



renaissance

college of commerce & management

B.Com 2nd Year (Plain/FT/Tax/Mgt/Comp.Appli)

Subject- Moral Values & Language

SYLLABUS

B.Com II Year

Subject - English

Unit .I	1. Tree : -Tina Morris 2. Night of the Scorpion : -Nissim Ezekiel 3. Idgah : -Premchand (translation by Khushwant Singh) 4. Letter to God -G.L. Swanteh (translated by Donald A. Yates) 5. God sees the truth but waits:- Leo Tolstoy
Unit .II	Basic English Language: Idioms, Proverbs and Phrasal Verbs, Tenses, Prepositions, Determiners, Verbs, Articles, Nouns and Pronouns.
Unit .III	1. Short Essay on given topics. 2. Correspondence • Skills (Formal & Informal letters and Application.
Unit .IV	Translation of Sentences / Passage English to Hindi and Hindi to English
Unit .V	Drafting CV (Resume Writing)



UNIT I

Ch. 1. Tree : by Tina Morris.

They did not tell us
What it would be like
Without trees.
Nobody imagined
That the whispering of leaves
Would grow silent
Or the vibrant jade of spring
Pale to grey death.
And now we pile
Rubbish on rubbish
In the dusty landscape
Struggling to create a tree.
But though the shape is right
And the nailed branches
Lean upon the wind
And plastic leaves
Lend colour to the twigs.
We wait in vain
For the slow unfurling of buds.
And no amount of loving
Can stir our weary tree
To singing.

Glossary-

- Jade- Green
- Lend- to give or allow
- Lean- to bend
- Nailed- to keep fixed
- Weary- tired

SUMMARY

The poem Tree by Tina Morris, deals with the importance of trees. The poet shares her anguish if there is no tree, no charm and life will be experienced. She shows her debt to trees. No life in general can be experienced without trees. We will be unable to hear whispering of leave if they get dry. The poet tries to recreate a tree with paint and brush or with plastic materials but in vain. She is unable to



realize the freshness of trees through artificial efforts. Collecting paints and brush or plastic materials to paint or make a tree are all like waste material. At last she tells that an artificial tree is no match to a real one.

Ch.2. Night of the Scorpion: By Nissim Ezekiel

Night of the Scorpion

I remember the night my mother
was stung by a scorpion. Ten hours
of steady rain had driven him
to crawl beneath a sack of rice.

Parting with his poison - flash
of diabolic tail in the dark room -
he risked the rain again.

The peasants came like swarms of flies
and buzzed the name of God a hundred times
to paralyse the Evil One.

With candles and with lanterns
throwing giant scorpion shadows
on the mud-baked walls

they searched for him: he was not found.

They clicked their tongues.

With every movement that the scorpion made his poison moved in Mother's blood, they said.

May he sit still, they said

May the sins of your previous birth



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be burned away tonight, they said.

May your suffering decrease

the misfortunes of your next birth, they said.

May the sum of all evil

balanced in this unreal world

against the sum of good

become diminished by your pain.

May the poison purify your flesh

of desire, and your spirit of ambition,

they said, and they sat around

on the floor with my mother in the centre,

the peace of understanding on each face.

More candles, more lanterns, more neighbours,

more insects, and the endless rain.

My mother twisted through and through,

groaning on a mat.

My father, sceptic, rationalist,

trying every curse and blessing,

powder, mixture, herb and hybrid.

He even poured a little paraffin

upon the bitten toe and put a match to it.

I watched the flame feeding on my mother.

I watched the holy man perform his rites to tame the poison with an incantation.

After twenty hours



it lost its sting.

My mother only said

Thank God the scorpion picked on me

And spared my children.

Glossary:-

- Clicked- a brief, sharp sound
- Diabolic- having the qualities of a devil
- Groaning- sound of pain
- Incantation- the chanting of words
- Swarms- a large number of insects

SUMMARY

The poet of 'Night of the Scorpion' is Nissim Ezekiel who narrates this poem by remembering his childhood when his mother was bitten by a scorpion. He says that the continuous rain for ten hours had driven the scorpion into the house, where it crawled beneath a sack of rice. In the dark room, when his mother entered, the scorpion parted the poison into her toe in fraction of seconds and probably went out again. The peasants of the village collected in their house in large numbers like the swarms of flies and buzzed God's name about hundred times, praying to stop the movements of the scorpion, as they believed that with every movement of the scorpion, the poison would move in the mother's blood. So, with the candles and lanterns, they even searched their house to paralyze the evil scorpion. But he was not found. The shadows they formed on the wall, too appeared a scorpion to the poet. The villagers prayed that the scorpion stops and the sins of mother's previous birth gets washed away that night or her sufferings might decrease the misfortunes of her next birth. They said this way the sums of evil might get balanced in this unreal world. They called the world unreal as everything in this world is temporary and births and deaths keep occurring in a cycle. They even prayed to god that the poison purifies her flesh. They sat around the mother groaning in pain. There was peace or understanding on each face as they felt that she had approached her end. The condition was becoming very messy as more neighbours were entering the house with more candles and lanterns, the insects were also increasing and the rain too continued. The poet's father being a sceptic and rationalist person tried powders, mixtures and herbs to cure the mother. However, he also tried prayers and blessings as it was a very problematic situation He poured some paraffin upon the bitten toe and burnt it. The priest was also performing his rites to tame the poison. Finally, after twenty hours, the sting



Ch. 2. Idgah: By premchand Translated by Khushwant Singh

Summary of Idgah:

Idgah tells the story of a four-year-old orphan named Hamid who lives with his grandmother Amina. Hamid, the protagonist of the story, has recently lost his parents; however his grandmother tells him that his father has left to earn money, and that his mother has gone to Allah to fetch lovely gifts for him. This fills Hamid with hope, and despite Amina's worry surrounding their poverty and her grandson's well-being, Hamid is a happy and positive child.

The story begins on Eid morning, as Hamid sets out for the Eidgah with other boys from the village. Hamid is notably impoverished next to his friends, poorly dressed and famished-looking, and has only three paise as Idi for the festival. The other boys spend their pocket money on rides, candies and beautiful clay toys, and tease Hamid when he dismisses this as a waste of money for momentary pleasure. While his friends are enjoying themselves, he overcomes his temptation and goes to a hardware shop to buy a pair of tongs, remembering how his grandmother burns her fingers while cooking chapatti.

As they return to the village Hamid's friends tease him for his purchase, extolling the virtues of their toys over his tongs. Hamid retorts with several clever arguments and before long his friends become more enamoured with the tongs than their own playthings, even offering to trade their items for his, which Hamid refuses. The story ends on a touching note when Hamid gifts the tongs to his grandmother. At first she scolds him for making the purchase, rather than buying something to eat or drink at the fair, until Hamid reminds her of how she burns her fingers daily. She bursts into tears at this and blesses him for his kindness.

Ch.4. Letter to God By G.L.Swanteh Translated by Donald A. Yates

Summary : Letter to God

'A letter to God' is a story of extreme faith in god. The writer had tried to depict the faith of a poor and simple farmer in god. Lencho was an honest and hard working farmer . Once there was a hailstorm. It destroyed his crop completely. Lencho had great faith to God. He asked God to send him money. The postmaster saw the letter. He decided to help Lencho. He collected some money. He put it inside the envelope. Lencho came to the post office to check his mail. The post office people gave him the envelope. Lencho opened the envelope. He took out the money and counted it. He found that it was less than he had asked for. He wrote another letter to God. He asked God to send him the rest of the money. But he wanted God not to send the money through the mail. He considered them a bunch of crooks who had stolen thirty pesos from the hundred pesos sent by God.



Ch.5. God Sees the Truth but Waits: - Leo Tolstoy

Summary

Once there lived a young merchant named Ivan Dmitri Aksenov with his family in the land of Vladimir, who in his younger days lived life to the fullest by experiencing all the material things world has to offer until he got married. One summer, he planned to go to Nizhny fair but his wife warned him that she had a bad dream of her husband-- she dreamt about Ivan that he returned from the town with hair of grey. Ivan laughed as if he doesn't care and went on the fair. He travelled half way and met a merchant, whom he spent the night drinking tea with and shared an adjoining room in the inn. Since Aksenov is not used of sleeping for long hours he decided to wake up and continued his journey.

Along the way of his journey, two soldiers in a troika stopped him, and began asking questions, for the merchant he met halfway on his travel was found dead. Since all evidences of the crime are pointing Aksenov guilty he was imprisoned. Learning the sad fate of Aksenov, his wife remembered her dream about Aksenov and was worried and even considered the thought of her husband being guilty. The thought made Aksenov even sadder. 26 years in prison made Aksenov a well grounded and God-fearing man. In spite the fact that his family has completely forgotten him, he still serves as a "Grandpa" to the other prisoners. Then there came a new prisoner named Makar Semyonich.

After months of knowing each other, Aksenov discovered that Makar is the one who killed the merchant whom he was told he murdered. He was furious with what he found out but didn't speak or uttered a word about it. Until one night, Aksenov heard some earth rolling under where the prisoners were sleeping. He went out and saw Makar. Makar told him not to tell a word about what he had witnessed or else he will kill him. When they were led out to work, a soldier noticed a prisoner took of some earth off his boots. The soldier searched for escaping plans and found the tunnel. Then, they asked each of them who knew about this but they denied for they knew they will be killed before the one who did it as Makar warned them. Finally, the governor asked Ivan for he knew he was a just man. But then Ivan said it wasn't his right or his will but God's to tell such name.

Night fell and Makar went to Ivan. He thanked him and felt sorry for what he had done to him a long time ago that made Ivan suffer for all this years. He sobbed as well as Ivan and said that the Lord will forgive you. Makar said that he will confess to the governor so that Ivan would be sent free--back to his home. Ivan did not want to go out of prison for he has no family neither home to back to; rather, he waited for his last hour to come. In spite of what they've talked about, Makar Semyonich confessed his guilt. But when the order for Ivan Dmitri Aksenov's release came, he was already dead.



UNIT 2

Determiners and Articles

Determiners or Fixing words are the words which fix or modify the nouns before which they are used.

- **This** is a boy.
- **My** birthday falls in August.
- She is **a** doctor.
- Everybody enjoyed **the** film.
- Did you buy **any** book?

In these sentence the Determiners are-

This, my, a, every and any.

The nouns they modify are *boy, birthday, doctor, body and book,*

Kind of Determiners are of five kinds:

1. Article Determiners
2. Demonstrative Determiners
3. Possessive Determiners
4. Numeral Determiners
5. Quantitative Determiners

1. Article Determiners

There are three Article in English- **A, An, The,**

Articles are of two types:

- (i) Indefinite Article
- (ii) Definite Article

- (i) **Indefinite Article: A, and An,** are called Indefinite Article because they do not refer to any particular person or thing.

Usage of A

- **Before a singular number which starts with a consonant or a vowel with a consonant sound.**

Example:

- A boy, a cat, a girl, a horse, a month, a year, a pencil etc.
- A unit, a university, a European, a useful thing, a uniform etc.
- A one-eyed person, a one-way ticket, a one-rupee note etc.

Usage of An

For example-

- An egg, an eagle, an apple, an ink-pot, an orange, an island, an uncle, an umbrella, an army, an elephant etc.

Before a singular number starting with a consonant that gives the sound of a vowel.

- An hour, an honest person, an heir, an M.L.A., an M.P., an S.S.P., an M.A., an S.O.S.



(ii) **Definite Article:** The is called definite article because it refers to a particular person or thing.

Usage of The

- **Before the names of heavenly bodies.**
The sun, the earth, the moon, the stars, the sky etc.
- **Before the directions.**
The east, the earth, the south, the north,
- **Before a noun which is already mentioned:**
I met a man in the train. The man was very interesting.
The children you met were naughty.
- **Before the names of the ocean, rivers, mountains, gulfs, plains, deserts, bays, etc.**
The Indian Ocean, The Ganga, The Himalayas, The Persian Gulf, The Gangetic Plain, The Sahara Desert, The Bay of Bengal etc.
- **Abbreviated names of states, countries etc.**
The U.S.A. The M.P., The Punjab, The UAE etc.
- **Before the superlative Degree of Adjective:**
She is the best student of the class.
Australia is the largest island in the world.
- **Before two or more comparative degrees of Adjectives:**
The earlier, the better.
The higher you go, the cooler it is
- **Before the epithets used before the names of the person:**
Ashoka the Great, Alexander the Great, Charles the First
- **Before the names of holy books:**
The Adi Granth, the Gita, the Koran, the Bible etc.
- **Before the names of big organisations:**
The Taj Mahal, the Qutub Minar, the Agra fort
- **Before the clans:**
The Marathas, the Rathores, the Sikhs etc.
- **Before the names of big organization:**
The BJP, the CPI, the UNO etc.



- Before the names of big offices:
The Air Marshal, the Prime Minister, the President etc.

THE OTHER DETERMINERS

Demonstratives

Demonstratives point out or specify the nouns. The nouns they point out come immediately after the demonstratives. They answer the question: which? 'This', 'these', 'that', are demonstratives, They change according to number. 'This' and 'that' are used with singular nouns, 'these' and 'those' with plural nouns. This '(singular) and 'these' (plural) are used to indicate nearness and 'that' (singular) and 'those' (plural) are used to indicate distance.

Example: This is an electronic watch. I got it from Japan.
These apples in front of us are sweet.

That tall tree in the garden over there was planted by the oldest student of this college.

Those women at the roundabout have come to see out town.

I am very fond of this kind of flowers.

We never associated with that sort of people.

Take that book away.

Tell those boys to come tomorrow.

This boy is a good cricketer.

That is a new church building.

Those books were presented to me by my sister.

These children are very noisy.

The Possessives

The possessives indicate possession, 'My, our, your, his, her, its, their' are used before a noun to identify it.

That is my bag.

That is your pen. This is our college.

Her umbrella is on the table.

His book is on the bench.

Their books are on the shelf.

Adjectives and pronouns of indefinite number and quantity

Here are some determiners of indefinite number and quantity. Let us differentiate them with correct usage.

(1) **Some, Any**

'Some' and 'any' are used before nouns, 'Some' means an unknown and indefinite number or quantity, but not very large, 'some' is used in affirmative sentence and also in interrogative sentences. 'Any' like 'some', expresses an indefinite number or quantity, ;Any; is used in negative and interrogative sentence:



Example: I shall buy some apples.
Some pictures are very good.
There is some butter in the cupboard.
He bought some oranges.
Give me some more coffee.
Will you buy some clothes?
Will you spare some time for me?
He had not got any book.
I did not give him any butter.
He did not buy apples.
Have you bought any mangoes?
Do you have any butter?

(2) Each, Every

'Every' and 'each' both mean 'all' and are similar in meaning, But 'every' is a stronger word than 'each', with the use of 'each' and 'every', persons or things are considered individually, whereas 'all' refers to the group as a whole (not to the individuals that comprise the groups. 'Every' and 'each' are followed by a singular verb.

Each can be used for two or more persons taken one by one. It means one of two or more things.

Every is used only in speaking of more than two, It refers to the total groups, It is used when the number in the group is limited and definite, it gives a collective sense. It means, 'each without exception'.

Example:

The two soldiers had each a gun.
Each of the four boys got a prize.
Last week, it rained each day.
Five boys stood in each row.
India expects every man to do his duty.
Every Seat was occupied.
Every boy has paid his fees.
Every one of these chairs is broken.
It rained everyday during my stay at Shimla.

(3) Either, Neither

Either refers to anyone of two things or persons. 'Either' has two meanings- One of the two; the both, *i.e.* each of two. It is used in speaking of two persons or things. 'Neither' is the negative of 'either' and means neither the one nor the other. Either and neither are followed by a singular noun. They take a singular verb.

Example: Either of these two will do.
Either of you can go.
The trees grew on either side (both sides) of the road.
You can go by either road. (by one road or the other)
Neither plan is practicable.
Neither side is winning the match.
There are two mango trees in my garden.



Neither tree bears fruit.

(4) No, Enough

No, like other determiners, heralds nouns and limits the meaning of noun to nothing.

Example: I have silk saris but I have no cotton saris.

There was drought in this area. There was no water in wells or ponds.

(Like no, enough is also used for sufficient quantity or number)

Example: The army has dropped food packets in the marooned areas. Now there is enough food for everyone.

There are more than enough reference books in the library.

(5) Less, Fewer

Less is used with reference to quantity; fewer with reference to number.

Example: He does not sell less than five kilograms of sugar.

This boy weight no less than forty kilograms of sugar.

No fewer than forty soldiers were wounded.

(6) Much, Many

'Much' denotes 'a large quantity of'. It is used with singular uncountable nouns with affirmative, *e.g* There is much milk in the bottle.

Much is not very often used with affirmative verbs.

'Many' means 'a large number of'. It is used with plural countable nouns.

Much is generally replaced by other words for expression in affirmative sentence:

Example: (a) In negative sentences.

There isn't much tea in the pot.

She hasn't or she doesn't have much money.

There isn't much sense in what your are saying.

They haven't or they don't have much choice in the matter.

He didn't invite many people to his wedding.

He haven't or we don't have many books.

(b) In general questions to which the answer is 'yes' or 'no'.

Did you have much difficulty in finding our house?

Were there many people present?

Has he or does he have many friends in the town?

(c) In 'whether' or 'of' clauses.

I wonder whether she has many friends to help her.

(d) After 'so', 'as', 'too' and 'few'.

Take as much as you want?

Don't eat too many sweets.

How many do you want?

How much money do you want?

In affirmative sentence, in modern English, much is particularly objectionable, but 'many' is less so, though objectionable, In affirmative sentence many and much are generally replaced by other words or expressions.

Words and expressions that may be used instead of 'many' are:-



A great many, a good many, a great number (of), plenty (of), a lot (of), lots (of).

Words and expressions that may be used instead of 'much' are :

a great deal (of); a good deal (of); a large quantity (of); plenty (of); a lot (of).

Avoid the use of many and much in affirmative sentence.

For example, say, "There are a lot of books in the library" instead of "There are many books in the library". Similarly say, "He has a lot of money or plenty of money" instead of "He has much money" and say "we have plenty of time" instead of "We have much time."

(7) Little, a little, the little,

Little is used before uncountable nouns, Little means hardly any or not Much, It has a negative meaning. The use of 'little' is normally confined to written English or formal speech, In normal conversation, It is more usual to use 'hardly any' or 'not much', e.g. There is hardly any tea in the pot.

There is little hope of his recovery.(= he is not likely to recover)

There is little food in the house.

I had little sleep last night.

It has little money.

'A little' denotes 'some at least' or 'some though not much'

It has an affirmative or positive meaning.

There is a little hope his recovery (= he may possibly recover). He has a little money.

A little tact would have saved the situations.

A little knowledge is a dangerous thing.

'The little' means not much, but all there is. It denotes 'the small quantity'. It has both a positive and a negative meaning.

He wasted the little money he had.

It means:-

(i) The money he had was not much. (Negative)

(ii) He wasted all the money he had. (positive)

The little information she had was not wholly reliable.

He lost the little hope he had.

(8) Few, a few, the few -

Few is used before countable nouns. Few means not many (hardly any). It has a negative meaning.

[The use of few is normally confined to written English or formal speech. In normal conversation it is more usual to use 'not many', e.g.,

'Not many people go to see Charminar' instead of 'Few people go to see Charminar']

He has read few books

Few women can keep a secret.

Few men cross the age of one hundred years.

'A few' denotes 'some at least'. It has a positive meaning. It is opposed to 'none'.

He has a few friends.

A few men live a pious life.

He has lost a few rupees.

'The few' denotes 'not many, but all there are'. In other words, it means all of a small number. The few' has an affirmative or positive meaning.

He lost the few friends he had.



The few are rich, the many are poor.

The few remarks that he had made were very suggestive.

The few clothes they had were all tattered and torn.

(9) Many, Many a, A great many -

Many, many a, a great many have practically the same meaning. Many is followed by a plural noun. It takes a plural verb.

Many animals were killed in the storm.

'Many a' is followed by a singular noun. It takes a singular verb.

Many a student has attended the class.

'A great' 'many' is used just like 'many'.

A great many people have attended the meeting.

(10) All, whole -

'All' is used with singular uncountable nouns and with plural countable nouns.

She lost all hope of recovery.

All horses are animals but not all animals are horses.

All newspapers cover important news items.

'Whole' is used with singular uncountable nouns.

He spent the whole money.

The whole milk was spilt on the floor.

He ate the whole loaf.

(11) Other, the other and another -

'Other' means 'not the one mentioned'.

Example : Robert and Hari are here. Other players are expected soon.

One of the twins is a girl and the other is a boy.

'Another' means 'one more' or 'some more'.

Example : Have another cup of tea.

I'll have it another time.

No, it was not this bag; it was another bag.

(12) Each other, one another -

'Each other' relates to two persons only and 'one another' relates to more than two persons.

Example : Jaya and Maya always help each other.

Ram, Lakshman, Krishna always help one another.

All of the students in that class consult one another for everything.

Verb

Verbs are "the little motors of action"—the principal vehicles of our thoughts and feelings, without which to communicate will be rather difficult.

The verb is a word that expresses an action or a state of being. As:

- Baldev threw the ball.
- The beggar felt sad.



- Akbar was a great king.

Kinds of verb

- Transitive verb
- Intransitive verb
- Linking verb
- Auxiliary verb/helping verb

Transitive verb

Transitive verb needs an object to complete its sense. It is SVO(subject, verb, object,) As:

- Dinesh saw a film.
- We love our country.
- Sunaina sings beautiful songs.
- India will win the match.

these sentence –

Verbs are- saw, love, sings and will win.

Object are- a film, our country, beautiful. Songs, and the match.

Note: If we combine subject and verb and ask the question "what" or "whom" and get an answer (object), it is Transitive verb.

Examples:

S+verbs	Question	Answer(Object)
Dinesh saw	What?	a pen
We love	Whom	our country
Sunaina sings	What?	beautiful songs

Transitive verb can have two objects:

- One object
- Two objects

Transitive verb with one object

- She is taking milk.
- I like coffee.
- Anand plays chess.
- Our teachers teach us.

In these sentence milk, coffee, chess, and us are objects.

Transitive verb with Two object

In such cases one is the indirect object which is usually a human being and one is direct object which is usually a thing, idea or thought etc.

- Ms. Mamta teaches us English.
- My friend gave me a book.
- The stranger asked him a question.
- She wrote me a letter.



In these sentence Indirect objects are- us, him, me , me and Direct object are-English, a book, a question and a letter.

Intransitive verb

An intransitive verb has two characteristics. First, it is an action verb, expressing a doable activity like arrive, go, lie, sneeze, sit, die, etc. Second, unlike a transitive verb, it will not have a direct object receiving the action.

Here are some examples of intransitive verbs:

Meera arrived late in the class.

Arrived= intransitive verb.

James went to the library today.

Went= intransitive verb

The cats often lie in the shade under out cars.

Lie= intransitive verb

Shreya was grinding peppers so she sneezed with violence.

Sneezes= intransitive

In the ecenings, Geeta sits in her garden.

Sits= intransitive verbs. Many people die in road accidents everyday.

Dies= intransitive verb.

Linking verb

It is called Intransitive verb of incomplete predication also. It is used as complement to make the sense complete. As: In other words we can say that linking verb connects a subjects and its complement. As:

- Komal is a doctor.
- Geeta looks happy.
- The sun is a star.
- Karina is beautiful.
- My friend is present.
- Music sounds sweet.

Linking verbs: is, am, are, was, were, looks, taste, feel, consider, sound, appear, remain, seem, grow, get, come, go, run, become, has/have, had+been.

Auxiliary verb or Helping verb

An auxiliary verbs are—

(i) Primary auxiliary- Be(is, am, was, were, been, being,), has ,have, had ,do, does, did,

(ii) Modal auxiliary- Should, shall, will, should, may, might, can, could.

Primary Auxiliary

Varun is reading a novel.

Madhvi was singing a song.

I have done my work.

She has betrayed us.

They do not waste their time.

Do you like the film

Modal Auxiliaries

We shall come tomorrow.

You should study.

It may rain today.

She can drive a car.

You need not worry.

Would you lend me some money?



Conjugation of verb

Verb has four forms:

- Present (first form)
- Past (second form)
- Past participle (third form)
- Present participle (ing form)

First Form	Second Form	Third Form	Four Form
Accept	Accepted	Accepted	Accepting
Act	Acted	Acted	Acting
Agree	Agreed	Agreed	Agreeing
Buy	Bought	Bought	Buying
Bleed	Bled	Bled	Bleeding
Call	Called	Called	Calling
Cry	Cried	Cried	Crying
Close	Closed	Closed	Closing
Drink	Drank	Drank	Drinking
Enter	Entered	Entered	Entering
Free	Freed	Freed	Freeing
Give	Gave	Gave	Giving
Help	Helped	Helped	Helping
Insult	Insulted	Insulted	Insulting
Kill	Killed	Killed	Killing
Lay	Laid	Laid	Laying
Make	Made	Made	Making
Meet	Met	Met	Meeting
Pay	Paid	Paid	Paying
Push	Pushed	Pushed	Pushing

Noun

A Noun is a part of speech that is used to name a person, place, thing, quality, or action. A noun can function as a subject, object, complement, appositive, or object of a preposition.

Types of Nouns

There are several ways to classify that exist in the English language, In traditional grammar, nouns are taught to be words that refers to people, places, things , or abstract ideas.

Classification of nouns

Proper nouns

Proper nouns are nouns that refer to specific entities

Writers of English capitalize proper nouns like London, Lucknow, Madhya Pradesh, he JNU or the Taj Mahal to show their distinction from common nouns.

Common nouns



Common nouns refer to general, unspecific categories of entities. Whereas Madhya Pradesh is a proper noun because it signifies a specific states, the word state itself is a common nouns because it can refer to any or the 29 states in India.

JNU refers to a particular institution of higher learning, while the common noun university can refer to any such institution.

Material nouns

Material nouns refer to materials or substances from which things are made. While cotton is an adjective when used in cotton dress, cotton is a material nouns when used to describe a crop being grown- The farm grew cotton.

Compound nouns

A compound noun contains two or more words which join together to make a single noun, Compound nouns can be words written together (closed form) such as *softball* and *toothpaste*, words are hyphenated (hyphenated form) Such as *Softball* as a *Six-packs* and *Son-in-Law*, or separate words (open form) Such as *Post Office* and *upper class* that go together by meaning.

Countable nouns

These count nouns can occur in both single and plural forms, can be modified by numerals, and can co-occur with quantificational determiners like *many*, *most*, *more*, *several* etc. For example, the noun *bike* is a countable noun. Consider the following sentence:

There is a *bike* in that garage.

In this example, the word *bike* is singular as it refers to one bike that is presently in a particular garage. However, *bike* can also occur in the plural.

There are *six* broken *bikes* in that garage.

In this example, the noun *bikes* refers to more than one bike as it is being modified by the numeral six.

In addition, countable nouns can occur with determiners showing quantity.

In that garage, *several* bikes are broken.

This Sentence is grammatical, as the noun *bike* can take the modification of the determiner which shows quantity.

Plural vs singular

As we have seen, nouns can be singular or plural. The plural form of a nouns is usually form by adding s at the end of the noun. But this is not always the case. There are exceptions to the rule. Some plurals are irregular:

Singular

Hair

Child

Man

Women

Plural

hair

children

men

women

Uncountable nouns or Mass nouns

Conversely, some nouns are not countable and are called uncountable nouns or mass noun. For example the word *clutter* is a mass noun.



That garage is full or clutter.

This sentence makes grammatical sense. However, the following example does not.

That garage is full or clutters.

Mass nouns cannot take plural forms, and therefore a sentence containing the word clutters is ungrammatical. Substances, liquids and powders are entities that are often signified by mass nouns such as wood, sand, water, and flour, other examples would be milk, air, furniture, freedom, rice, and intelligence.

Collective nouns

In general, collective nouns are nouns that refer to a group of something in a specific manner. Often, collective nouns are used to refer to groups of animals. Consider the following sentence.

Look at flock of birds in the sky. There is a herd of cattle in the field. A school of fish is swimming in the pond. A colony of ants live in the anthill.

In the above examples, *flock*, *herd*, *school* and *colony* collective nouns.

Concrete nouns

Concrete nouns are that can be touched, smelled, seen, felt, or tasted. *Curry*, *table*, *dog*, *Maya*, *salt* and *wool* are all examples of concrete nouns.

Can I pet your dog? Please pass the salt. Your sweater is made of fine wool.

Concrete nouns can be perceived by at least one of our senses.

Abstract nouns

Abstract nouns refer to concepts, ideas, quantities etc. Concepts like freedom, love, power, and redemption are all examples of abstract nouns.

They hate us for our freedom. All you need is love. We must fight the power.

In these sentences, the abstract nouns refer to concepts, ideas, philosophies, and qualities that cannot be concretely perceived.

Pronouns

A pronoun is a word used in place of a noun. *She... we... they... it*. A pronoun is usually substituted for a specific noun, which is called its antecedent. In the sentence above, the antecedent for the pronoun *she* is the girl. Pronouns are further defined by type: personal pronouns refer to specific persons or things; namely First Person (I, We) Second Person (you) and Third Person (He, She, it, they). Possessive pronouns indicate ownership; (my, mine, your, yours, his, hers, its, our, ours, their, theirs). Reflexive pronouns are used to emphasize another noun or pronoun; (myself, yourself, himself, herself, itself, ourselves, yourselves, themselves). Relative pronouns introduce a subordinate clause with; (who, whose, whom, which, what, that) and demonstrative pronouns identify, point to, or refer to nouns (this, that, these, those).

Ex. The young girl brought me a very long letter from the teacher, and then she quickly disappeared. Oh my!



Prepositions

A preposition is a word placed before a noun or pronoun to form a phrase modifying another word in the sentence. *by... with.... about... until* (by the tree, with our friends, about the book, until tomorrow)

Therefore a preposition is always part of a prepositional phrase. The prepositional phrase almost always functions as an adjective or as an adverb. The following list includes the most common prepositions:

*The young girl brought me a very long letter **from the teacher**, and then she quickly disappeared. Oh my!*

'On' can denote day, date, time of the day.

'In' can denote season, year, month, part of the day.

'At' can denote point of time, festival, mealtime, indefinite period.

'In' can use at the end of and 'within' before the end of the time zone.

'By' can denote means of transport. 'From' is used in expressions like from dawn to dusk, from head to toe etc.

Idioms, Proverbs and Phrasal Verbs

What are Idioms?

Idioms are words, phrases, or expressions that are either grammatically **unusual**, as in, "Long time, no see!", or their **meaning cannot be taken literally**, as in, "It's raining cats and dogs!" This expression does not mean that cats and dogs are falling from the sky, but it is a metaphorical expression (word picture) that means that it is raining very heavily.

SOME EXAMPLES OF ENGLISH IDIOMS

- After John had broken the window, he decided to **face the music** and tell his mother.
Meaning: 'to accept the unpleasant consequences of one's actions'
- Mary had to **learn** a very long poem **by heart**.
Meaning: 'to rote-learn something'
- When John asked Mary out, she **showed him the cold shoulder**.
Meaning: 'to show deliberate coldness or disregard'

WHY SHOULD YOU LEARN ENGLISH IDIOMS?

Idioms are an important part of **every** language. Therefore, as a language learner, knowing idioms is useful in at least two ways:

- 1) The more idioms you know, the more native-like your language will sound;
- 2) By learning idioms, you learn a lot about the culture of the community speaking the language you are learning.



Practice with Idioms

Choose the correct meaning of each idiom in the following multiple choice questions. Check your answers at the bottom.

1. Wow! It's raining cats and dogs today! I wish I'd brought my umbrella to school!

- a. I forgot my umbrella today.
- b. It's raining heavily.
- c. Cats and dogs are falling from the sky.

2. When I told my mom I would be home around 2 am, she had a cow!

- a. My mom bought a baby cow.
- b. My mom is really strange.
- c. My mom was really upset.

3. Jean: How did you know it was my birthday today?

Susan: Oh, a little birdie told me!

- a. Jean told Susan it was her birthday.
- b. An unnamed person told Susan about Jean's birthday.
- c. Susan told Jean it was her birthday.

4. I never learned how to use a computer, so I lost my job. It's a dog-eat-dog world.

- a. Only the strong or the best survive.
- b. Dogs are eating dogs at the office.
- c. Dogs like to eat dogs for lunch.

5. The "cream of the crop" means it is ____.

- a. the worst
- b. the best

6. To "egg on" means to ____.

- a. encourage
- b. discourage

7. If it's "just your cup of tea", it is ____.

- a. perfect
- b. all wrong

8. If you are "cool as a cucumber", you are ____.

- a. panicked
- b. calm

9. If you "have a finger in the pie", you are ____ in something.

- a. involved



b. disinterested

10. "Use your noodle" means ____.

- a. act
- b. think

Answers: 1) b, 2) c, 3) b, 4) a, 5) b, 6) a, 7) a, 8) b, 9) a, 10) b

KINDS OF IDIOMATIC EXPRESSIONS

Phrases that carry different meanings than the literal definition of their component words are called idiomatic expressions or idioms. Idioms appear in all languages, and speakers use them to communicate ideas cleverly or quickly. Using and decoding idiomatic expressions helps non-native speakers sound more fluent and aids them in understanding others more efficiently. Learn about different kinds of idiomatic expressions used in English and when to use them.

Simile Idioms:

- Many idiomatic expressions get their meaning by comparing one object or action to another using the words "like" or "as." Over time, certain similes become standard methods for illustrating certain ideas. For example, when you use the expression "like two peas in a pod" you are describing how two things are similar or close in nature, by comparing them to peas which grow together in a pod. "Light as a feather" and "busy as a bee" are two other examples of simile-based idiomatic expressions.

Phrasal Verbs:

- Some idiomatic expressions function as verbs. Phrasal verbs usually contain one or more individual verbs and prepositions that, when used together in a sentence, act as a single verb. For example, people use the phrasal verb "to get away with" to mean "avoid punishment" as in the sentence, "She will get away with stealing that car." Because phrasal verbs are so widely used and seamlessly integrated into standard sentences, many people do not recognize them as idioms.

An idiom, also known as idiomatic expression, is a phrase or sentence, whose meaning is completely different from the literal meaning of the words comprising the idiom or idiomatic expression. However idioms and idiomatic expressions have become widely used because they convey clear and meaningful messages in very few words that would otherwise be lengthy to explain in non-idiomatic manner. Idioms are previously considered informal expressions but because of their widespread use idiomatic expressions have found acceptance in formal communications as well.

Here are examples of idioms and the meaning behind these idiomatic expressions:

Above and beyond – more than what is normally required. The off-duty policeman chased and caught the bag snatcher; his action was above and beyond what was expected of him since he was not on duty at that time.



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Beyond the call of duty – in addition to what is required in the normal course of performing one's job. The fireman went back to the burning house to rescue the cat; he acted beyond his call of duty.

Above suspicion – having a reputation for honesty that no one would suspect you of wrongdoing. The teacher was elected club treasurer because she is known to be completely above suspicion.

Ace in a hole – something or someone held in reserve to turn things around later. The new recruit is the team's ace in the hole to improve their standing in the sports competition this year.

Acid test – a test whose result is considered to be conclusive or beyond doubt. The DNA result will be the acid test that will determine if the authorities caught the real culprit in the crime.

Across the board – Shared equally by everyone. The company management decided to give salary increases to the employees across the board.

Act as someone – to act or perform, temporarily or permanently, in the capacity of someone else. I'll act as your interim trainer until your regular trainer comes back from his business trip in the province.

Act of God – an event for which no person is responsible for; a natural event such as typhoon, earthquake, volcanic eruption, lightning, and similar acts of nature. The insurance company did not pay for the damage to their properties because it was caused by an act of God.

Act of war – an intentional act of hostility or violence so severe that war is considered to be an appropriate response. The attack on the Twin Towers in New York was considered by the Americans as an act of war by the terrorists.

Add fuel to the fire – to do something that makes a bad situation worse. The customer is already agitated so do not add fuel to the fire by ignoring his plea for help.

Afraid of one's own shadow – easily suspicious or frightened. Since you told him of the hair-raising urban legend about the jail escapee he has become afraid of his own shadow.

After all is said and done – when everything is discussed and acted on. After all is said and done, everyone went home satisfied with the result of the town meeting.

After hours – after the regular or normal time. Jim and Tom hang around the cocktail lounge after hours.

After the fact – after an incident has occurred. Jake expressed remorse for his crime after the fact.

Against someone's will – to do something without a person's agreement or consent. You cannot force him to join your activities against his will.



Against the clock – in a race with time; to get something done with urgency. The doctors operated on the accident victim against the clock

UNIT 3

Short Essay on given topic:

Essay

An essay is generally a short piece of writing outlining the writer's perspective or story. It is often considered synonymous with a story or a paper or an article. Essays can be both formal as well as informal. Formal essays are generally academic in nature and tackle serious topics. We will be focusing on informal essays which are more personal and often have humorous elements.

Types of Essays

The type of an essay will depend on what the writer wants to convey to his reader. There are broadly four types of essays. Let us see.

1. **Narrative Essays:** This is when the writer is narrating an incident or story through the essay. So these are in the first person. The aim when writing narrative essays is to involve the reader in them as if they were right there when it was happening. SO make them as vivid and real as possible. One way to make this possible is to follow the principle of 'show, don't tell'. So you must involve the reader in the story.
2. **Descriptive Essays:** Here the writer will describe a place, an object, an event or maybe even a memory. But it is not just plainly describing things. The writer must paint a picture through his words. One clever way to do that is to evoke the senses of the reader. Do not only rely on sight but also involve the other senses of smell, touch, sound etc. A descriptive essay when done well will make the reader feel the emotions the writer was feeling at the moment.
3. **Expository Essays:** In such an essay a writer presents a balanced study of a topic. To write such an essay, the writer must have real and extensive knowledge about the subject. There is no scope for the writer's feelings or emotions in an expository essay. It is completely based on facts, statistics, examples etc. There are sub-types here like contrast essays, cause and effect essays etc.
4. **Persuasive Essays:** Here the purpose of the essay is to get the reader to your side of the argument. A persuasive essay is not just a presentation of facts but an attempt to convince the reader of the writer's point of view. Both sides of the argument have to be presented in these essays. But the ultimate aim is to persuade the readers that the writer's argument carries more weight.

Format of an Essay



Now there is no rigid format of an essay. It is a creative process so it should not be confined within boundaries. However, there is a basic structure that is generally followed while writing essays. So let us take a look at the general structure of an essay.

Introduction

This is the first paragraph of your essay. This is where the writer introduces his topic for the very first time. You can give a very brief synopsis of your essay in the introductory paragraph. Generally, it is not very long, about 4-6 lines.

There is plenty of scopes to get creative in the introduction of essays. This will ensure that you hook the reader, i.e. draw and keep his attention. So to do so you can start with a quote or a proverb. Sometimes you can even start with a definition. Another interesting strategy to engage with your reader is to start with a question.

Body

This is the main crux of your essays. The body is the meat of your essay sandwiched between the introduction and the conclusion so the most vital and important content of the essay will not be confined to one paragraph. It can extend to two or more paragraphs according to the content.

Usually, we have a lot of information to provide in the body. And the mistakes writers generally make is to go about it in a haphazard manner which leaves the reader confused. So it is important to organize your thoughts and content. Write the information in a systematic flow so that the reader can comprehend. So, for example, you were narrating an incident. The best manner to do this would be to go in a chronological order.

Conclusion

This is the last paragraph of the essay. Sometimes a conclusion will just mirror the introductory paragraph but make sure the words and syntax are different. A conclusion is also a great place to sum up a story or an argument. You can round up your essay by providing some moral or wrapping up a story. Make sure you complete your essays with the conclusion, leave no hanging threads.

Tips for Essay Writing

- Give your essays an interesting and appropriate title. It will help draw the attention of the reader and pique their curiosity
- Keep it between 300-500 words. This is the ideal length, you can take creative license to increase or decrease it
- Keep your language simple and crisp. Unnecessary complicated and difficult words break the flow of the sentence.



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- Do not make grammar mistakes, use correct punctuation and spellings. If this is not done it will distract the reader from the content
- Before beginning the essay organize your thought and plot a rough draft. This way you can ensure the story will flow and not be an unorganized mess.

Writing an essay often seems to be a dreaded task among students. Whether the essay is for a [scholarship](#), a class, or maybe even a contest, many students often find the task overwhelming. While an essay is a large project, there are many steps a student can take that will help break down the task into manageable parts. Following this process is the easiest way to draft a successful essay, whatever its purpose might be.

According to [Kathy Livingston's Guide to Writing a Basic Essay](#), there are seven steps to writing a successful essay:

1. Pick a topic. You may have your topic assigned, or you may be given freedom to write on the subject of your choice. If you are given the topic, you should think about the type of paper that you want to produce. Should it be a general overview of the subject or a specific analysis? Narrow your focus if necessary. If you have not been assigned a topic, you have a little more work to do. However, this opportunity also gives you the advantage to choose a subject that is interesting or relevant to you. First, define your purpose. Is your essay to inform or persuade? Once you have determined the purpose, you will need to do some research on topics that you find intriguing. Think about your life. What is it that interests you? Jot these subjects down. Finally, evaluate your options. If your goal is to educate, choose a subject that you have already studied. If your goal is to persuade, choose a subject that you are passionate about. Whatever the mission of the essay, make sure that you are interested in your topic.

2. Prepare an outline or diagram of your ideas. In order to write a successful essay, you must organize your thoughts. By taking what's already in your head and putting it to paper, you are able to see connections and links between ideas more clearly. This structure serves as a foundation for your paper. Use either an outline or a diagram to jot down your ideas and organize them. To create a diagram, write your topic in the middle of your page. Draw three to five lines branching off from this topic and write down your main ideas at the ends of these lines. Draw more lines off these main ideas and include any thoughts you may have on these ideas. If you prefer to create an outline, write your topic at the top of the page. From there, begin to list your main ideas, leaving space under each one. In this space, make sure to list other smaller ideas that relate to each main idea. Doing this will allow you to see connections and will help you to write a more organized essay.

3. Write your thesis statement. Now that you have chosen a topic and sorted your ideas into relevant categories, you must create a thesis statement. Your thesis statement tells the reader the point of your [essay](#). Look at your outline or diagram. What are the main ideas? Your thesis statement



will have two parts. The first part states the topic, and the second part states the point of the essay. For instance, if you were writing about Bill Clinton and his impact on the United States, an appropriate thesis statement would be, "Bill Clinton has impacted the future of our country through his two consecutive terms as United States President." Another example of a thesis statement is this one for the "Winning Characteristics" Scholarship essay: "During my high school career, I have exhibited several of the "Winning Characteristics," including Communication Skills, Leadership Skills and Organization Skills, through my involvement in Student Government, National Honor Society, and a part-time job at Macy's Department Store."

4. Write the body. The body of your essay argues, explains or describes your topic. Each main idea that you wrote in your diagram or outline will become a separate section within the body of your essay. Each body paragraph will have the same basic structure. Begin by writing one of your main ideas as the introductory sentence. Next, write each of your supporting ideas in sentence format, but leave three or four lines in between each point to come back and give detailed examples to back up your position. Fill in these spaces with relative information that will help link smaller ideas together.

5. Write the introduction. Now that you have developed your thesis and the overall body of your essay, you must write an introduction. The introduction should attract the reader's attention and show the focus of your essay. Begin with an attention grabber. You can use shocking information, dialogue, a story, a quote, or a simple summary of your topic. Whichever angle you choose, make sure that it ties in with your thesis statement, which will be included as the last sentence of your introduction.

6. Write the conclusion. The conclusion brings closure of the topic and sums up your overall ideas while providing a final perspective on your topic. Your conclusion should consist of three to five strong sentences. Simply review your main points and provide reinforcement of your thesis.

7. Add the finishing touches. After writing your conclusion, you might think that you have completed your essay. Wrong. Before you consider this a finished work, you must pay attention to all the small details. Check the order of your paragraphs. Your strongest points should be the first and last paragraphs within the body, with the others falling in the middle. Also, make sure that your paragraph order makes sense. If your essay is describing a process, such as how to make a great chocolate cake, make sure that your paragraphs fall in the correct order. Review the instructions for your essay, if applicable. Many teachers and scholarship forms follow different formats, and you must double check instructions to ensure that your essay is in the desired format. Finally, review what you have written. Reread your paper and check to see if it makes sense. Make sure that sentence flow is smooth and add phrases to help connect thoughts or ideas. Check your essay for grammar and spelling mistakes.



Letter Writing

A letter is one person's written message to another pertaining to some matter of common concern.

Letters are of two types –

1. Formal Letter
 2. Informal Letter
- Formal Letter

A Letter written for a formal purpose is called a Formal letter. It addresses a serious issue.

Let us discuss the types of formal letter –

Types of Formal letter

1. Letter to the editor
2. Letter to the Government
3. Letter to the police
4. Letter to the principal
5. Order letter
6. Complaint letter
7. Inquiry letter
8. Business letter
9. Application letter

Format of a Formal Letter

The following points need to be followed while writing a Formal letter-

- a. A Formal Letter strictly follows the prescribed Format for writing a Formal Letter.
- b. Use of colloquial words, abbreviations and slang language should be restricted while writing a Formal letter.
- c. A Formal Letter must be precise and to the point.
- d. The Subject line is very important in a Formal Letter.

The Format of a Formal Letter is as follows –

1. Sender's address: The address and contact details of the sender are written here. Include email and phone number, if required or if mentioned in the question.
2. Date: The date is written below the sender's address after Leaving one space or line.
3. Receiver's address: The address of the recipient of the mail (the officer / principal / Editor) is written here.



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4. Subject of the letter: The main purpose of the letter forms the subject. It must be written in one line. It must convey the matter for which the letter is written.

5. Salutation (Sir / Respected sir / Madam)

6. Body: The matter of the letter is written here. It is divided into 3 paragraphs as follows -

Paragraph 1: Introduce yourself and the purpose of writing the letter in brief.

Paragraph 2: Give a detail of the matter.

Paragraph 3: Conclude by mentioning what you expect. (For example, a solution to your problem, to highlight an issue in the newspaper, etc).

7. Complimentary Closing

8. Sender's name, signature and designation (if any)

Sender's address

Date

Receiver's Address

Subject

Salutation

Body of the letter

Complimentary closing

Sender's Name, signature and designation

Check out this Video for Complete info on Letter Writing

Informal Letter

A Letter written for an informal purpose is called an Informal letter. It is written for a casual purpose.

Let us discuss the types of informal letter -

Types of Informal letter

1. Letter to parents

2. Letter to siblings

3. Letter to friends

4. Letter to classmates

5. Letter to neighbors



Format of an Informal Letter

The following points need to be followed while writing an Informal letter-

- a) An Informal Letter does not strictly follow the prescribed Format.
- b) The language of an Informal Letter must be friendly and casual.
- c) An Informal Letter can have extra information.
- d) The Subject line is not required in an Informal Letter.

The Format of an Informal Letter is as follows –

- 1. Address: The address of the sender is followed by that of the receiver.
- 2. Date: The date is written below the address after leaving one line.
- 3. Salutation / Greeting (Dear / Hi / Hello)
- 4. Body: The matter of the letter is written here. It is divided into 3 paragraphs as follows -
 - a) Paragraph 1: beginning
 - b) Paragraph 2: Main content.
 - c) Paragraph 3: ending
- 5. Sender's name and signature.

Address

Date

Salutation

Body of the letter

Sender's Name and signature

Sample Letters

Some solved questions on Letter Writing

Formal Letter-

1. Write a letter to the Mayor of your city seeking a solution to the problem of water logging in your area. You are Raj / Rani of Dharma Colony, Ramgarh.

14 / 8, Dharma Colony
Ramgarh.

Date: 23 August 2018

The Mayor
Ramgarh

Subject: Complaint regarding the problem of water logging in Dharma Colony

Sir / Madam

I am Raj, a resident of Dharma Colony. The residents of the area are facing a lot of problems due to



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water logging.

Every year in the monsoon season, the area gets filled with water as the drainage system gets choked. We have requested the area committee many times, but the situation is still the same. The residents' lives have become miserable as many water - borne diseases have spread. All the houses are submerged, and we are facing a tough time.

Please consider the issue as serious and find a solution at the earliest.

Yours Sincerely

Raj

Informal Letter-

2. You are Garima / Gaurav. Write a letter to your friend Sanjana / Sanjay, inviting her / him to your birthday party. Give details regarding the day, time, venue, etc. Add interesting details like theme, dress code, etc.

45, Jan Marg
Delhi.
33, Khan Gali
Delhi.

Date: 21 August 2018

Dear Sanjay

Hi! You are invited to my birthday party on 25th August.

The party will be at Archie's Place, Nehru Park from 4:00 to 7:00 PM. As the party is based on 'Spiderman' theme, please wear a dress in red / black colour combination. It will be fun as I have arranged a Mask game, a 'Spidey' web game and a never - seen - before neon light and music show. I am very excited as I will wear the special Spidey costume designed by my sister. Please come as it will be good to have your company. Also, bring your brother Saurav.
Waiting for your confirmation.

Gaurav



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Correspondence Skills (Formal and Informal Letters and application)

Sample letter of formal letter

Question 1- Write an application to the principal or your school requesting him/her to arrange extra classes for the Maths. and science

Ans. Examination hall,
Delhi,
The principal, G.B.S.S. Delhi
31 December 2018
Respected sir,

I am a student of 8th B of your school. I am good at studies. I am feeling very disheartened as our math and science course is not going properly. As you know sir that our subject teacher has been absent for many months. It would be really good if you could arrange extra classes for math and science.

Thanking you.

Yours obediently,

Himanshu

Question 2- Write a letter to SHO of your area complaining about the theft of your bicycle from the school compound

Examination hall,
Delhi.
The S.H.O.
Rohini west,
Delhi
31 December 2018

Sir,
I am a resident of Rohini, sec-8 and a student of S.K.V. sec-8, Rohini. On 38th, I got really disturbed when I could not find my red coloured hero cycle in the school compound. I searched for it everywhere. There is prateek printed on it. It was a new bicycle. I am really disturbed due to loss of it. It would be really kind of you if you could get my bicycle traced.

Thanking you.

Yours sincerely,



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Prateek

Sample Letter of Informal Letter

Heya!

Address

Pincode

Date(expanded form)

Dear XXX

Hi dear! how are you? Hope you are doing great. I am fine and think same from you.

As you know in last class, our school held a science project competition for classes 6th to 8th, I enrolled my name last year and I made an electric car made from plastic bottle! My project was appreciated by everyone and I was also rewarded for my hard work. I wish you were there dear, I am missing you a lot my friend. Please come back soon. Take care.

Yours lovingly

UNIT 4

Translation

Translation is the process of translating words or text from one language into another. It is the communication of the meaning of a source-language text by means of an equivalent target-language text. Translation from one language into another language has become very important now days. It is known as a significant vehicle in cross cultural. Cross lingual and cross national civilization. It is because of translation that a man is understood world over irrespective of language, culture and nationality. The translator needs to be well versed in source language (SL) as well as in target language (TL) in order to achieve the goal of perfect translation. The source language is the original language of any given passage while target language is the language into which the work is to be translated.

The Principles of Translation

The first thing to keep in mind is that translation is the shift of meaning from one language to another. It is not the relocation of words from language to language. You must translate the sense and



connotation of what is being said rather than do it word-for-word. This is because languages are not just different words. Diverse languages have different grammar different word orders, sometimes even words for which other languages do not have any corresponding word. The English spoken by a scientist tiny have words which a simple farmer cannot even start to imagine. And the farmer is likely to have words for things the technologist never dreamed of.

It is noted that Translators always risk inappropriate spill-over o source-language idiom and usage into the target-language translation though that have enriched the target languages. Due to the demands o business documentation translation specialties have become formalized, with schools and professional associations for translation.

A translator must be competent in certain attributes.

- Familiarity with the subject matter of the text being translate
- a very good knowledge of the language written and spoke from which he is translating i.e. the source language
- An excellent command of the language into which he is translating i.e. the target language
- a profound understanding of the etymological and idiomatic correlates between the two languages
- a thorough knowledge regarding when to meta phrase (literal translation) and when to paraphrase
- Cultural references and connotations have to be mastered for translation.

Simple steps in Translation

The students are advised to keep the following hints in mind while attempting translation. The steps to follow are:

- **Read** the whole of the original text story through from beginning to end to make sure that you can comprehend it. If you cannot understand everything that is said, you cannot translate it. If there are any words or phrases that you do not understand, you must explain these first.
- Do a **first draft translation** When you are trying to translate the source material. But do not translate word-for-word. Remember that you are translating the meaning.
- Make sure that your translation reads well in the target language.
- **Compare** the final version of your translation with the original source to make sure that you have translated it precisely. This is when you can make any thorough modification in individual words or phrases.
- **Correct form of Verbs-** Remember that the verb Owe agrees with the subject in number and person. If subject singular number, it will carry a singular verb. For example Rain reads a book/they read a hook.
- **Correct use of Preposition-** It is very important to correct preposition while translating into English Language Be careful about the correct use of preposition.
- **Avoid literal translation-** Avoid literal translation particular of Hindi idioms which have no equivalents in English. Lit translation of such Hindi idioms often distorts these Use simple expression conveying the correct sense if arc unable to find an adequate equivalent of a Hindi or idiom.



- **Correct Usage-** It is essential for the translator to have adequate knowledge of rules of translation, especially 'Sequence of tenses', Rules of proximity, Rules Agreement, Rules of Conditional sentences and correct use of the words or different parts of speech.
- **Correct use of Articles-** In Hindi there are no articles whereas in English articles are often used. Take care to articles as and when required.
- **Vocabulary-** For translation, a sound knowledge vocabulary is required.
- **Correct Punctuation-** is an important feature of translation. If a sentence appears too long, break it up. If a sentence appears too involved, simplify it. Ensure that the sense of the original is neither lost nor omitted.

Challenges of Translation

- Beware of words in the original source language which you retain in your translation. • Languages borrow from each other all the time. If a society comes across a new idea, it may simply use the foreign word without inventing a word of its own.
- Remember that you are translating meaning, not words.
- If you come across a word in your original language which has no equivalent in the target language. You can use a phrase (i.e. several words) instead.
- Some far-off words will inevitably sneak into other languages. Words like "computer" are becoming widely accepted by speakers of non-English languages and may eventually be understood by everyone.
- If the word is widely accepted, then one may use it un-translated but follow it immediately with a translation or explanation.
- You cannot translate words in isolation.
- Words get their meaning from how they are used in each situation - what we call their context. You must do a contextual translation.
- Use a bilingual dictionary if it is available. 'The best dictionary is one which defines the word in its various contexts.
- Be careful when using understatement and euphemisms (mild or inoffensive words which are used in the place of harsh or hurtful words)
- One has to be careful while using linking words such as "although" but "from" "even" as they are used to show the relationship between the words in your sentences. Getting these small words wrong can alter the sense of the sentence.

Translation of sentences / passages- English to Hindi and Hindi to English

Translation Exercises- Hindi to English

गणेशन क्रिकेट का शौकीन था। अंग्रेजी कक्षा के बाद जब वह खेल के मैदान के लिए दौड़ता था। खेल का मैदान दूर होने की वजह से हमेशा देर हो जाती थी। उसके पुराने मित्रों ने उसे राजी कर लिया कि वह अगले दो दिन अपनी कक्षा में ना जाये ताकि वह महत्वपूर्ण मैच का अभ्यास कर ले। उसके प्रशिक्षक भी उसकी सहायता को



सहमत हो गये कि वह कक्षा अध्यापक को बोल देंगे । लेकिन प्रशिक्षक ने उसे धोखा दिया और गनेशन को बिना पूर्व अनुमति के दो दिन अनुपस्थित रहने के लिए दण्ड दिया गया ।

Ganeshan loved cricket. After attending the English subject class when he rushed to the playground, due to the distance of playground he was always late. His old friends persuaded him to miss his class for next two days so that he could practice for an important match. His coach was also agree to help him by speaking to his class teacher, for this. But the coach ditched him and Ganeshan was taken to task for his absence of two days without prior school permission.

(English to Hindi)

Sherawat, his wife and four children live in Kadchhu Village of Uttar Pardesh. The village is like any other Indian Village -picturesque, colorful and noisy. The Sherawat family's house , too is the same as all the house in the village, with mud walls and a rusting corrugated iron roof and with children and chickens sharing the compound.

शेरावत, उसकी पत्नी और चार बच्चे उत्तर प्रदेश के कडछु गाँव में रहते हैं । यह गाँव अन्य भारतीय गाँवों की ही भांति है -चित्रवत, रंगीन और शोरयुक्त । शेरावत का घर भी गाँव के अन्य घरों जैसा ही हैमिट्टी की दिवारे तथा जंग लग रही पनारीदार लोहे की टीन की छत तथा बच्चे औरा चूजे आंगन मे साथ - साथ खेलते हैं ।

UNIT 5

Drafting CV (Resume Writing)

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 doesn't pad out 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
- ☐ Opening statement

- ☐ List of key skills
- ☐ List of technical/software skills
- ☐ Personal attributes/career overview
- ☐ Educational qualifications
- ☐ Employment history/volunteering/work placements
- ☐ 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're suited to the job. If you can, you should also include a few bullet points listing your academic achievements (e.g., school or class captaincies, awards you've won, or groups you've been part of).

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

- Skills
- Jobs

- Activities
- Qualifications
- Software
- Tools



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

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

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

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:

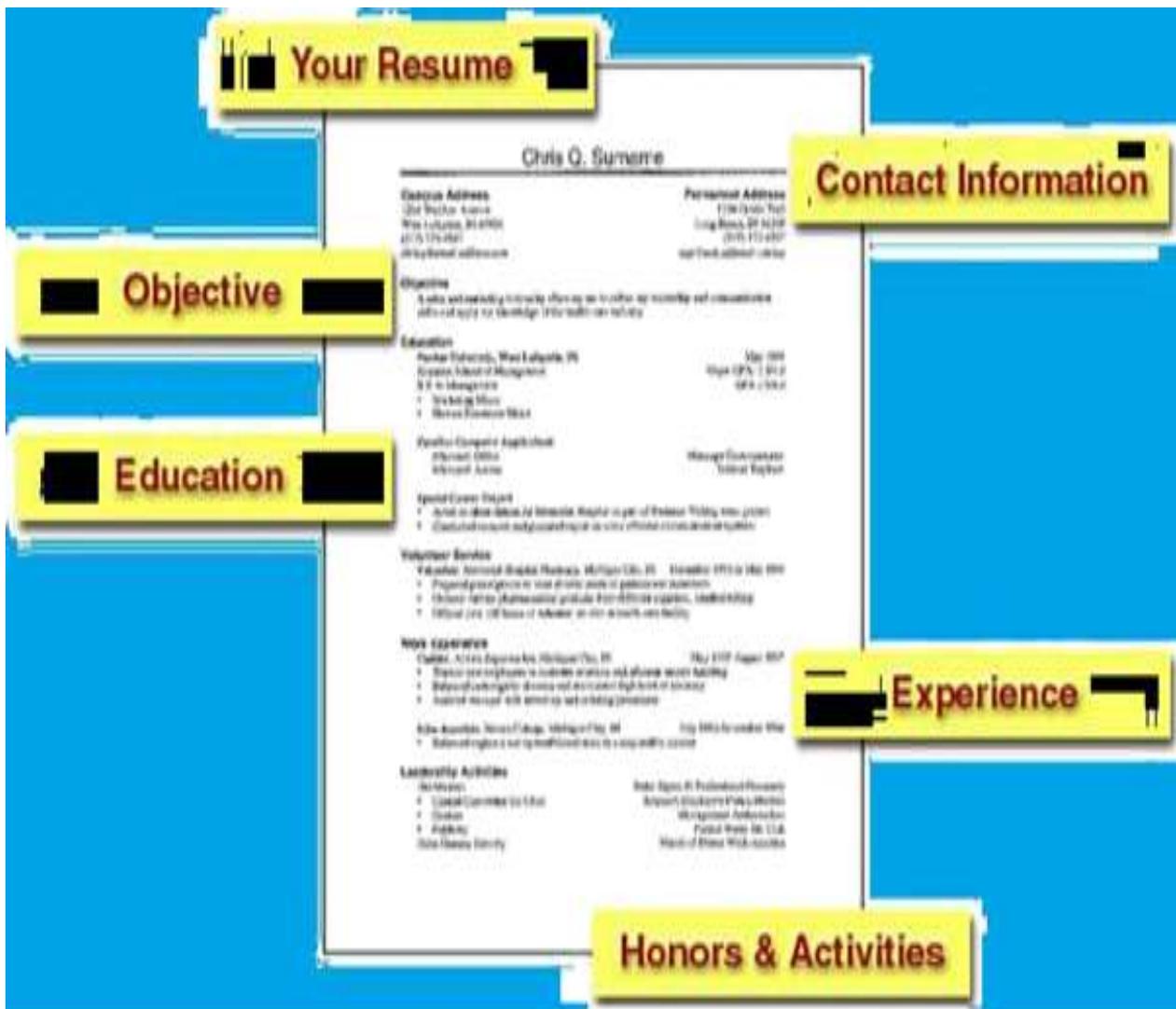
- ☐ Verdana
- ☐ Arial
- ☐ Century gothic
- ☐ Calibri



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).





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college of commerce & management

B.Com 2nd Year (Plain/FT/Tax/Mgt/Comp.Appli)

Subject- Moral Values & Language

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_mfdhjee@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) Bechlor 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.



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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



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