

# FOREWORD

In this book an attempt has been made to provide students with appropriate and effective guidance in English grammar and composition commensurate with the requirements of the new syllabus for B.A. students. In pursuance of this aim, special care has been taken in the selection and arrangement of material comprising the section on grammar. Hitherto, most books of this nature have confined themselves to the enunciation of and brief comments upon what may be called the mechanics of grammar. Obviously, this is not enough, for the object is not to produce grammarians. We believe that constant practice in the mechanics of expression, especially syntactic structures and sequence of sentences, alone can equip the student with a worthwhile knowledge of the English tongue - both written and spoken. Consequently, we have provided an array of exercises at the end of each chapter in the conviction that they will prove profitable to those working for a degree course.

The section on letter-writing is quite comprehensive and covers a wide variety of letters. A large number of graded exercises on comprehension and precis writing have been given. The two are, in a sense, interrelated; a clear understanding of the ideas expressed in one leads to a facility of composition in the other. The chapter on translation is equally broad-based and noteworthy for its diversity. While some passages are descriptive or narrative in nature, there are others which are reflective or abstract. Most of them are excerpts chosen from the writings of eminent people and are, in their own way, of considerable intellectual significance. There can be no set formula for translation. It is, in fact, the most flexible of arts and may vary from person to person. Our chief aim, however, is to develop in students an ability to produce a translation which is reasonably accurate and idiomatic. English synonyms/alternatives of difficult words and phrases have been given at the foot of every passage to aid their efforts.

Students often fight shy of writing essays. To them it is, perhaps, the most unpalatable part of English composition. Essay writing is a demanding task and demands an organisational skill and a mode of presentation for which they are, evidently, not prepared. Asking students to draft an essay without any assistance is veritably asking too much. On the other hand, doling out ready made material to them is tantamount to spoon feeding. Both courses appear to be a trifle defective. In our scheme of things we have sought to strike a via media. A number of full-length essays have been provided to afford the student a fair idea of how opinions are expressed or information given on a particular subject. These examples have been further reinforced with specimens of the works of accomplished current practitioners of the art.

Shy  
Khan  
Hamid

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