enthusiasm for life, but moments of sufferings and depression prompt us to turn philosophical and query the worth of life on this earth. Is life worth living? No unanimous “Yes” or “No” can answer the question. Our answer depends on our views and vision of life as a whole. General opinion on whether life is worth living is sharply divided between those who consider life to be an unrelieved curse and those who feel that it is worth living for various reasons.

Many philosophers have often denied the fact that life is worth living and that life is something to be actively sought. They have often wondered at the futility of the human existence. Thomas Hardy states that life is a general drama of pain and that happiness is just a cessation of pain. Shakespeare's Macbeth cries that life "is a tale told by an idiot full of sound and fury, signifying nothing". The early Greek philosophers were equally tragic in their outlook. Silenus remarks that the best thing possible is not to be born, and since this is impossible, the next best thing is to die young. Romantic poets of England emphasised the 'thorns of life'. Indian sages have regarded life on this earth as illusion or *maya*.

Opposed to the pessimistic denigrators of life, there are others who feel life is worth living for various reasons. Hedonistic philosophers emphasise that it is only the pursuit of personal pleasures that makes life worth living. Omar Khayyam, for example, explains life mainly in terms of wine and sex. But it is obvious that the pleasures of the body tend to grow distant in direct proportion to the amount of energy one bestows on their pursuit. Thus, the pleasures of the flesh have a discouraging tendency to be ultimately self-defeating.

Some thinkers emphasise the pleasures of the emotions. They speak of the beauty of human relations, of the feelings of a friend, a parent or a lover. The sublimity of nature or art is considered the only thing which makes life worth living. But it is also true that emotions tend to get perverted. The maniacal desire to be loved, the desire to dominate others and the need to possess objects and, in a way, people, is symptomatic of this.

Finally there are people who emphasise the pleasures of the mind. The satisfaction felt in reading something beautiful exceeds pleasures of the body or emotions. It is in developing a truly contemplative nature that their pleasure lies. The dangers of such a cerebral existence are self-evident. The denial of the body does not make it non-existent. Similarly, a dispassionate involvement in life is a truncation of the full potential of man.

We cannot deny an element of truth in any of the views expressed. But none of them by itself is totally accepted. It is not realistic to negate life's worth in a pessimistic manner and for most of us life as *maya* seems a somewhat difficult proposition to act upon. Life can hold much joy and happiness. However, life's worth is not also to be found in the exclusive pursuit of physical, emotional, or intellectual delights. It is when we can

harmoniously coalesce the three dimensions-the physical, the emotional and the intellectual-and become receptive to all kinds of experience-sad, joyful, hateful-that we begin to firmly believe that life is worth living.

The question of life's worth is ultimately to be faced at the level of each individual and the answer depends on one's view or the version of life. Anyone who sees life as a whole will have no hesitation in saying, "Yes, Life is worth living."

Example-2

LIFE IS ACTION NOT CONTEMPLATION

There is an inherent dichotomy in human life which emphasises action to the diminution of contemplation or intellect to the exclusion of activity. This dichotomy exists in a person's emphasis and in the comparative importance accorded to either dimension. But each emphasis denies an essential aspect of life.

This dichotomy in emphasis is to be noted in the professions a person chooses or the way in which he utilises his leisure. Medicine, agriculture, engineering, journalism, etc. are professions which are predominantly active in nature. Indeed, these professions tend to be centred around action so much so that development of theory occupies the relatively smaller proportion of the practitioner's time. Professions like teaching, writing, etc. emphasise the importance of thought and the development of the intellect. Very often this is carried to such extents that certain idioms develop like "Those who can do anything do it, and those who can't, teach it". This development of theory displaces practice. It is obvious that either proclivity is hazardous and can lead to a loss of credibility accorded to the profession.

But it is evident that nowadays not many people occupy a position in the profession to which they think themselves suited by nature or their inclination. It is more often a question of one gets. Consequently, a quite retreating personality gets involved in

profession like public relations of a firm or a gregarious person becomes a teacher. In this situation, the person tends to develop his natural interests through hobbies. Thus, a civil servant may take to gardening. Person whose profession requires excessive activity develop a taste for such pass-time as music or reading. Similarly, people in relatively quiet professions tend to socialise a lot. In addition to developing a hobby to suit their natural propensities, people also tend to develop active interests in pass-times which compensate for the exclusive emphasis of their professions. A doctor may spend his evenings reading or listening to music purely because his profession does not allow him to do this as part of its duties.

This brings to the fore an important point. Every person has impulses towards both dimensions simultaneously. Both action and contemplation are essential dimensions of life. Any preoccupation with one aspect is compensated for by an inclination towards the other. Overwhelming occupation with one aspect stunts the full growth of the person and results in a semi-developed human-being. Acting without thinking is foolish and in many cases would lead to difficulties. Similarly, excessive contemplation without action will lead nowhere. In society, a preoccupation with either dimension will lead to an alienated human being, resulting in the sociological phenomenon called ‘anomic’ whereby the individual opt out of the social stream. Society may also collapse because of its excessive emphasis on one aspect. Thus an excessively active western society in modern times develops a counter-culture in the hippies, or a predominantly cerebral Greek civilization in the ancient times fell to the robust Romans. Consequently at both the levels-of the individual and of the collective consciousness-actions as well as contemplation are important. The dichotomy developed between two is not only false but also hazardous. Life, it may be averred, is both action and contemplation. The one without the other will be detrimental to human growth.

12.2 LETTER WRITING

In the earlier days, the letter was the only method of sending messages. Now-a-days, inspite of the modern means of sending messages like telephone, fax, E-mail etc., the letter is still an important method of communication as it

maintains the personal touch so required in keeping relations alive and serves as a record. In the business world, a great deal of skilfull letter writing is required to maintain customer relations and handling problems. For writing good letters, one needs knowledge of language and must develop a clear and concise style of writing.

A letter is a piece of conversation by post. It helps to express a relationship between friends and colleagues, or total strangers. The nature of letter is depicted by the nature of relationship.

An effective business letter is precise, straight forward, relevant to the readers needs & above all, action-centred. It shows respect for the reader and points the way ahead, saying clearly what happens next.

Writing letters is a time-consuming business and time is money. By adopting a systematic approach, we can use the limited time at our disposal more efficiently, and produce letters that are personal, professional and effective. Even a short letter requires preperation. Time spent now, before putting pen to paper, is time saved later- both for you and your reader.

Every letter, even the most routine, has a purpose. It could be

42. To sell or persuade
43. To get something done
44. To enquire about something
45. To answer an enquiry
46. To complain
47. To answer a complaint
48. To create a good impression of ourselves and our organisation

12.2.1 Parts of a letter

Business Letters serve as records, some routine details are necessary in the make-up of a letter. The main parts of the business letter are as follows:

Heading: The heading is usually printed at the top of the letter head. It includes the name of the company, its business; emblem; postal, telegraphic, and e-mail addresses; telephone, telex, and fax numbers.

Date: The date is placed two line spaces below the heading. Year is separated from the date and month by a comma. The date can be written either of the following ways :-

16 June, 2007

June 16, 2007

Note: Now-a-days, we do not use numbers 1st, 2nd, 3rd etc. to write date.

The date is usually placed two line spaces below the heading, on the right.

Reference number: It gives the letter no., file no., and other filing details; a letter is filed and the reference no. helps to locate the file among office records. It appears on the left on the level with the date. The words for ref. no. may be printed or written. We may also write our ref. no. and your ref. no. on the letter.

Inside address: It is the name and address of the receiver. The address should be complete in all respect. Due care must be taken not to abbreviate any part of the address on our own.

Attention line: It is used only if, from previous communication, we know the name of the person in the organisation, who is handling the matter about which we are writing. In this case, the letter is addressed to the organisation, but directed to the attention of the individual, by name, so that the letter reaches him without delay. The attention line is placed after the inside address aligned at the margin or in the center.

Note: If the letter is addressed by name to an individual in the company, there is no attention line. It is used only when the letter is addressed to the company or department in general.

Subject line: The purpose of this line is to let the reader know immediately what the message is about. Thus, it gives an immediate indication of the subject of the letter. It gives a clear idea of a long letter. Make sure, it is short but meaningful. It is placed either above or below the salutation. It may be placed at the center when written after the salutation. It has to be introduced by the word subject. The subject line must either be underlined or bold typed. When there is an attention line in a letter, the subject line is placed after the salutation.

Salutation: It is like greeting a person when you meet him. It is placed two spaces below the attention line, if any, otherwise, two spaces below the inside address.

When addressing a firm, a company, a board etc., we use Dear Sirs. While writing to an officer, we write Dear Sir or Dear Madam, as the case may be. In the USA, they use 'Gentlemen' for Dear Sirs, but in India, this is rarely used. It should be noted that the use of the word Dear is purely formal, and is a mere polite expression, not necessarily implying any special affection. If you know the reader's name, use it. The form of the name will depend on how they have addressed you or signed themselves, or on how well you know them. Business contacts, even if they have never previously communicated, now increasingly just name;

Dear Satish...

Dear Mohan...

The more formal style of salutation is normally reserved for customers or members of the public;

Dear Mr. Mehta...

Dear Mrs. Sharma...

If the marital status of a female reader is unclear, and you cannot use her first name, use Ms. Pronounced as /miz/.

Body of the letter: The main purpose of a letter is to convey a message and main purpose of the message is to produce a suitable response in the reader. This is done through the body of the letter. It, therefore, becomes important to organise the material very carefully.

The body of the letter should be divided in to 3 to 4 paragraphs.

1st Paragraph: Reference, to any correspondence which has already taken place should be given along with the purpose of the letter in brief. Take care to avoid opening letters in ways that are old fashioned, verbose or grammatically incorrect. Begin with simple and polite sentences.

Instead of writing 'In reply of your letter of', we should write 'Thank you for your letter of 4 April

Similarly, instead of 'With reference to your letter'; 'I was interested to read your comments on

2nd Paragraph: The second paragraph should contain all that you have to say through the letter.

3rd Paragraph: The third paragraph should be the concluding one stating the action you desire.

Note: Space must be left after every paragraph.

Complimentary Close: The complimentary close is written two linw spaces below the last line of the text of the letter. The most common form is:

Yours faithfully, or Faithfully yours,

Yours truly, or Truly yours,

If the addressee's name is used in the salutation, the complimentary close is

Yours sincerely, or Sincerely yours.

'Respectfully yours' is used only when writing to a high public official.

Signature: The signature is placed just below the complimentary close. The name of the signatory is written in brackets below the signature.

Enclosures: Enclosures are related documents sent with the letter; cheques, quotations, brochures, etc. The enclosures are indicated in the letter by writing Enc(s) or Encls: at the bottom corner of the letter, after the signature.

12.2.2 Various Styles of letter writing

The following three styles of writing a business letter are commonly used:

1. Indented Style: This is also the most conventional style of letter writing.

It is regarded as old-fashioned. The format is as follows:

INDENTEDSTYLE

Heading

Reference No.

Date

To

Inside Address,

Subject:

Salutation,

Body of the letter

Complimentary Close

Signature

(Name)

Encls:

-
- The date is aligned with the right margin.

- The word 'To' is written along the left margin; no comma after 'To'.
- The inside address comes in the indented form in the line next to 'To'; with a comma after each line.
- The salutation will be aligned with the left margin, exactly below 'To', with a comma after it.
- The paragraphs of the text will be indented.
- The complimentary close will be aligned with the right margin, with a comma after it.
- The signature will also be aligned with the right margin below the complimentary close.

II Block Style with Mixed Punctuation: The block style coupled with mixed punctuation is the most desirable form of writing business letters. Mixed punctuation means that we use punctuation marks at some places, and at others, we don't.

BLOCK STYLE WITH MIXED PUNCTUATION

HEADING

Ref No.

Date

Inside Address

Subject:

Salutation

Body of the letter

2nd Para

3rd Para

Complimentary close

Signature

(Name)

Encls.:

In the block style, the date is alligned with the right margin, without a comma in the end.

35.0 The inside address is to be alligned with the left margin, without commas and full-stop after each line.

36.0 The salutation will be alligned with the left margin, without a comma.

37.0 The body of the letter will be divided into paragraphs that will begin with the left margin. One-line space should be left after each paragraph, and the paragraphs should not be indented.

38.0 The closing will be alligned with the right margin without a comma after it.

III Complete Block Style with Open Punctuation: Although this style is very common in America, it is not a favourite with the Indians, as it becomes heavy and unbalanced on the left side:

COMPLETE BLOCK STYLE WITH OPEN PUNCTUATION

Heading

Ref. no.

Date

Inside Address

Subject:

Salutation

Body of the letter

2nd Para

3rd Para

Complimentary close

Signature

(Name)

Encls:

- 29 The date is aligned with the left margin, without comma.
- 30 The inside address is to be aligned with the left margin, exactly below the date.
- 31 The subject is mostly written after the salutation.
- 32 The salutation, without comma, is also aligned with the left margin.
- 33 The paragraphs of the body are written as in block style.
- 34 The complimentary close will also be aligned with the left margin, without comma.
- 35 The signature should also be aligned with the left side, below the closing.
- 36 As every thing is written on the left side, it looks heavy on the left side.

12.2.3 Types of Business letters

21. Enquiries, quotations and Replies: In a routine letter of enquiry, state simply, clearly and concisely what you want – general information, a catalogue or price list, a sample, a quotation, an estimate and so on. When making an enquiry, observe the following rules:

- Begin with the question you want to ask; this would immediately indicate what the enquiry is about.
- Put your request in the form of a question, not a statement.

- Keep your enquiry short and to the point.

Example 1: (Using Indented style) **ENQUIRY.**

EFFICIENT FOOTWEAR

Connaught Place, New Delhi – 110 001

24 August, 2007

To

The Metro Shoe Co.,
219, Grand Road,
Mumbai – 400 007.

Subject: Information regarding hand-made goods.

Dear Sirs,

We learnt from the American embassy that you are planning to export hand-made shoes and gloves in pure hide and other natural materials.

There is a steady demand here for high-class goods of this type, especially in bright colours. Although the sales are not high, but a good price can be obtained for fashionable designs.

Will you please send us your catalogue and full details of your export prices and terms of payment, together with any samples? We look forward to hearing from you soon.

Thanking you,

Yours faithfully,

(For Efficient Footwear)

Example 2: (Using Block Style) **REPLY TO ABOVE.**

Metro Shoe Company

219, Grand Road,
Mumbai – 400 007.

September 1, 2007

Messrs Efficient Footwear
Connaught Place
New Delhi – 110 001

Subject: Information regarding hand-made goods.

Dear Sirs

We welcome your enquiry dated 24 August, 2007, and thank you for your interest in our products.

A copy of our illustrated export catalogue will be sent to you today, together with a range of samples of the various skins used in the manufacture of gloves and shoes. We think the colours will be just what you want for the fashionable trade, and the beauty and elegance of our designs, coupled with the superb workmanship, should appeal to the discriminating buyer.

Our representative, Mr. Sharma, will be in Delhi next week and he will be pleased to call on you with a full range of samples of our goods. He is authorised to discuss the terms of an order with you or to negotiate a contract.

It will be a pleasure to serve you.

Yours faithfully

(For Metro Shoes Co.)

Example 3: (Using Complete Block Style) **Asking for Quotation.**

SANJAY TRADERS
Subhash Road, Meerut.

10 September 2007

M/S Garg Hosiery Centre
Rohtak Road
Delhi

Dear Sirs

Subject: Quotation for goods.

Please send us your quotation for the following:

12 doz. Men's wool coats in large and small sizes

12 doz. Women's coats in mixed sizes

12 doz. Pairs of pants

The above are required for part of an indent and should have the quality to compete with German-made goods. But, as good quality is the essential point, we rely upon you to offer good value in order to secure future business in this connection. We expect you to offer us goods regularly, and of the same quality for repeat orders.

The goods would be delivered to our Indore Packers for enclosure. Please put us on your very best terms as regards discount.

Thanking you

Yours truly

(For Sanjay Traders)

Example 4: (Using Block Style) **REPLY TO ABOVE.**

GARG HOSIERY CENTRE
Rohtak Road, Delhi

18 September 2007

M/S Sanjay Traders
Subhash Road
Meerut

Subject: Quotation for goods.

Dear Sirs

Thank you very much for your enquiry and interest in our products. We are pleased to quote as follows:

12 doz. Men's wool coats in large and small sizes	Rs.....
12 doz. Women's coats in mixed sizes	Rs.....
12 doz. Pairs of woollen pants for men	Rs.....
Less 10% discount and 2.5 % extra for prompt cash payment	

You will observe that the above prices are well within your limits, and, we offer you this line of goods because we are known to be the best in the market. These goods would be made in a German Finish, and we guarantee that there will be no shrinkage. These would be easy-to-wear and easy-to-maintain. They could be easily cleaned by washing and rinsing without causing the messing up of the fabric.

We are confident that, in view of the above advantages, combined with the moderate prices, you will find them the most desirable.

You have not mentioned anything about the colours you desire, but we presume you would prefer the usual natural shades. When ordering, please state the shade.

We await your esteemed orders, which will receive our most careful attention.

Yours very truly

(For Garg Hosiery Centre)

**NOTE: The students are advised to use Block Style for writing
Business letters.**

2. Placing the Orders and their Execution: Unlike quotations and sales letters, correspondence concerning placing the orders is largely routine. Sometimes there is no correspondence at all; instead, buyers use the printed forms and sellers use printed acknowledgements.

The essential qualities of an order-letter are accuracy and clarity. When sending an order by letter:

- include full details of description, quantity, and prices, and quote catalogue numbers, if any;
- state your requirements as to delivery-place, date, mode of transport and whether to be sent carriage-paid, or carriage-forward;
- confirm the terms of payment agreed during negotiations.

Example 1: (Using Block Style) **Placing an order of books.**

MADAAN BOOK HOUSE

Punjabi University

Patiala

12 October 2007

M/S Vee Kumar Publication (P) Ltd
507, Vikram Tower, Rajendra place
New Delhi

Subject: Order of Books

Dear Sir

We thank you for your prompt reply regarding our enquiry for books. Please supply us the following books and forward the documents through courier.

Sr.No.	Title of the book	Author	Publisher	No. Of Copies
	41. Punctuation	Robert Allen	Oxford Univ. Press	10
	42. Words		John Seely	-do-
				10
	43. Basic English Usage		Michael Swan	-do-
				10
	44. Vocabulary		McCarthy	Cambridge Univ Press
				10
	45. English Grammar	R. Murphy	-do-	10

We shall appreciate if you acknowledge the acceptance of our order. The payment will be made through cheque on receipt of the books.

Thanking you and awaiting your reply

Yours faithfully

(For Madaan Book House)

Example 2: (Using Block Style) **Execution of an order placed.**

Vee Kumar Publication (P) Ltd
507, Vikram Tower, Rajendra place
New Delhi

25 October 2007

M/S Madaan Book House
Punjabi University
Patiala

Subject: Order of Books

Dear Sir

We thank you for your order dated 12 October, 2007, and have the pleasure in sending you herewith our invoice for the books despatched today by rail.

We will appreciate an early remittance of Rs...../- Being the account of the invoice.

This is the first occasion when we have the pleasure to execute an order from you and we heartily welcome you. We assure you that you will always find our goods satisfactory and hope this trial order will lead to an enduring relationship with you.

Thanking you

Yours faithfully

(For Vee Kumar Publication)

- **Complaints:** No matter how good our intentions may be, there are bound to be occasions when it is necessary to deal with a complaint, or make one. Complaints may be necessary for reasons like wrong goods received, poor service, bad quality of goods, damaged goods, etc. When you have a genuine complaint, don't get angry, but keep your calm. Do not delay and let the supplier know of the complaint.

Example 1: (Using Block Style) **Complaint Letter:**

ABC COMPANY

.....City

24 October 2007

M/S

.....

.....City

Subject: Complaint regarding

Dear Sirs

On 12 August I ordered 12 copies of Background Music by H. Lowery under my order number FT567.

On opening the parcel received this morning I found that it contained 12 copies of History of Music by the same author. I regret that I cannot keep these books as I have an adequate stock already. I am therefore, returning the books by parcel post for immediate replacement, as I have several customers waiting for them.

I trust you will credit my account with the invoiced value of the returned copies including reimbursement for the package cost.

Yours faithfully

(ABC)

Example 2: (Using Block Style) **Reply to the complaint (Short-cut).**

Dear Mr. Sharma

I was sorry to learn from your letter of 24 October that a mistake occurred in dealing with your order.

This mistake is entirely our own and we apologise for the inconvenience it is causing you. This occurred because of the staff shortage during this unusually busy season and also the fact that these books have identical bindings.

12 copies of the correct title have been despatched by parcel post today.

Your account will be credited with the invoiced value of the books and the cost of return postage, too. Our credit note is enclosed.

We apologise again for this mistake.

Yours sincerely

(XYZ)

- **SALES LETTER:** The sales letter is designed to attract interest, convince and motivate the potential customer to buy your product. It closely follows the four stages of the selling process:
 - Attract attention
 - Create interest and desire
 - Win confidence
 - Motivate action.

This process of making indifferent customers into potential buyers may also be described as the *five p's* of persuasion.

- *Please* to win attention
- Present a *Picture* of the pleasure of possessing the product and the discomfort of not possessing it
- Follow with a *Proof* of the truth.
- *Promise* satisfaction
- Finally, *Push* the customer – gently – to action i.e. buy the product.

Example: (Using Block Style, Short-cut)

Dear Madam

Interest - What would you say to a gift that gave you a warmer and more comfortable home, free from draughts, and a saving of over 20% in fuel costs?

Desire - You can enjoy these advantages, not just this year but every year, simply by installing our SEALITE panel system of double glazing. Can you think of a better gift for your entire family? The enclosed brochure will outline some the benefits which make SEALITE the most completely satisfactory double-glazing system on the market; thanks to a number of features not provided by any other system.

Win Remember that the panels are precision-made by experienced confidence - craftsmen to fit your own particular windows. Remember too that you will be dealing with a well established company which owes its success to the satisfaction given to scores of thousands of customers.

Action - There is no need for you to make up your mind right now. First why not let us give you a free demonstration in your own home without any obligation whatsoever. If you are looking for an investment with an annual average return of over 20%, then here is your opportunity. If you post the enclosed card to reach us by the end of this month, we can complete the installation for you in good time.

Secure your home with SEALITE!!!

Yours sincerely

(ABC)

12.3 Summary

After studying this lesson the students will be able to write creatively. They will know how to write essays and deal with business letters.

12.4 Key words

Essay, composition, Business letters.

12.5 Suggested Readings

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