



SYLLABUS

Class – B.Com. III Year

Subject – ENGLISH

| | |
|-----------------|---|
| UNIT-I | Stopping by woods on a snowy Evening: Robert Frost. Cherry Tree: Ruskin Bond The Axe: R.K. Narayan The Selfish Giant: Oscar Wilde On the Rule of the Road: A.G. Gardiner The song of Kabir: Translated by Tagore |
| UNIT-II | Basic Language Skills Transformation of sentences, Direct-Indirect Speech, Active Passive Voice, Confusing words, Misused words, Similar words with different meaning. |
| UNIT-III | Report Writing Narration Skills, Narration of events and situations. |
| UNIT-IV | Precis Writing |
| UNIT-V | Drafting CV |



UNIT-I

Chapter 1: "Stopping by Woods on a Snowy Evening" (Robert Woods)

Whose woods these are I think I know.
His house is in the village though;
He will not see me stopping here
To watch his woods fill up with snow.

My little horse must think it queer
To stop without a farmhouse near
Between the woods and frozen lake
The darkest evening of the year.

He gives his harness bells a shake
To ask if there is some mistake.
The only other sound's the sweep
Of easy wind and downy flake.

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

Summary of the poem

Stopping by Woods on a Snowy Evening: About the poem. It is one of Robert Frost's finest poems. It was written in 1922 and was published in 1923 in his volume "New Hampshire". Robert Frost won Pulitzer Prize and vast recognition as an important American Writer for this collection. He wrote this poem while living in the village of Franconia in New Hampshire. It seems that he was inspired to write the poem 'Stopping by Wood on a Snowy Evening' by watching the woods near the village and the village mentioned in the poem is probably Franconia. Frost claimed that he wrote this poem in a single sitting one night, though it was a very tough task to do so. Before we go for a line-by-line analysis of the poem Stopping by Woods on a Snowy Evening, there are some important points to note about the structure or form of the poem, the style in which the poem is written, and the rhyme scheme followed,

Stopping by Woods on a Snowy Evening consists of four stanzas of four lines each. In each stanza the first, second and fourth lines rhyme but the third line does not. The third line rather determines the rhyme of the next stanza. For instance, in the first stanza 'know', 'though' and 'snow' rhyme, but 'here' word rhymes with 'queer', 'near' and 'year' in the next stanza. As an exception, in the last stanza, all four lines rhyme so the rhyme scheme is AABA-BBCB-CCDC-DDDD and it is written in Iambic tetrameter, having four stressed syllables in each line. These are all about the poetic elements used in the poem.



Actually the poem looks very simple in its use of language and also in the subject matter. But what strikes us most is the use of a special form and rhyme scheme to express the theme so fluently. To mingle the content with the structure is really a tough task. The poem is rich in its use of figures of speech like imagery, alliteration and personification. It also has an allegorical meaning. So this poem 'Stopping by Woods on a Snowy Evening' has been highly acclaimed since its publication.

Line by Line Explanation of Stopping by Woods on a Snowy Evening

"Whose woods these are I think I know.
His house is in the village, though;
He will not see me stopping here
To watch his woods fill up with snow."

The narrator (may be the poet himself) of the poem, 'Stopping by Woods on a Snowy Evening' stops by some woods on his way one evening. The narrator knows the owner of the woods and even where he lives. He is a bit relaxed thinking that the owner of the woods lives in the village and so he won't see the narrator stopping here. Therefore he can continue watching the natural beauty of his snow-covered woods.

"My little horse must think it queer
To stop without a farmhouse near
Between the woods and frozen lake
The darkest evening of the year."

In the second stanza, the narrator of the poem says that his dear horse, whom he is using as his carriage, must think it strange to stop here between the woods and the frozen lake in a dark evening, as he normally stops near a farmhouse. The narrator calls his horse "my little horse", as it is very dear to him or may be the horse is a little one in the literal sense, i.e., a pony. It may also suggest that the speaker is a humble and ordinary citizen and cannot afford to buy an expensive horse. He also personifies the horse by indicating that it has a thought process and also referring it as "he" in the next stanza.

In this stanza the narrator suggest that the weather is cold enough to freeze a lake. The expression 'darkest evening' could suggest several things. May be the narrator-traveller was very depressed due to his long journey or the cold weather. Otherwise it may also refer to the longest night of the year – the night with the most hours of darkness. In that case, it is 21st or 22nd December, when the winter solstice occurs in the northern hemisphere.

"He gives his harness bells a shake
To ask if there is some mistake.
The only other sounds the sweep
Of easy wind and downy flake."

The horse is shaking its head ringing the bell attached to its harness, as if 'he' is asking his master whether there is any problem, as it is unusual for him to stop by the woods in the darkness. And the important thing in this stanza of the poem Stopping by Woods on a Snowy Evening is the sound imageries. There is only three sounds – the sounds of the harness bell, light wind and the snowflakes.



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

Here in the last stanza the narrator describes the woods using three adjectives – lovely, dark and deep. This indicates that he is enjoying the scene and wants to do so for long. But he has other responsibilities in life. He has to go a long way before he sleeps. So he cannot get the enjoyment for long. He has to move on. And the important thing here is that the poet repeats the last line to attract the attention of the readers. In this very last line lies the allegorical interpretation. Here “sleep” may refer to death. We, in our real life, have many things to look at with awe, many things to enjoy, but in most cases we cannot simply because we have other things to do in our short lifespan, so we have to move on.

Again some critics interpret it in a different way. The ‘woods’ here may also suggest the distractions and temptations in the journey of our life. The poet may mean that we should not pay heed to those outward temptations. We should stay focused on our goal and try to reach it in time. We must fulfill our duties before we die, so we have no time to look at other things on the way.

The poet wants to enjoy the snow fall in some woods i.e. in a forest. Once he was passing by the forest which belongs to a person whom he knows very well and at the same time snow fall starts. So the poet decides to stay there only. But his horse thinks it strange to stay at such a place and at such a time as it is the darkest evening of the year. So the horse moves his neck to warn the poet through the bells. This was the only sound, other than the sound of snow & wind. The last four lines convey the message of the poem a part from the enjoyments. The poet says that before he sleeps he has much more work to do. And this way he tries to communicate that we must finish our work first and then we must enjoy. “One should always keep in mind that at what cost one is enjoying”.

Chapter 2: “Cherry Tree” (Ruskin Bond)

Complete text of “THE CHERRY TREE” (Ruskin Bond)

One day, when Rakesh was six, he walked from the Mussoorie bazaar eating cherries. They were little sweet, little sour; small, bright red cherries, that had come all the way from the Kashmir valley. Here in the Himalayan foothills where Rakesh lived, there were not many fruit trees. The soil was stony, and the dry cold winds stunted the growth of most plants. But on the more sheltered slopes there were forests of oak and deodar. Rakesh lived with his grandfather on the outskirts of Mussoorie, just where the forest began. Grandfather was a retired forest ranger. He had a little cottage outside the town. Rakesh was on his way home from school when he bought the cherries. He paid fifty paise for the bunch. It took him about half an hour to walk home, and by the time he reached the cottage there were only three cherries left.

‘Have a cherry, grandfather,’ he said, as soon as he saw grandfather in the garden.



Grand father took one cherry and Rakesh promptly ate the other two. He kept the last seed in his mouth for some time, rolling it round and round on his tongue until all the tang had gone. Then he placed the seed on the palm of his hand and studied it.

'Are cherry seeds lucky?' asked Rakesh.

'Of Course'

'Nothing is lucky if you put it away. If you want luck, you must put it to some use.'

'What can I do with a seed?'

'Plant it.'

So Rakesh found a small spade and began to dig up a flower-bed.

'Hey, not there,' said grandfather. 'I've sown mustard in that bed. Plant it in that shady corner, where it won't be disturbed.'

Rakesh went to a corner of the garden where the earth was soft and yielding. He did not have to dig. He pressed the seed into the soil with his thumb and it went right in. Then he had his lunch, and ran off to play cricket with his friends, and forgot all about the cherry seed. When it was winter in the hills, a cold wind blew down from the snows and went whoo-who-who in the deodar trees, and the garden was dry and bare. In the evenings grandfather and Rakesh sat over a charcoal fire, and grandfather told Rakesh stories – stories about people who turned into animals, and ghosts who lived in trees, and beans that jumped and stones that wept – and in turn Rakesh would read to him from the news paper, Grandfather's eyesight being rather weak. Rakesh found the news paper very dull – especially after the stories – but grand father wanted all the news. They knew it was spring when the wild duck flew north again, to Siberia. Early in the morning, when he got up to chop wood and light a fire, rakesh saw the V shaped formation streaming northwards and heard the calls of birds clearly through the thin mountain air.

One morning in the garden he bent to pick up what he thought was a small twig and found to his surprise that it was well rooted. He stared at it for a moment, then ran to fetch grandfather, calling, 'Dada, come and look, the cherry tree has come up!'

'What cherry tree?' Asked grandfather, who had forgotten about it?

'The seed we planted last year – look, it's come up!'

Rakesh went down on his haunches, while Grandfather bent almost double and peered down at the tiny tree. It was about four inches high.

'Yes, it's a cherry tree,' said grandfather. 'You should water it now and then.'

Rakesh ran indoors and came back with a bucket of water.

'Don't drown it!' said grandfather.

Rakesh gave it a sprinkling and circled it with pebbles. 'what are the pebbles for?' asked grandfather.



'For privacy,' said Rakesh.

He looked at the tree every morning but it did not seem to be growing very fast. So he stopped looking at it – except quickly, out of the corner of his eye. And, after a week or two, when he allowed himself to look at it properly, he found that it had grown – at least an inch!

That year the monsoon rains came early and Rakesh plodded to and from school in rain coat and gum boots. Ferns sprang from the trunks of trees, strange looking lilies came up in the long grass, and even when it wasn't raining the trees dripped and mist came down curling up the valley. The cherry tree grew quickly in this season. It was about two feet high when a goat entered the garden and ate all the leaves. Only the main stem and two thin branches remained.

'Never mind,' said grandfather, seeing that Rakesh was upset. 'It will grow again: cherry trees are tough.'

Towards the end of the rainy season new leaves appeared on the tree. Then a woman cutting the grass cut the cherry in two.

When grandfather saw what had happened, he went after the woman and scolded her; but the damage could not be repaired.

'May be it will die now,' said Rakesh.

'May be,' said grandfather.

But the cherry tree had no intention of dying.

By the time summer came round again, it had sent several new shoots with tender green leaves. Rakesh had grown taller too. He was eight now, a sturdy boy with curly black hair and deep black eyes. 'Blackberry,' grandfather called them.

That monsoon Rakesh went home to his village, to help his father and mother with the planting and ploughing and sowing. He was thinner but stronger when he came back to his grandfather's house at the end of rains, to find that cherry tree had grown another foot. It was now up to his chest.

Even when there was rain, Rakesh would sometimes water the tree. He wanted it to know that he was there.

One day he found a bright green praying mantis perched on a branch, peering at him with bulging eyes. Rakesh let it remain there. It was the cherry tree's first visitor.

The next visitor was a hairy caterpillar, who started making a meal of the leaves. Rakesh removed it quickly and dropped it on a heap of dry leaves.

'Come back when you are a butterfly,' he said.

Winter came early. The cherry tree bent low with the weight of snow. Field mice sought shelter in the roof of the cottage. The road from the valley was blocked, and for several days there was no newspaper, and this made grandfather quite grumpy. His stories began to have unhappy endings.

In February it was Rakesh's birthday. He was nine – and the tree was four, but almost as tall as Rakesh.



One morning, when the sun came out, Grandfather came into the garden. 'Let some warmth get into my bones,' he said. He stopped in front of the cherry tree, stared at it for a few moments, and then called out, 'Rakesh! Come and look! Come quickly before it falls!'

Rakesh and grandfather gazed at the tree as though it had performed a miracle. There was a pale pink blossom at the end of a branch.

The following year there were more blossoms. And suddenly the tree was taller than Rakesh, even though it was less than half his age. And then it was taller than grandfather, who was older than some of the oak trees.

But Rakesh had grown too. He could run and jump and climb trees as well as most boys, and he read a lot of books, although he still liked listening grandfather's tales.

In the cherry tree, bees came to feed on the nectar in the blossoms, and tiny birds pecked at the blossoms and broke them off. But the tree kept blossoming right through the spring, and there were always more blossoms than birds.

That summer there were small cherries on the tree. Rakesh tasted one and spat it out.

'It's too sour,' he said.

'They'll be better next year,' said grandfather.

But the birds liked them – especially the bigger birds, such as the bulbuls and scarlet minivets – and they flitted in and out of the foliage, feasting on the cherries.

On a warm sunny afternoon, when even the bees looked sleepy, Rakesh was looking for grandfather without finding him in any of his favorite places around the house. Then he looked out of the bed room window and saw grandfather reclining on a cane chair under the cherry tree.

'There is just the right amount of shade here,' said grandfather. 'And I like looking at the leaves.'

'They're pretty leaves,' said Rakesh. 'And they are always ready to dance, if there's breeze.'

After grandfather had come indoors, Rakesh went into the garden and lay down on the grass beneath the tree. He gazed up through the leaves at the great blue sky; and turning on his side, he could see the mountain striding away into the clouds. He was still lying beneath the tree when the evening shadows crept across the garden. Grandfather came back and sat down beside the Rakesh, and they waited in silence until it was dark. 'There are so many trees in the forest,' said Rakesh. 'What's so special about this tree? Why do we like it so much?' 'We planted it ourselves,' said grandfather. 'That's why it's special.' 'Just one small seed,' said Rakesh, and he touched the smooth bark of the tree that had grown. He ran his hand along the trunk of the tree and put his finger to the tip of a leaf. **'I wonder,' he whispered. 'Is this what it feels to be God?'**

Summary:

The cherry tree is a beautiful short story that closely follows the growth of a cherry tree, the seeds of which were planted by a small boy. The sorrow caused by the destruction of the tree, the act of patience inculcated in the child by his grandfather, and the reward of that patience which is received by the small boy in form of sweet cherries succeed in carrying a profound message of love and caring. The last line of the story, "I wonder! Is this what it feels like to be God?"



Chapter 3: "The Axe" (R.K.Narayan) SUMMARY



Velan's father was a poor man and nobody could have thought that one day Velan would live in a three-storied building. But the prophesy of an astrologer came true and in his later life he became the sole occupant of Kumar Baugh, a palatial town on the outskirts of Malgudi town.



When Velan was eighteen he left home. His father slapped him one day for coming late with the midday meal. This enraged Velan so much that he decided to leave home. He walked out of the village and walked on till he came to the town. Here he starved for a couple of days. Then he finally came to Malgudi. Here an old man took him as his assistant for laying a garden. Velan accepted the job and sat day after day in the sun to clear the land of the unwanted plants. Gradually the garden took shape. As the house came up, the garden also developed. By the time the margosa tree came up to the vision of Velan, the house had taken mellowness in its appearance. Its original brightness had disappeared.

Velan was contented and happy. In the meantime the old gardener who had originally employed him had died. Now he became the chief gardener. Velan married and had children. He lived in the servants' quarters. In the meantime the owner of the house became old. One day the master died. The sons of the oldman were no good. They stayed for a year more, quarrelled among themselves, and went away to live in another house. The house was rented out. A year later another tenant came, and then another, and then another. No one remained for more than a few months. And then the house acquired the reputation of being haunted.

Gradually the owners of the house stopped coming to the house and see it. Velan became the sole occupant of the house. He was also growing old. Although he did his best, grass grew on paths, weeds and creepers also sprang up, the fruit garden was leased out by the owners for three years.

Years and years passed without any change. It came to be known as the 'Ghost House' and people avoided it. But Velan did not complain about anything. Once a quarter he sent his son to the old family in the town to fetch his wages. Velan wanted this state of affairs to go on indefinitely. But one day a car came up to the house. The doors and windows of the old house were thrown open. The people who came in the car belonged to a firm which wanted to purchase this house. They told Velan that they would cut the plants and naturally they would not require his services anymore.

There was much hustle and activity in and around the house. Soon cutter came to clean the surroundings. Velan was unhappy that they wanted to cut the margosa tree as well. Velan loved this tree like his own child. So he decided to leave the house. He requested the cutters to wait till he had gone out of the reach of the sound of their axes. He collected his belongs in a bundle and left the house. He requested them not cut the margosa tree till he was gone far away.

Critical Appreciation of the Axe

In The Axe by R.K. Narayan we have the theme of independence, pride, dedication, prosperity, loss, control, change and acceptance. Taken from his Malgudi Days collection, the story is narrated in the third person by an unnamed narrator and after reading the story the reader realizes that Narayan may be exploring the theme of independence. After Velan has been slapped by his father he abandons his father and sets out to find work for himself eventually becoming a gardener. This may be important as Velan is displaying an independent streak. He is showing his father that he can make it on his own. That he does not need to be guided by his father. The old man who employs Velan is also interesting as he allows Velan to have complete control of the garden which would further suggest that Velan has a degree of independence in his life. Though he is answerable to the old man, the old man does not get in Velan's way. He leaves him to his own devices. It is also interesting that despite claiming his father's property on his father's death. Velan does not leave the garden preferring to stay in his hut by the garden. This may be important as it suggests that Velan is dedicated to the garden. Something that is also noticeable by the fact that Velan also talks to each plant and flower urging them on in growth. If anything Velan's world is dedicated or devoted to the garden.

It might also be a case that Narayan is comparing Velan's father to the old man who owns the garden. Both men treat Velan differently. Where Velan's father has treated Velan inappropriately the relationship between the old man who owns the garden and Velan is good. It is possible that Narayan is suggesting that should a person (the old man) treat another person (Velan) correctly than that person (Velan) will prosper which appears to be the case for Velan. Since



moving to his hut by the garden. Velan's life has prospered and he is happy. In many ways the growth of the garden and the blooming of the flowers match the prosperity and happiness in Velan's life. He has managed to get married and have children. Something that may not have been possible should he have stayed working with his father. Narayan might also be exploring the theme of loss. Despite having gotten married Velan has lost his wife and eight of his children all dying before Velan. However it is noticeable that despite this loss Velan has persevered. He has not been beaten by circumstances. He again has continued to prosper just as the garden has.

What is also interesting about Velan is that despite his age he never gives up. This along with the fact that he is answerable to a different master may be important as Narayan may be again highlighting how dedicated Velan is regardless of the circumstances he finds himself in. It is also obvious to the reader that Velan takes great pride in the work he has done in the garden. He has taken a patch of land and changed what was an eyesore into a thing of beauty. Despite his hard work, dedication and devotion, his work was not being appreciated by his new masters. They have no interest in the house or the garden. Despite this Velan still tries his best to keep the garden as tidy and well-preserved as possible. In reality the garden is Velan's whole world. He knows no other life. Though some critics might suggest Velan has lived a limited life due to his dedication to the garden. It is important to remember that the garden brings joy to Velan. He is at his happiest when he is in the garden. Velan has never strived for complexity in his life. He is a simple man who likes simple things.

The end of the story is also interesting as Narayan may be exploring the theme of control. When Velan hears the axe hitting against the margosa tree, he knows that his life is about to change. He is no longer in control of his environment for the first time since he was eighteen. This alone is something that would be difficult for someone to accept but what makes it worse in many ways is the fact that Velan had no opportunity to prepare himself for the events that were about to happen. Nobody had told Velan of the new owner's wishes but he knows that the life he had lived working in the garden is over. Change is difficult for anybody but even more difficult for someone as old as Venal. Even though Venal accepts what is happening the reader senses as though he is leaving the garden as a broken man. All the effort he has put in over the years will have been in vain now that the new owners plan on building houses in the garden.

The story concerns Velan who looks after an excellent garden. But one day the property is sold to a builder who decides to cut off most of the trees and uproot the flower garden. The fall of the axe on his beloved tree, margosa, hurts him terribly and he decides to leave the place before the tree is cut.

Chapter 4: "The Selfish Giant" (Oscar Wilde)

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

It was a large lovely garden, with soft green grass. Here and there over the grass stood beautiful flowers like stars, and there were twelve peach-trees that in the spring-time broke out into delicate blossoms of pink and pearl, and in the autumn bore rich fruit. The birds sat on the



trees and sang so sweetly that the children used to stop their games in order to listen to them. 'How happy we are here!' they cried to each other.

One day the Giant came back. He had been to visit his friend the Cornish ogre, and had stayed with him for seven years. After the seven years were over he had said all that he had to say, for his conversation was limited, and he determined to return to his own castle. When he arrived he saw the children playing in the garden.

'What are you doing here?' he cried in a very gruff voice, and the children ran away.

'My own garden is my own garden,' said the Giant; 'any one can understand that, and I will allow nobody to play in it but myself.' So he built a high wall all round it, and put up a notice-board.

TRESPASSERS WILL BE PROSECUTED

He was a very selfish Giant.

The poor children had now nowhere to play. They tried to play on the road, but the road was very dusty and full of hard stones, and they did not like it. They used to wander round the high wall when their lessons were over, and talk about the beautiful garden inside.

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

Then the Spring came, and all over the country there were little blossoms and little birds. Only in the garden of the Selfish Giant it was still Winter. The birds did not care to sing in it as there were no children, and the trees forgot to blossom. Once a beautiful flower put its head out from the grass, but when it saw the notice-board it was so sorry for the children that it slipped back into the ground again, and went off to sleep. The only people who were pleased were the Snow and the Frost. 'Spring has forgotten this garden,' they cried, 'so we will live here all the year round.' The Snow covered up the grass with her great white cloak, and the Frost painted all the trees silver. Then they invited the North Wind to stay with them, and he came. He was wrapped in furs, and he roared all day about the garden, and blew the chimney-pots down. 'This is a delightful spot,' he said, 'we must ask the Hail on a visit.' So the Hail came. Every day for three hours he rattled on the roof of the castle till he broke most of the slates, and then he ran round and round the garden as fast as he could go. He was dressed in grey, and his breath was like ice.

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

But the Spring never came, nor the Summer. The Autumn gave golden fruit to every garden, but to the Giant's garden she gave none. 'He is too selfish,' she said. So it was always Winter there, and the North Wind, and the Hail, and the Frost, and the Snow danced about through the trees.

One morning the Giant was lying awake in bed when he heard some lovely music. It sounded so sweet to his ears that he thought it must be the King's musicians passing by. It was really



only a little linnet singing outside his window, but it was so long since he had heard a bird sing in his garden that it seemed to him to be the most beautiful music in the world. Then the Hail stopped dancing over his head, and the North Wind ceased roaring, and a delicious perfume came to him through the open casement. 'I believe the Spring has come at last,' said the Giant; and he jumped out of bed and looked out.

What did he see?

He saw a most wonderful sight. Through a little hole in the wall the children had crept in, and they were sitting in the branches of the trees. In every tree that he could see there was a little child. And the trees were so glad to have the children back again that they had covered themselves with blossoms, and were waving their arms gently above the children's heads. The birds were flying about and twittering with delight, and the flowers were looking up through the green grass and laughing. It was a lovely scene, only in one corner it was still Winter. It was the farthest corner of the garden, and in it was standing a little boy. He was so small that he could not reach up to the branches of the tree, and he was wandering all round it, crying bitterly. The poor tree was still quite covered with frost and snow, and the North Wind was blowing and roaring above it. 'Climb up! Little boy,' said the Tree, and it bent its branches down as low as it could; but the little boy was too tiny.

And the Giant's heart melted as he looked out. 'How selfish I have been!' he said; 'now I know why the Spring would not come here. I will put that poor little boy on the top of the tree, and then I will knock down the wall, and my garden shall be the children's playground forever and ever.' He was really very sorry for what he had done.

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

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

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

'We don't know,' answered the children; 'he has gone away.'

'You must tell him to be sure and come here to-morrow,' said the Giant. But the children said that they did not know where he lived, and had never seen him before; and the Giant felt very sad.

Every afternoon, when school was over, the children came and played with the Giant. But the



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

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

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

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

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

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

'Nay!' answered the child; 'but these are the wounds of Love.'

'Who art thou?' said the Giant, and a strange awe fell on him, and he knelt before the little child.

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

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

Critical Appreciation of the story

Oscar Wilde's one of the stylish fairy tales The Selfish Giant was included in, The Happy Prince and Other Tales published in 1888. Noted for his witty dialogues, humour, careful choice of words and arrangement of words, Oscar Wilde showed his best in The Selfish Giant. Very simple and very interesting story The Selfish Giant is full of inner meaning and moral message. It suggests that if we give happiness to others we can also feel happiness in our life. The story tells about a giant who was really selfish. In fact, The Selfish Giant moves around a person who is very selfish by nature. He is tall, massive and looks ugly. He doesn't like the children who are playing in his Garden. His selfishness was quite evident in the act of his depriving the children from the pleasures of his garden.



The Selfish Giant tells the story of the moral decay of everyman. An adherent of the principle that art exists for art's sake, Wilde sets out the painting everyman's inner corruption and way to salvation. Thus, the story *The Selfish Giant* focuses a great moral lesson of love and living a stir among straight-laced Victorian readers. It is the lesson of love. Love is a divine quality. God Himself is the image of love. God has created man and nature. His boundless love rules the universe and brings about a harmony among the heterogeneous elements on earth and it lends grace to everything. Love is a mighty power that has bound man and nature together. Love should be showered on all equally. He, who loves all things, best, irrespective of their greatness or smallness, is the best prayed for:

Love is a great virtue, but it is difficult to cultivate. For the sake of love (which is the image of God) one has to sacrifice a lot. But once love is enthroned in one's mind, one is lifted up to heaven as a reward. For God is Love and Love is God.

The Giant Going To His Castle

The Giant had a beautiful garden where some children played during his prolonged absence. The children, who played in the Giant's garden, felt fortunate enough to enjoy so many beautiful objects of nature like star-like flowers, delicate flowers of peach-trees, their ripe and delicious fruits and the note of sweet-singing birds. The birds sat on the trees—in the garden, birds were attracted by beauty of the flowers and their fragrances and they sat on the trees. Nature provided the garden with so many objects that the children's eyes and ears were feasted and they gave up playing in order to enjoy them. Indeed, they were really very happy in the garden.

However, on his return to his castle the Giant found the garden being used by the children as a play-ground. He built up a high wall around his garden and put up a notice board "TRESPASSERS WILL BE PROSECUTED". This is really an act of selfishness. This very act makes it evident that the giant is very selfish. His crude selfishness will prompt him to drive away the children playing in the garden. Thus, he will deprive them of their simple and innocent pleasures in the garden.

The Giant is very conscious about his property and will not allow anybody to enjoy the beauties of his garden. Of course, the beauties of his garden are the beauties conferred upon it by Nature.

So he built notice board—the wall that the Giant's wall was the wall of selfishness against the children who are blessed by Jesus Christ. It is a wall between Nature and man. It amounts a violation of the commandment of God—the love to and in children, who are simple and



innocent, should be loved.

The Giant deprived the children of their communion with Nature. Of course, the Giant was punished by Nature for his selfishness. Neither Spring nor Autumn visited his garden, but Winter prevailed all over it.

But, in one day, in the farthest corner of the garden was the 'marvelous sight'- a tree covered with lovely white blossoms. Once, early in the morning he hears a sweet song and thought that kings' musicians are passing nearby his home, but he found a linnets in his garden who is singing on a tree. After a long time he hears a sweet song put into the great joy and he found spring in the farthest corner of the garden. The children came through the little hole. He goes downstairs and found a little boy who is trying to climb up on the tree. Its branches were golden and silver fruit hung down and underneath it stood the little boy the Giant loved. The Giant picked up the little boy in his hands and placed him on the tree. He told the children that the garden belonged to them. Finally, he took a huge axe and broke down the wall. With these actions the Giant showed his melting heart. The children are pure in heart and beautiful in mind. They are innocent. They are as pristine and simple as nature. Joy, bliss, warmth and life returned to the garden with the coming back of the children. They brought about a change in the Giant's heart and helped to redeem his soul.

When he gave up his selfishness and began to love the children dearly, he was relieved of his punishment. The winter weather was removed from his garden. The Giant was rewarded. "But these are the Wounds of Love" and "You let me play once in your garden, today you shall come."

The boy was Jesus Christ in disguise. He came to the Giant once again to take him to his garden, Paradise, as a reward for letting him play once in his garden. The Giant was redeemed by Jesus. He was absolved of all his sins. His soul became pure and sacred. The 'white blossoms' symbolize the purity and sacredness that the Giant's soul attained and the ever-lasting peace that he obtained after death. He was taken to Paradise for his unselfishness by Jesus Christ.

Chapter 5: "On the Rule of the Road" (A.G. Gardiner)

ABOUT THE AUTHOR

Alfred George Gardiner (1865–1946) Born into the Victorian era in 1865 and writing through the Edwardian and Georgian periods, Alfred George Gardiner, was a newspaper editor, journalist and author. He is known for his essays, written under the pen-name "Alpha of the Plough" as well as his prose written under his own initials. Beginning his career as an apprentice-reporter at the age of fourteen Gardiner went on to become the editor of the oldest, most widely read Liberal newspaper in the early half of the 19th century, Daily News. As was typical of the Victorian age' his works reflected the pressing social, intellectual, economic, and religious issues and problems of the era. However, his skill was best displayed in the four published collections of pen portraits: Prophets, Priests and Kings (1908), Pillars of Society (1913), The War Lords (1915), and Certain People of Importance (1926). His essays are uniformly elegant, graceful and humorous. His uniqueness lay in his ability to teach the basic truths of life in an easy and amusing manner. Pebbles on the Shore, Many Furrows and Leaves in the Wind, are some of his other best known writings. His writings reflect two moods: the combative, disputatious controversialist who



signed himself A. G. G., and the gentle, discursive essayist, Alpha of the Plough, who contributed to The Star. Gardiner died in 1946.

Prose

On the Rule of the Road

A.G. Gardiner



A stout old lady was walking with her basket down the middle of a street in Petrograd to the great **confusion** of the traffic and with no small **peril** to herself. It was pointed out to her that the pavement was the place for **pedestrians**, but she replied: 'I'm going to walk where I like. We've got liberty now.' It did not occur to the dear old lady that if liberty entitled the pedestrian to walk down the middle of the road, then the end of such liberty would be universal **chaos**.

Everybody would be getting in everybody else's way and nobody would get anywhere.



Individual liberty would have become social **anarchy**. There is a danger of the world getting liberty- drunk in these days like the old lady with the basket, and it is just as well to remind ourselves of what the rule of the road means. It means that in order that the liberties of all may be **preserved**, the liberties of everybody must be **curtailed**. When the policeman, say, at Piccadilly Circus, steps into the middle of the road and puts out his hand, he is the symbol not of **tyranny**, but of liberty. You may not think so. You may, being in a hurry, and seeing your car pulled up by his **insolence** of office, feel that your liberty has been outraged. "How dare this fellow **interfere** with your free use of the public highway?" Then, if you are a reasonable person, you will reflect that if he did not interfere with you, he would interfere with no one, and the result would be that Piccadilly Circus would be a maelstrom that you would never cross at all. You have submitted to a curtailment of private liberty in order that you may enjoy a social order which makes your liberty a reality.

Liberty is not a personal affair only, but a social **contract**. It is an accommodation of interests. In matters which do not touch anybody else's liberty, of course, I may be as free as I like. If I choose to go down the road in a dressing- gown who shall say me nay? You have liberty to laugh at me, but I have liberty to be **indifferent** to you.



And if I have a **fancy** for dyeing my hair, or waxing my moustache (which heaven forbid), or wearing an overcoat and sandals, or going to bed late or getting up early, I shall follow my fancy and ask no man's permission. I shall not inquire of you whether I may eat mustard with my mutton. And you will not ask me whether you may follow this religion or that, whether you may prefer Ella Wheeler Wilcox to Wordsworth, or champagne to **shandy**. In all these and a thousand other details you and I please ourselves and has no one's leave.



We have a whole kingdom in which we rule alone, can do what we choose, be wise or **ridiculous**, harsh or easy, **conventional** or odd. But when we step out of that kingdom, our personal liberty of action becomes qualified by other people's liberty. I might like to practice on the trombone from midnight till three in the morning. If I went onto the top of Everest to do it, I could please myself, but if I do it in my bedroom my family will object, and if I do it out in the streets the neighbours will remind me that my liberty to blow the trombone must not interfere with their liberty to sleep in quiet.

There are a lot of people in the world, and I have to **accommodate** my liberty to their liberties. We are all liable to forget this, and unfortunately we are much more conscious of the imperfections of others in this respect than of our own. A reasonable **consideration** for the rights or feelings of others is the foundation of social conduct. It is in the small matters of conduct, in the observance of the rules of the road, that we pass judgment upon ourselves, and declare that we are civilized or uncivilized. The great moments of heroism and sacrifice are rare. It is the little habits of commonplace intercourse that make up the great sum of life and sweeten or make bitter the journey.



INTRODUCTION

A.G. Gardiner's famous and amusing essay 'On the Rule of the Road' strikes the bull's eye when he declares that in order to preserve the liberties of all the liberties of everybody must be curtailed. In this essay "The Rule Of the Road" he points out what constitutes true liberty. Liberty and freedom has become the watchwords of today's society and every action taken is for the sake of personal liberty. In the contemporary world of constructed social and political anarchy, liberty both individual and political has gained tremendous importance.



SUMMARY

The essay begins with an amusing anecdote of a fat old lady walking in the middle of the road on a busy street in Petrograd. Obviously the traffic was confused and there ensued a traffic block. When someone pointed out to her that pedestrians must walk on the School of Distance Education Perspective on Literature Page 10 footpaths her reply was interesting. She replied that she has the freedom to walk anywhere she likes. Nothing can be said against this since it is, after all, a public road. In the next paragraph, the author goes on to make clear the boundaries of personal liberty. He states that people are liberty-drunk these days. The reader cannot but agree with the author on this point as we see today that everybody wants individual freedom. The problem has become more acute over the passage of time and fights over freedom begin when children are very young. Independence and dependence has taken on many colours and hues. According to Gardiner, sacrifice seems to be the foundation for liberty because "in order that the liberties of all may be preserved, the liberties of everybody must be curtailed." He gives the example of a traffic police at a busy junction. At first the policeman may seem like a nuisance but later we realize that he is in fact a blessing. If everybody drove wherever and whenever they wanted there would be utter chaos and nobody will be able to reach anywhere. So in a sense personal liberty is restricted in order to make the same liberty a reality. The author introduces liberty as a social contract and not a personal one. He says it is an adjustment. If our freedom does not interfere with those of others we may do as we please. He gives many instances where we do as we please like what to wear, what to eat, which religion to follow, which writer to prefer and many others. We rule over a kingdom where we have all the freedom but the moment we come in contact with other people's freedom both parties will have to restrict their own freedoms. For this again he gives the instance of playing the Trombone. If he wants to play it at midnight he will have to go to the Everest or else his family and neighbours will object. The author reminds the reader that there are a lot of people in this world and adjustment is the key to liberty. Gardiner points out that unfortunately we are quicker to see the faults of others than our own. He says that consideration for the rights or feelings of others is the foundation of social conduct. He concludes saying that it is these small matters that decide whether we are civilized or uncivilized. Great moments of heroism and sacrifice are rare but our life is made up of these small adjustments which make it sweet.

GLOSSARY

- Petrograd: Leningrad (formerly St. Petersburg and then Petrograd).

Former capital of the Russian empire from 1703 to 1917 when School of Distance Education Perspective on Literature Page 11 the capital was shifted to Moscow by the newly established Soviet Government.

- Piccadilly Circus: London Thoroughfare.
- Curtail: Restrict.
- Maelstrom: Utter confusion.
- Ella Wheeler Wilcox: American author and poet.
- Wordsworth: English Romantic writer.
- Trombone: Musical instrument formerly known as the Sackbut.

ANALYSIS

Alfred George Gardiner is one of the most delightful essayists of the modern times. The reason for his popularity can be understood from his selection of subject as well as his treatment of the subjects. Gardiner's writing style and language is bewitching. Simplicity is its key note. His economy of words and ideas make his essays a pleasure to



read. His use of anecdotes and illustrations serve to make the essay and its elucidation crystal clear. In this essay "The Rule Of the Road" he points out what constitutes true liberty. Personal freedom or individual liberty is a very familiar concept these days even among small children. Almost prophetically Gardiner has dealt with this subject in a diplomatic and mature manner by giving a solution to the 'liberty-drunk' mentality of today. Gardiner tells us that there will often be times when we have to "submit to a curtailment of private liberty" if we want to live in a social order where we truly have liberty. What he is saying, then, may seem slightly paradoxical. He is saying that we have to give up some of our liberty in order to make our liberty a reality. Gardiner's idea of personal liberty as a social contract reflects the philosopher John Locke's idea of 'social contract'. Locke is one thinker most closely connected to the idea of the 'social contract'. This idea says that we give up some of our smaller liberties so that we can live together in a society. In return for our doing this, the society protects our truly important rights. This is one major point Gardiner is trying to make in this essay. Literally, when Gardiner refers to the "rule of the road," he is talking about the rules that say what you are allowed to do on the road. He is referring to the anecdote about the Russian woman walking down the middle of the road and causing traffic problems. That woman was not following the rules that tell us what we may do on roads. School of Distance Education Perspective on Literature Page 12 But there is a figurative meaning here as well. Gardiner is using traffic laws as a metaphor for the rules (often unwritten and informal) that make society work and that create community and solidarity in society. The major point of this essay is that people need to consider how their actions affect others and how they affect society, not just about what they themselves want to do. In this sense, the rules of the road are rules of politeness and of unselfishness. They are rules such as "don't play your trombone too loudly or at the wrong time" or "don't have loud conversations in public places." The author concludes the essay by saying that we must be a judicious mixture of both anarchist and socialist. We have to preserve both the individual liberty and social liberty. It is in the small matter of conduct in the observance of the rule of the road, that we pass judgment upon ourselves and declare that we are civilized or uncivilized.

REVISIONARY QUESTIONS

I. Answer the following questions in a sentence or two each.

1. What is the essay 'On the Rule of the Road' about?
2. Describe the possible consequences of the old lady walking down the middle of the road.
3. What would happen at Piccadilly Circus if there was no policeman?

II. Answer the following questions in a paragraph of about 100 words.

3. Give some of the examples Gardiner gives to show that if personal liberty does not disturb the life of other people we may be as free as we like.
4. What does the author mean by 'liberty-drunk'?

III. Write an essay

5. Comment on the author's declaration "Liberty is not a personal affair only, but a social contract". Do you agree?



**It is needless to ask of a saint the caste
To which he belongs:
For the priest, the warrior, the tradesman, and all
the thirty-six castes alike, are seeking for God.
It is but folly to ask what the caste of a saint
May be;
The barber has sought God, the washerwoman, and
the carpenter-
Even Raidas was a seeker after God.
The rishi Swapacha was a tanner by caste.
Hindus and Muslims alike have chiefted that
End, where remains no mark of distinction.**

Summary:

The poet Kabir (1440-1518), one of the most intriguing and celebrated personalities in the history of Indian mysticism, lived in the fifteenth century. He was a great religious reformer and left behind an exquisite body of poetry of enlightenment that weaves together the philosophies of Sufism, Hinduism, and the Kabbalah. These poems express a wide range of mystical experience, from the loftiest abstractions to the most intimate and personal realization of God, and have become a classic Sufi text. A great religious reformer, the founder of a sect to which nearly a million northern Hindus still belong, it is yet supremely as a mystical poet that Kabir lives for us. His fate has been that of many revealers of Reality.

A medieval Muslim mystic, 'Kabir' is well remembered even today for his simple life and devotional fervor. He led a simple life as an ordinary weaver. He delved deep into the mysteries of Hindu mysticism. A true worshipper of god, he emphasized the purity of mind and selfless devotion to God. During his life time he composed many 'Dohas'.

About the song

This is the second song of kabir in which he has expressed his own philosophy about the qualities of saint. He holds that a saint is the real human being. He is above the notion of caste, colour and creed. He also believes in the welfare of human beings. According to saint all are equal. Nobody is higher or lower by taking birth in particular caste, colour and creed. All religions lead to the path of salvation. (*Moksha*)

Tanner: a person whose occupation is to convert into leather.



renaissance

college of commerce & management

B.Com. - III Year

Subject- English



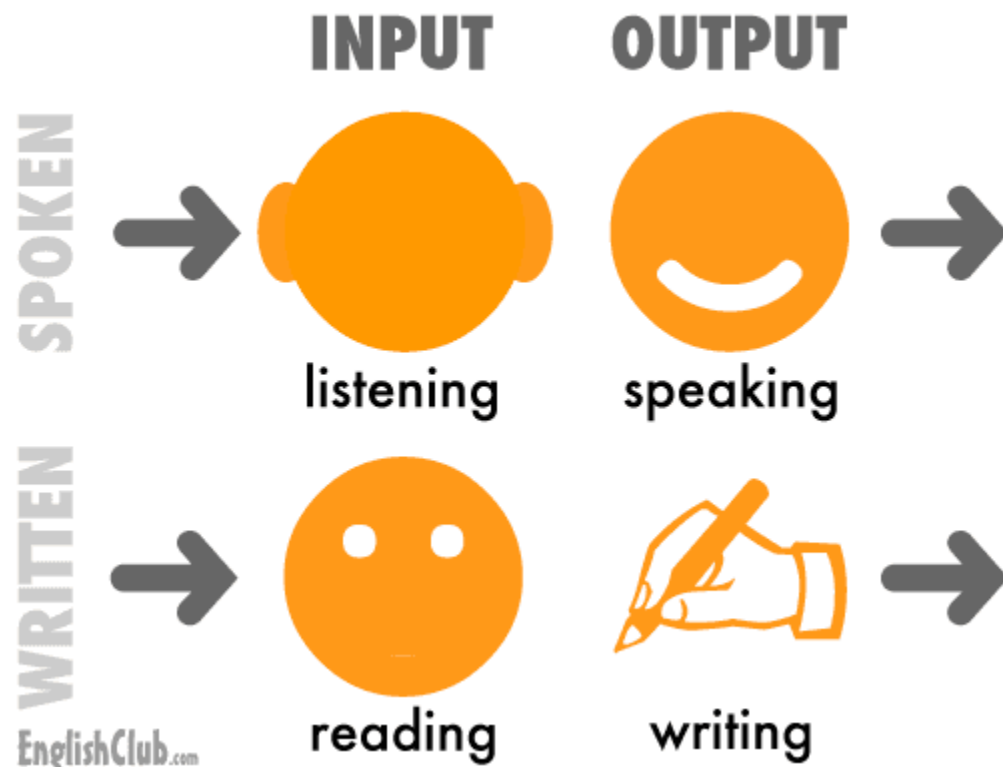
UNIT-II

Basic Language Skills

The 4 Language Skills

When we learn a language, there are four skills that we need for complete communication. When we learn our native language, we usually learn to listen first, then to speak, then to read, and finally to write. These are called the four "language skills":

- Skill #1: Listening
- Skill #2: Speaking
- Skill #3: Reading
- Skill #4: Writing



The four language skills are related to each other in two ways:

- the direction of communication (in or out)
- the method of communication (spoken or written)

Input is sometimes called "reception" and output is sometimes called "production". Spoken is also known as "oral". Note that these four language skills are sometimes called the "macro-skills". This is in contrast to the "micro-skills", which are things like grammar, vocabulary and pronunciation.



Transformation of Sentences

Changing Affirmative into Negative, and negative into affirmative sentences

- | | |
|---|---------------|
| 1. He is a wise man. | (Affirmative) |
| He is not a foolish man. | (Negative) |
| 2. Rohan is taller than Amitabh. | (Affirmative) |
| Amitabh is not as tall as Rohan. | (Negative) |
| 3. He is the best player in the team. | (Affirmative) |
| No other player in the team is as good as he. | (Negative) |
| 4. He is aware of his mistakes. | (Affirmative) |
| He is not unaware of his mistakes. | (Negative) |
| 5. As soon as I saw him, I waved to him. | (Affirmative) |
| No sooner did I see him than I waved to him | (Negative) |
| 6. He is too fat that he cannot walk fast. | (Affirmative) |
| He is so fat that he cannot walk fast. | (Negative) |

Changing compound sentences into simple sentences

- | | |
|--|------------|
| 1. They were poor and often suffered from many hardships | (Compound) |
| They suffered many hardships because of their poverty. | (Simple) |
| 2. He is steady worker but he is rather slow. | (Compound) |
| Hs is a slow and steady worker. | (Simple) |

Changing simple sentences into complex sentences

- | | |
|---|-----------|
| 1. He stole his neighbour's dog | (Simple) |
| He stole the dog which belonged to his neighbor | (Complex) |
| 2. His silence proves his guilt. | (Simple) |
| His silence proves that he is guilty. | (Complex) |

Changing complex sentences into simple sentences

- | | |
|---------------------------------------|-----------|
| 1. You must as hard as you can. | (Complex) |
| You must work you're the hardest | (Simple) |
| 2. How long I shall stay is doubtful. | (Complex) |
| The length of my stay is doubtful. | (Simple) |



DIRECT AND INDIRECT SPEECH

There are two ways by which we may report or narrate what a speaker said.

A) **Direct Speech:** In direct speech (Narration/quotation) the speaker's exact words are given.

Example: John said, "I am trying for a job here."

B) **Indirect Speech** In indirect speech (Narration) only the substance of what the speaker said is given and not the exact words.

Example: John said that he was trying for a job there.

Rules for Changing Direct into Indirect Speech:

He said, "I write a letter."

Said-Reporting verb

"I write a letter."- Reported speech

Rule 1: If the reporting verb is In the Past Tense, the Reported Speech (Indirect speech) also must be in the Past.

(a) Simple present becomes simple past.

Example: He said, "I write a letter." (Direct)

He said that he wrote a letter. (Indirect)

(b) Present continuous becomes past continuous

Example: He said, "I am writing a letter." (Direct)

He said that he was writing a letter. (Indirect)

(c) Present Perfect becomes past perfect

Example: He said, "I have written a letter." (Direct)

He said that he had written a letter. (Indirect)

(d) Present Perfect continuous becomes Past Perfect continuous

Example: He said, "I have been writing a letter." (Direct)

He said that he had been writing a letter. (Indirect)

(e) Simple past becomes Past perfect

Example: He said, "I wrote a letter." (Direct)

He said that he had written a letter. (Indirect)

(f) Past continuous becomes Past perfect continuous

Example: He said, "I was writing a letter." (Direct)

He said: that he had been writing a letter. (Indirect)

(g) Past perfect and Past Perfect continuous-No change

Example: He said, "I had written a letter." (Direct)

He said that he had written a letter." (Indirect)

(h) Future tense becomes future conditional tense

Example: He said, "I will write a letter." (Direct)

He said that he would write a letter. (Indirect)

Will is changed into would

Shall is changed into should

Can is changed into could

May is changed into might

has/have is changed into had

am/is/are is changed into was/were



Rule 2: If the Reporting verb Is in the Present or Future Tense the tense of the verb is not changed in the indirect.

Example: He says, "I write a letter." (Direct)

He says that he writes a letter. (Indirect)

Rule 3: If it is a statement, the conjunction 'that' is used after the reporting verb.

Example: He said, "I am happy." (Direct)

He said that he was happy. (Indirect)

Rule 4: The First and Second persons in the Direct speech should become Third in the Indirect.

Example: He said, "I watch a film." (Direct)

He said that he watched a film. (Indirect)

I (is change into) he/she

We-they

You-they/he/she

My-his/her

Our-their

Your-their/his/her

Me-him/her

Rule 5: If the person addressed to, reports the speech, The Second person in the direct becomes First person in the Indirect.

Example: He said to me, "You are a fool." (Direct)

He said to me that I was a fool. (Indirect)

Rule 6: Words expressing Nearness in time and place are generally changed into words expressing Distance.

Example: He said, "I am ready here now." (Direct)

He said that he was ready there then. (Indirect)

Now becomes then

This becomes that

These becomes those

Here becomes there

Ago becomes before

Thus becomes so

To-day becomes that day

To-morrow becomes the next day, following day etc.

Yesterday becomes the day before, the previous day etc.

Last-night becomes the night before

Next week/year becomes the following week/year last week/year becomes the previous week/year

Rule 7: To report Question in Indirect speech, the Reporting Verb Is changed Into 'Asked', 'Enquired', 'Wanted to know', etc.

Example: He said, "Who are you?" (Direct)

He asked him who he was. (Indirect)

Form-Reporting verb + suit object + Question word + subject + verb

Rule 8: If it is a Yes/No Question, then If or whether is used after the Reporting verb.

Example: He said, "Are you happy here?" (Direct)

He enquired if they were happy there. (Indirect)



Rule 9: If it is a command, change the reporting verb to-told, ordered or commanded.

Example: The father said to his son, "Go and pay your fees at once." (Direct)
He told his son to go and pay his fees at once. (Indirect)

Rule 10: Negative Commands are changed into Indirect by not + Infinitive

Example: The Captain said to his soldiers, "Don't return the fire." (Direct)
The captain ordered his soldiers not to return fire. (Indirect)

Rule 11: When 'Let' is used for some suggestion, the Reporting verb can be changed to 'Suggested' in the Indirect.

Example: He said, "Let's listen to the music." (Direct)
He suggested our listening to the music. (Indirect)

Rule 12: To report an entreaty/request, the reporting verb is changed into, entreated, requested, begged, pleaded etc.

Example: The hungry child said, "Please give me some food." (Direct)
The hungry child begged them to give him some food. (Indirect)

Rule 13: To report an entreaty/request, the reporting verb is changed into, entreated, requested, begged, pleaded etc.

Example: The hungry child said, "Please give me some food." (Direct)
The hungry child begged them to give him some food. (Indirect)

Rule 14: To report a wish or an exclamation, the Reporting verb is changed Into- exclaimed, praised, called to witness, applauded, blamed, desired, wished etc.

Example: The boy said, "How happy I am!" (Direct)
The boy exclaimed that he was very happy. (Indirect)

CHANGING DIFFERENT TYPES OF SENTENCES IN DIRECT SPEECH INTO INDIRECT SPEECH

Statement or assertive sentences

To change statements (or assertive sentences) into indirect speech we observe the following rules –

- Said is often changed to told if it is followed by an object.
For example:
He said to me, "You have stolen my pen."
He told me that I had stolen he pen.
- Said /told is followed by that.
- The tense of the verb and the personal pronouns are changed as discussed earlier.

Changing Interrogative Sentences (Questions)

A representative of a market research company came and met Akhil Verma, a young man and asked him the following questions:

1. Where do you work?
2. How often do you eat out at a restaurant?
3. Do you entertain friends at home or outside?
4. Are you a vegetarian or a non-vegetarian?

Later on Mr. Akhil Verma reported these questions to his wife. This is what he said:

The representative asked me –

1. Where I worked.
2. How often I ate out at a restaurant.
3. If I entertained my friends at home or outside.
4. If I was a vegetarian or non-vegetarian.



Rules for changing interrogative sentences into reported speech are given below.

- We change said to asked or enquired/ enquired of
- When an interrogative sentence begins with an interrogative pronoun (what, who, which, whom, whose) or interrogative adverb (when, where, why, how) the direct speech is introduced by the same word with which the question in the direct speech begins as in 1 and 2.
- The interrogative form of the sentence is changed into the statement (assertive) form. The subject is put before the verb and auxiliaries do, did, does, don't appear in the affirmative sentences. The question mark is replaced by a full stop at the end.
- Negative and verbal abbreviations (shan't, can't, isn't, etc.) appear in full form in written reported speech (shall not, cannot, is not).
- The tense of the verb and the personal are changed as discussed in: Rules for changing direct into indirect speech.

Changing Imperative Sentences (Requests, Commands, Orders, Advise Etc.)

Plague is curable Don't Panic

1. Notify immediately to the nearest Health Centre any suspected case of Plague.
2. Isolate the patient.
3. Treat the patient immediately with tetra cycling 500 mgs 4 times a day for 10-14 days.
4. Keep surroundings clean
5. Don't touch the dead rats.

This is how Mr. Banerjee reported these do's and don'ts to the members of his family:

The medical authorities said that plague is curable and they advise the citizens to notify immediately to the nearest health centre any suspected case of plague. They also instructed the citizens to isolate the patient and to treat him with tetracycline 500 mgs 4 times a day for 10-14 days. They warned the citizens not to touch the dead rats.

Rules for changing imperative sentences into indirect speech:

- Said changes into requested, advised, ordered, proposed, asked, told etc. Told generally introduces an order or a command. Ask usually introduces a request.
- The verb of the direct speech is changed into the infinitive form. In the negative sentences 'not' is put before the infinitive.
- When the command or advice is negative, we can also use forbade.

Changing Exclamatory sentences

How beautiful is the Taj Mahal!

The man exclaimed with wonder that the Taj Mahal was very beautiful

Rules for changing exclamatory sentences into indirect speech

- Exclamatory sentences express strong feeling. While changing such sentences into indirect speech the words such as what a, How, Alas, Bravo, Hurrah, expressive of strong feelings (of surprise, amazement, joy, anger, sorrow, bitterness, regret), are omitted.
- The reporting words are replaced with expressions such as exclaimed with joy/surprise/shock etc.
- The actual words of the speaker are changed into statements. Incomplete sentences are completed, as in the following example:
He said, "What a bitter medicine!"
He exclaimed with disgust that the medicine was very bitter.



Active & Passive Voice

ACTIVE VOICE

When the verb speaks of its subject as acting, it is said to be in the Active Voice.

Example: He wrote a letter.

PASSIVE VOICE

When the verb speaks of its subject of being acted upon or having something done to it, is said to be In the Passive Voice.

Example: A letter was written by him.

Note:

1. Only transitive verbs (verbs that need an object to complete their sense) can ever be in the Passive.
2. In Active Voice, the subject is given supreme importance.
3. In Passive Voice, the object is given supreme Importance.

Example: Tom killed a snake (Active Voice)

A snake was killed by Tom. (Passive Voice)

Rules for Changing the Voice:

General Form of Active Voice-Subject + Verb

General Form of Passive Voice-Object + 'Be' form + P.P

Rule 1: The Object of the Active Voice is changed into Subject in the passive.

Rule 2: The Subject of the Active Voice is changed into Object in the passive preceding 'by'. Note that the Object is often omitted in the passive.

Rule 3: After the subject, use proper form of 'Be' & cording to the tense and number of the subject. 'Be' forms- am/is/are/was/were

Transformation of Sentences-Voice Change

PRESENT TENSE:

(1) Simple Present tense- He + writes + a letter. (A.V)

A letter + is + written + by him (P.V)

Form -Subject + am/is/are + Past Participle.(P.V)

(2) Present Continuous Tense -He + is+ writing + a letter. (A.V)

A letter + is + being + written + by him. (P.V)

Form -S + has/have +been + Past Participle. (P.V)

Note: Present Perfect Continuous tense has No Passive Voice.

(3) Present Perfect Tense- He+ has + written + a letter. (A.V)

A letter+ has+ been+ written+ by him. (P.V)

Form-S + has/have + been + P.P. (P.V)

Note: Present Perfect Continuous tense has No Passive Voice



PAST TENSE:

(1) Simple Past- He + wrote + a letter. (A.V)

A letter + was + written + by him (P.V)

Form-S + was/were + Past Participle. (P.V)

(2) Past Continuous — He + was + writing + a letter. (A.V)

A letter + was + being + written + by him. (P.V)

Form-S + was/were + being + Past Participle. (P.V)

(3) Past Perfect- He + had + written + a letter. (A.V)

A letter + had + been + written + by him (P.V)

Form-S + had + been + P.P. (P.V)

Note: Past Perfect Continuous tense has No Passive Voice

FUTURE TENSE:

(1) Simple Future Tense- He + will + write + a letter. (A.V)

A letter + will be+ written+ by him. (P.V)

Form-S +will/shall +be +Past Participle. (P.V)

(2) Future Perfect- He + will + have + been + written + a letter (A.V)

A letter +will have+ been+ written +by him. (P.V)

Form-S+ will/shall +have +been +Past Participle. (P.V)

Note: The future continuous and future perfect continuous have No Passive Voice.

Rule: When an imperative 'command' is to be transformed, the form will be:

Let + S + Be + Past Participle.

Hang him. (A.V)

Rule: When interrogative sentence is to be formed, the form will be:

Q. word + auxiliary verb + S + P.P

Who killed the snake? (A.V)

By whom +was +the +snake +killed? (P.V)

Summary of Rules with Examples in Tabular Form:

| Tense | Simple | Continuous | Perfect | Perfect Continuous |
|-----------------|---|---|---|---|
| A.V. Present | S + V in the Present He + reads + a book | S + am/is/are + ing He + is + reading a book | S + has/have + PP He + has + read + a book | S + has/have + been + ing He + has + been + reading + a book |
| P.V. | S + am/is/are + PP A Book + is + read + by him | S + am/is/are + being + PP A book + is + being + read + by him | S + has/have + been + PP A book + has + been + read + by him | No Passive |



| | | | | |
|----------------|--|--|--|--|
| A.V. Past | S + V in the Past He + read + a book | S + was/were + ing He + was + reading + a book | S + had + PP He + had + read + a book | S + had + been + ing He + had + been + reading + a book |
| P.V. | S + was/were + PP A book + was + read + by him | S + was/were + being Book + was + being + read + by him | S + had + been + PP A book + had + been + read + by him | No Passive |
| A.V. Future | S + Will/shall + root of the verb He + will + read + a book | S + will/shall + be He + will + be + reading + a book | S + will/shall + have + PP He + will + have + read + a book | S + will/shall + have + been + ing He + will + have + been + reading + a book |
| P.V. | S + Will/shall be + PP A letter + will be + read + by him | No Passive | S + will/shall + have + been + PP A letter + will + have + been + read + by him | No Passive |

Confusing Words, Misused words, Similar Words with different meaning

Words likely to be confused and misused:

Homonyms:

Some words are so alike to each other in their meanings, spellings or pronunciation that it becomes difficult to understand and use them correctly. Such words are called Homonyms.

Bear- (a name of animal)

Bear- (to sustain)

Bark- (the sound of a dog)

Bark - (the skin of a tree)

Left- (to leave)

Left- (related to the side of the human body)

Address- (to speak to)

Address- (location)

Homophones:

A word that sounds the same but differs in spelling or meaning or origin is called Homophone. Ex. See, sea.

Access- (approach)

Excess- (super abundance)

Addition- (to add)

Edition- (a number of books printed at one time)

Duel- (a combat between two)

Dual- (double)

Gait- (manner of walking)

Gate- (door)



List of Some Common Homophones

- 1) Whir- of a machine, make a continues noise
Wore- simple past tense or wear; having clothes on
Were- singular and plural past of to be
- 2) Whirred- past tense of whir
Word- these very bunch of letters together, forming what you read and comprehend
- 3) to - preposition
Too - also
Two - 2
- 4) Flour- A kitchen supplement
Flower- a beautiful plant
- 5) Pause- bring to momentary stop
Paws- the feet of an animal, usually, containing pads and claws
- 6) Affects- make a difference. Used as a verb.
Effects- with the same meaning used as noun
- 7) Through- moving in one side and out of the other side of
Threw- simple past of throw
- 8) Throe- an intense or violent pain
Throw- propel with force through the air
- 9) Knot- a fastening made by typing a lace
No- Negative
- 10) Know- become aware of
No- negative
- 11) Bow- to bend the body as a sign of respect
Bough- the main branch of a tree
Bo- a name
- 12) Sow- plant by scating seeds on the surface
So- Sub-modifier
Sew- fasten or join threads together with a needle
- 13) Wright- maker or builder
Right- direction or correctness
Rite- religious or any solemn ceremony
Write- mark letters on surface
- 14) Wrought- simple past of work
Rot- become bad in quality
- 15) Would- indicate the possibility of an imagined event
Wood- What tree are made of
- 16) You- a pronoun
Ewe- female sheep
- 17) New- in a good condition
Knew - past of know
- 18) Feat- an achievement requiring great courage
Feet- Plural of foot
- 19) Flew- simple past of fly
Flu- deadly disease
Flue- a duct for waste smoke produced by any fuel- burning installation
Dye- to give a different color to (usually hair)
Die- to stop living; lack of vitality;



| | | |
|-----|---------------------------|---|
| 21) | Four- For- Fore- | 4 in support or in favor of situated in front |
| 22) | Fourth- Fourth- | out from a starting point 4 th |
| 23) | Way- Weigh- Weight- | Method of doing something; path act of finding out how heavy something is a body's quantity of matter |
| 24) | Wait- Weight- | delay someone's actions a body's quantity of matter |
| 25) | I- Aye - Eye- | first person pronoun yes You need them to read all this |
| 26) | See- Sea- | act of using your eyes the ocean |
| 27) | Liar- Lyre- | someone who tells untruthful stories a musical instrument |
| 28) | Cite- Site- | mention an area |
| 29) | Sight- Coal- Cole- | point of view; power of seeing black rock used to fuel cabbage, kale or rape |
| 30) | course- | the route of something |

Confusing and the Most Misused Words in English

In English language, there are several words which sound alike though these are spelled differently and have different meanings. Hence, one has to be very careful in using these words because they are not only confusing but are likely to be misused. Some of the most commonly confused and misused words in English with their meanings and usage in sentence are given below:

Advice/Advise- Advice is a noun: John gave Naresh good advice.
'Advise' is a verb: John advised Sheela to avoid the questionable chicken salad.

Affect/Effect- Affect is verb and effect is noun.

Example- Downed electricity affects citizens.

The effect of lazy daily routine is not good for health.

Among/Amongst- Among is the preferred and most common variant of this word in American English. Amongst is more common in British English.

Among/Between – Among expresses a collective or loose relationship of several items: Harish found a letter hidden among the papers on the desk.

Between expresses the relationship of one thing, to another thing or to many other things: Suresh spent all day carrying messages between Harish and the other students.

The idea that between can be used only when talking about two things is a myth-it's perfectly correct to use between if you are talking about multiple binary relationships.

Assure/Ensure/Insure - Assure means to tell someone that something will definitely happen or is definitely true: Naresh assured John that no one would cheat at Chess.

Ensure means to guarantee or make sure of something: Aditya took steps to ensure that no one cheated at Chess.

Insure means to take out an insurance policy: Prakash was glad the Chess hall was insured against damage caused by rowdy people.



Breath/Breathe- Breath is a noun; it's the air that goes in and out of your lungs: John held his breath while his kid was going down the stairs.

Breathe is a verb; it means to exhale or inhale: After Apoorva's safe landing, Pratibha had to remind herself to breathe again.

Capital/Capitol- Capital has several meanings. It can refer to an uppercase letter, money, or a city where a seat of government is located: Sheela visited Delhi, the capital of India.

Capitol means the building where a legislature meets: Naresh visited the cafe in the basement of the capitol.

Complement/Compliment- A complement is something that completes something else. It's often used to describe things that go well together: his black shoes were a perfect complement to his Jacket.

A compliment is a nice thing to say: she received many compliments on her purple dress.

Disinterested/Uninterested - Disinterested means impartial: A panel of disinterested judges had never met the accused before.

Uninterested means bored or not wanting to be involved with something: she was uninterested in attending John's singing class.

Defence/Defense- Defense is standard in American English. Defence is found mainly in British English.

Emigrate/Immigrate - 'Emigrate' means to move away from a city or country to live somewhere else:

Example- His grandfather emigrated from Canada sixty years ago.

Immigrate means to move into a country from somewhere else:

Example- Her sister immigrated to Ireland in 2004.

E.g./I.e. - These two Latin abbreviations are often mixed up, but e.g. means "for example," while i.e. means "that is."

Empathy/Sympathy- Empathy is the ability to understand another person's perspective or feelings.

Sympathy is a feeling of sorrow for someone else's suffering. A sympathizer is someone who agrees with a particular ideal or cause.

Farther/Further- Farther refers to physical distance: She can run farther than him.

Further refers to metaphorical distance: Prof. Subramanian is further away from finishing his project than Prof. Martin is.

Flaunt/Flout- Flaunt means to show off: Example- He his stylish new dress.

Flout means to defy, especially in a way that shows scorn:

Example- She flouted the institute's dress code by wearing a saree.

Gray/Grey- Gray is the standard American English spelling. Grey is the standard British English spelling.

Historic/Historical - Historic means famous, important, and influential: Ile visited the beach in Kitty Hawk where the Wright brothers made their historic first airplane flight.

Historical means related to history: She visited the historical tomb of I lumayun.

Imply/Infer- Imply means to hint at something without saying it directly: She implied that Naresh was in trouble, but he wouldn't tell her why.

Infer means to deduce something that hasn't been staled directly: Satya inferred that John was nervous about something from the way he kept looking over her shoulder.



It's /Its - It's is a contraction of "it is".

Lay/Lie - To lay means to put or to place:- One way to remember this is that there is an a in both to lay and to place. For example- She will lay out her overcoat before she goes to bed.

To lie means to recline. For example- She will lie down for a nap.

Lead/Led - Lead, when it rhymes with "bed." refers to a type of metal. Led is the past tense of the verb to lead, which means to guide or to be first.

Example- He led the way.

Loose/Lose- 'Loose' is usually an adjective.

For example- Katy discovered that the cows were loose.

Lose is always a verb. It means to misplace something or not to be victorious in a game or contest.

Example- John was careful not to lose his ticket.

Principal/Principle- Principal can be a noun or adjective. As a noun, it refers to the person in charge of a school or organization. He was called into the principal's office.

As an adjective, it means most important: The principal reason for this meeting is to make plans for conducting the examination.

A principle (always a noun) is a firmly held belief or ideal: She doesn't like surprise parties as a matter of principle.

Inquiry/Enquiry- Inquiry and enquiry both mean "a request for information." Inquiry is the standard American English spelling. Enquiry is the British spelling.

Stationary/Stationery- Stationary, means un moving: The revolving door remained stationary because he was , pushing it the wrong way.

Stationery refers to letter writing materials and especially to high quality paper: John printed his resume on his best stationery.

Than/Then- Than is used for comparisons: He runs faster than John.

Then is used to indicate time or sequence: She took off running. and then John came along and finished her breakfast.

Their/There/They're - 'Their' is the possessive form of "they": Students took their time.

There indicates a place: It took them an hour to get there.

They're is a contraction of "they are": Are Suresh and Sheela coming? They're almost here.

To/Too - To is a preposition that can indicate direction: She walked to school. She said hello to John when she saw him.

Too is used as an intensifier, and also means "also": Sheela waited too long to do her homework.

Toward/Towards - Toward is standard in American English. Towards is standard in British English.

Who's/Whose- Who's is a contraction of "who is": Who's calling John at this hour?

Whose is a possessive pronoun that means "belonging to (someone)": Sheela, whose phone hadn't stopped ringing all moinin , barely ate anything for breakfast.)



UNIT-III

Report-Writing

Report writing involves the accurate reporting of an event or an incident by someone who has a witness to it. A report gives complete information about the said event/incident along with all the details. A report may contain opinions supported by factual evidences. Written reports are documents which present focused, salient content to a particular audience. Reports are used in government, business, education, science, and other fields.

A good report is characterized by features like clarity, accuracy, conciseness, legibility and objectivity. Complete objectivity must be maintained while reporting events.

A formal report may contain:

Opening sections: this briefs the reader about what the report is. This will include-

- Title
- The kind of report, whether it should be an investigation or examination report or a progress report.
- Table of contents
- List of charts, diagrams, and illustrations
- Preface
- Acknowledgements
- Abstract/summary

Body of the Report: This includes-

- Introduction
- Investigation and its outcome
- Conclusion and recommendations

Appendices: This includes-

- Endnotes
- Bibliography
- Supplementary material, such as extra figures and facts
- Index

Types of reports:-

- 1) **Assessment reports** aim at evaluating the positive and negative features of a person, place, plan etc.
- 2) **Informative reports** present information about a meeting, progress made on a project, etc.
- 3) **Survey reports** present the findings from door to door surveys/ questionnaires concerning reactions to a products and plans.



In a nut shell there are some major areas related to reporting field-

- Reporting an event
- Reporting a meeting
- Reporting a speech
- Reporting an interview
- Reporting a survey

Example

Fire Accident in a Shopping Mall at Meerut

A major fire broke out in PVS Mall in Shastri Nagar area of the town on August 5th. Thirty to forty percent of the plush in market locality has suffered severe damages as a major fire engulfed the building. The overnight operation of the fire brigade brought the fire completely under control at around 4 am. There was no casualty in the fire that broke out due to a suspected short circuit in the basement of the building. About 25 persons were taken to a nearby hospital for immediate relief.

Additional District Magistrate has been asked to conduct an inquiry with Superintendent Engineer PWD and Superintendent Engineer POWER. "Any authority found guilty of giving approval to the building without proper checking will face the music," the District Magistrate said.

The probe will also ascertain whether adequate fire-fighting arrangements were made at the time of the construction of the mail.



UNIT-IV

Précis Writing

A Précis is a short form of a long passage. It contains all the important points of the original passage. Précis writing means one can pick up the main ideas and leave out examples, illustrations and unnecessary details.

Essential features:

1. It should be one third of the length of the original passage.
2. It should give the main points and the general impression of the passage.
3. It should be a continuous piece of prose, not a series of disjointed sentences.
4. The language of a Précis should be simple and clear.
5. A title should be given to a précis even if it is not asked by the examiner.

Method of Précis writing:

1. At the first, read the passage carefully and thoroughly.
2. Read the passage sentence by sentence and underline the main idea in each sentence.
3. Make notes of all the underlined parts of the sentences.
4. Write the first draft of the Précis by arranging the notes in a paragraph.
5. Revise your draft and make necessary changes.
6. Count the words and make the 1/3 of the original passage.
7. Write the final Précis
8. Give a suitable title to it.

Passage

While professionals like doctors, advocates, architects, engineers and even chartered accountants need registration or a license to practise and governed by a code of conduct, there are no such stipulations for stepping into the property business. No need for registration, licence, code of conduct or professional standing to start a business as lucrative as that of property where lakhs can be minted in the matter of just a few deals. The credibility of a property dealer can never be checked and he is not accountable to anyone. This has led to a rot in the profession with unscrupulous elements now ruling the roost. Cases of cheating by the property dealers are too much common. People are sometimes sold a disputed property or a non-existent one. After that, the dealer either vanishes from the scene or tries to bully the clients with a show of muscle usually hired. At times, he keeps deferring the repayment of money taken from the purchaser on one pre-text or the other, causing untold mental agony and harassment to the man who has been duped. (180 words)



Notes:

1. Other professionals need registration, licence or a code of conduct, a property dealer does not need them.
2. Yet a few deals can give him lakhs.
3. His credibility can never be checked. He is not accountable to anyone.
4. Cases of cheating by property dealers are many, like selling a disputed or nonexistent property. He vanishes or bullies his clients.
5. He may defer repayment of money causing untold agony and harassment to the man who has been duped.

First Draft

The property dealer, unlike other professionals, needs no registration, licence or code of conduct. Yet a few deals can give him lakhs. His lack of credibility and accountability discredits his profession. He cheats people by selling disputed or non-existent property. He disappears or bullies them. He defers payment causing untold misery and harassment to those who have been cheated.

Final Précis – 'The Property Business'

Property dealer, unlike other professionals needs no registration, licence or a code of conduct. Yet a few deals can give him lakhs. His lack of credibility and accountability discredits his profession. He cheats people by selling them disputed or non-existent property and disappears or bullies them. He defers repayment causing untold agony and harassment to his poor customers. (60 words)

UNIT-V

DRAFTING - CV

Drafting CV

Contents:

| |
|----------------------------------|
| ◆ Writing resume |
| ◆ Application letter |
| ◆ Writing the opening paragraph, |
| ◆ Writing the closing paragraph |
| ◆ Summarizing |

HOW TO WRITE A RESUME



Resume is most important tool when applying for a job. It doesn't matter how qualified the one is, or how much experience one have - if his/her resume is poorly presented or badly written, he/she going to have trouble getting the job they want - or even an interview.

The Purpose of a Resume- Resume is a marketing tool. It needs to demonstrate:

Candidate is employable

How candidate meet the job and the organization's requirements

That candidate has the right qualifications and education

That candidate has the right experience and skills

That candidate has the right level of professionalism for the job

How Long Should Resume Be- There is no set length for a resume. A resume varies in length depending on your experience and education. If candidate hasn't worked much before, one or two pages is best, but three pages is okay if candidate has got a lot of study and work behind you.

Make sure candidate should not add something extra to make it appear more substantial his resume. If resume is only one page, as long as it's well-presented it might get better results than a two-page resume full of unnecessary information.

How Should I Order My Resume- Generally it's always good to present the information on your resume in this order:

- | | |
|-------------------------------------|---|
| ☐ Contact details | ☐ Personal attributes/career overview |
| ☐ Opening statement | ☐ Educational qualifications |
| ☐ List of key skills | ☐ Employment history/volunteering/work placements |
| ☐ List of technical/software skills | ☐ References/referees |

The most important thing is to get the most useful information across first. For example, if your education history is not specifically related to the job, put it toward the end of your resume, behind the information that is related to the job.

Need to Change Resume for Each Application- Applicant need to tailor resume to every job application so that it responds to the specific requirements of the job he/she applying for. Applicant might not need to change much, but do need to make sure for opening statement, key skills and personal attributes all respond to the needs of the role, based on the job ad (if there was one) and the research have done into the job. He should also tailor resume to show how his work experience specifically meets the needs of the job he is applying for.

How to Tailor Your Resume- Ways that you can tailor your resume include:

- ☐ Using your opening statement to link your experience and education to the organization and the requirements of the job



- ❑ Listing your most relevant key skills first
- ❑ Including examples of achievements that meet the advertised requirements of the job
- ❑ Including specifically relevant key words and phrases throughout your resume

What Your Resume Should Include

1. **Contact Details-** Make sure you include your name, email address and a contact phone number on your resume. You don't have to include your home address, although there might be some situations when doing so would be a good idea. Don't include your contact details in the header of your resume. Recruitment software sometimes has difficulty reading information in headers or footers, so it's a good idea to avoid headers altogether. You can put your contact details in the footer of your resume, but if you do, you must make sure they're also in the main body of the document.
2. **Opening Statement-** An opening statement is a summary of who you are, where you've studied and/or worked, and what you bring to the job. It should be about six lines long and written in first person without the personal reference (i.e., don't say "I did this" - say "Did this" instead). Your opening statement should start with one sentence about who you are and what you bring to the job, then describe the skills and attributes you have that suit you to the job.
3. **Key Skills & Strengths-** Your resume should include a list of between 10 and 15 skills that link your experience to the job you're applying for. If the job you're applying for was advertised, either the ad or the position description may provide a list of skills and experiences that are essential for doing the job. It may also provide a list of "desirable" skills and experience. Your list of key skills & strengths needs to respond to all of the items on the "essential" list and as many items as possible on the "desirable" list. When putting together this list, think of things you've done or learned to do as part of:
 - ❑ Jobs you've had
 - ❑ Your studies
 - ❑ Any work placements you've done
 - ❑ Any volunteering you've done
4. **Technical/Software Skills-** This is a short list of the names of software or technology you know how to use. Examples might include:
 - ❑ Word processing or spreadsheet software
 - ❑ Programming languages

 - ❑ Tools (e.g., cash registers, EFTPOS)
 - ❑ Personal Attributes

If you haven't got much work experience, a list of personal attributes can be another way to demonstrate that you're the right person for the job.



5. Educational History- Your Educational History only needs to show your highest level of education. You don't need to include your results, unless showing them proves how well you are suited to the job. If you can, you should also include a few bullet points listing your academic achievements (e.g., school or class captancies, awards you've won, or groups you've been part of).

6. Employment History- When providing your employment history, start with the your most recent job and go backwards from there. Give the position title and the dates you worked there. If you haven't had a job before, you can use other things to demonstrate your experience, including:

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

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

7. References/Referees- Your resume should list two people who can positively recommend you as an employee. Ideally your references will be people that you have worked with before. Provide their name, their position title, and a way that they can be contacted.

8. Testimonials- A testimonial is another good way to prove that your skill and experience is what the employer is looking for. Getting a testimonial can be as easy as asking a colleague, teacher or previous employer to write a couple of sentences about you. Ideally the people you get testimonials from should also be included in your references. You can include any testimonials you get as part of your educational history or your employment/volunteering/work placement history. Usually it's enough to include one or two testimonials in your resume. Any more than two is probably too many.

9. Keywords- Many recruitment agencies use software that scans applications for key words and phrases. Applications that don't use the right keywords tend to be automatically rejected. Key words and phrases that this software looks for can include the names of:

- | | |
|--------------|------------------|
| ☐ Skills | ☐ Qualifications |
| ☐ Jobs | ☐ Software |
| ☐ Activities | ☐ Tools |

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

- | | |
|--------------------------|---------------------------|
| ☐ Your opening statement | ☐ Your list of key skills |
|--------------------------|---------------------------|



☐ Your educational history

☐ Your employment history

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

Personal details

Normally these would be your name, address, date of birth, telephone number and email.

Types or Factual Errors- Submitting a resume or cover letter with spelling mistakes will guarantee you don't get an interview. You should spell-check your resume before you send it, but you should also get someone else to read it as well and check for mistakes you might have missed. Double-check everything that you include in your resume. If you mention the company's name, make sure you get it right. If you mention the name of places you've worked before, make sure you get that right. Mistakes on resumes are worse than typos.

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

Content in Headers- Many resumes only feature the applicant's name and contact details in the header of the document. Some recruitment software is unable to read information in headers and footers. If you do include information in the header and footer of your resume, make sure you include it in the body of the document too. **Fancy Formatting-** Stick to easy-to-read fonts and formats. This makes it easier for recruiters to review your resume. It also means any recruitment software that reviews your resume can easily read the information. Good fonts to use include:

☐ Verdana

☐ Century gothic

☐ Arial

☐ Calibri

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

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

PDF Versions of Your Resume- Some recruitment software can't read PDFs. Unless a job ad specifically says to provide your resume as a .PDF, you should always only submit your resume in word format (.doc or .docx).



Your Resume

Contact Information

Objective

Education

Experience

Honors & Activities

Chris Q. Sumner

Current Address
123 Maple Street
New York, NY 10001
415 123-4567
chris@sumner.com

Personal Address
1789 Oak Hill
Long Beach, CA 90801
(562) 555-1234
cs@oakhill.com

Objective
A self-motivated individual seeking an entry-level position in a dynamic environment where I can utilize my skills and contribute to the organization's success.

Education

| | |
|--|--|
| Florida State University, Tallahassee, FL Bachelor of Science in Management GPA: 3.5 | May 2018 Graduated with Honors GPA: 3.5 |
| Florida Community College, Orlando, FL Associate of Science in Business Administration GPA: 3.2 | May 2016 Graduated with Honors GPA: 3.2 |

Work Experience

Florida Community College, Orlando, FL | Student Office Assistant

- Managed student records and provided administrative support.
- Assisted with admissions process, including scheduling and orientation.
- Received positive feedback from students and faculty.

Work Experience

United States Department of Justice, Washington, DC | Summer Intern

- Assisted with research and data analysis for various projects.
- Developed strong communication and organizational skills.
- Received positive feedback from supervisors.

Work Experience

Florida State University, Tallahassee, FL | Student Leader

- Organized and led various student activities and events.
- Received recognition for leadership and community service.
- Developed strong leadership and organizational skills.

Leadership Activities

| | |
|---|---|
| Member <ul style="list-style-type: none"> Student Government Chess Art Club Student Society | Member <ul style="list-style-type: none"> Florida State University Honor Society Student Government Executive Board Management Association Public Policy Institute Member of Phi Kappa Phi |
|---|---|



REHAN AHMAD KHAN

House # 2224/73, Yousaf-zai-Lodge, Gali Muhalla Chah-dhur-Hatta
Shalimar Colony near Toyota Showroom, Multan, Pakistan.
(+92) 0614745398, 03477022126

Father Name: Shamim Ahmed Khan
Email address: rehankhan_mfdhiee@yahoo.com
Nationality: Pakistani
Domicile: Multan/Punjab
Marital Status: Single
CNIC Number: 36302-3398914-7
Religion: Islam



Career Objective

To excel among the Professionals. Where I can utilize my skills with strong commitment and dedication, for the progressive growth of the company.

Skill

- Computer Literate; proficiency in MS Word, Power Point, Front Page
- Excellent Languages Skills; Proficient G. W. Basic & C++
- Web site Development ability.

Education

2009-2011 (B. Tech. PASS) Bechelor of Technology in Electrical Technology (waiting for the result.)

Imperial College of Technology & Management, Multan, Pakistan.

2006-2009 (D. A. E.) Diploma of Associate Engineer in Electrical Technology Obtaining 1st Division (2762/3550)

Swedish Institute of technology (1st. Campus) Multan, Pakistan.

2004-2006 Intermediate

Govt. College Multan, Pakistaan.

2004 Matriculation

Govt. Comprehensive School Multan, Pakistaan.

Professional Experience

- 1 **Internship** One year Internship Training in **132kv. Boson Road Grid Station Multan, Pakistan.**

Interpersonal Skills

- Highly developed interpersonal skills with an ability to work with multicultural and multidisciplinary teams.
- Good Analytical and problem solving skills.
- Self-confident and Hardworking nature.
- Ability to work both independently and as a team player.

References

Will be furnished on demand.



renaissance

college of commerce & management

B.Com. - III Year

Subject- English

APPLICATION LETTER FOR JOB REQUIREMENT

APPLICATION LETTER

xxx Nguyen Trai St.,
Dist 1, Ho Chi Minh City.
June. 18, 2006

Vietnam Recruiter Inc.
xxx Nguyen Thi Minh Khai St., Dist 3,
Ho Chi Minh City

Dear Human Resource Manager:

I am applying for the position of Sales Executive, which was advertised on Aug. 4 with the career services center at xxx University. The position seems to fit very well with my education, experience, and career interests.

According to the advertisement, your position requires excellent communication skills, computer literacy, and a B.S. degree in business, economics, or finance. I will be graduating from xxx University this month with a B.S. degree in finance. My studies have included courses in computer science, business administration, speech communications, and business writing. I understand the position also requires a candidate who is team- and detail-oriented, works well under pressure, and is able to deal with people in departments throughout the firm. These are skills I developed both in my course work and in my recent internship at United Distribution Inc. in Ho Chi Minh City.

My background and goals seem to match your requirements well. I am confident that I can perform the job effectively, and I am excited about the idea of working for a dynamic, nationally recognized human resource firm.

If you would like to schedule an interview or otherwise discuss my interest in this position, please call me at 095xxxxxxx. I will be available at your convenience.

Thank you for your consideration.

Sincerely,

Nguyen Ngoc Thai