

FYBA
ENGLISH (COMP. ENGLISH)
COMMUNICATION SKILLS IN
ENGLISH

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I

Course: Communication Skills in English (100 Marks Examination Pattern)

(Choice Based Credit System with effect from the academic year 2016-17)

1. Syllabus as per Credit Based Semester and Grading System:
 - i) Name of the Programme : B.A.
 - ii) Course Code : UACS101 & UACS201
 - iii) Course Title : Communication Skills in English
 - iv) Semester-wise Course Content : Enclosed the copy of syllabus
 - v) References and Additional References: Enclosed in the Syllabus
 - vi) Credit Structure : No. of Credits per Semester – 02
 - vii) No. of lectures per Unit : 09
 - viii) No. of lectures per week : 03 lectures + 01 tutorial
2. Scheme of Examination : 5 Questions of 20 marks each
3. Special notes, if any : No
4. Eligibility, if any : No
5. Fee Structure : As per University Structure
6. Special Ordinances / Resolutions if any : No

II

Revised Syllabus for

FYBA Communication Skills in English Paper I and Paper II To be implemented from June 2016 (100 Marks Examination Pattern)

Objectives of the Course

- 1) To enhance language proficiency by providing adequate exposure to reading and writing skills
- 2) To orient the learners towards the functional aspects of language
- 3) To increase the range of lexical resource through a variety of exercises

Periods: 45 lectures + 15 Tutorials (3 lectures + 1 tutorial per week) per semester

Semester I

Communication Skills in English – Paper I

(2 Credits) 45 lectures

Unit 1: Basic Language Skills: Grammar

09 lectures

- a. Articles, prepositions, conjunctions
- b. Transformation of Sentences (Simple, Compound, Complex)
- c. Tenses
- d. Subject-Verb agreement
- e. Question Tags
- f. Direct and Indirect Speech
- g. Voice

Unit 2: Reading Skills: Comprehension (unseen passage)

09 lectures

The following skills to be acquired:

- Reading with fluency and speed
- Skimming and scanning
- Identifying relevant information
- Isolating fact from opinion
- Understanding concepts and arguments
- Identifying distinctive features of language

(Passage should be of 250-350 words of Level I. The passage may be taken from literary/scientific/technical writing as well as from the fields of journalism, management and commerce.)

III

Unit 3: Writing Skills (Formal Correspondence): Letters

09 lectures

- a. Job Application Letter (without Resume)
- b. Statement of Purpose
- c. Request for Recommendation Letter
- d. Request for information under Right to Information Act (RTI)

Unit 4: Interpretation of Technical Data

09 lectures

Students should be taught to read and interpret maps, pie charts, tables, line and bar graphs and flow charts and express the same in paragraph format.

Unit 5: Writing Skills: Essay

09 lectures

- a. Expository
- b. Persuasive
- c. Analytical
- d. Reflective/Descriptive

Semester II

Communication Skills in English – Paper II	(2 Credits)	45 lectures
Unit 1: Basic Language Skills: Vocabulary building		09 lectures
<ul style="list-style-type: none">• Antonyms, Synonyms• Suffixes, Prefixes, Root words• Homophones, homonyms• Collocation• Changing the Class of Words		
Unit 2: Editing and Summarization:		09 lectures

- a) Editing:
 - Heading/ Headlines/ Title/Use of Capital Letters
 - Punctuation: full stop, comma, colon, semi-colon, dash, ellipsis, exclamation and question marks
 - Spelling
 - Substitution of words
 - Use of link words and other cohesive devices
 - Removing repetitive or redundant elements

- b) Summarization

The following skills to be acquired:

IV

- Discern the main/central idea of the passage
- Identify the supporting ideas
- Eliminate irrelevant or extraneous information
- Integrate the relevant ideas in a precise and coherent manner

Unit 3: Writing Skills: e mails

09 lectures

- Inquiry
- Invitation
- Thank you
- Request for permission
- Sponsorship

Unit 4: Report Writing

09 lectures

- Eye-witness Report
- Activity Report
- Newspaper Report

Unit 5: Creative Writing

09 lectures

This unit attempts to cover those aspects of writing that go beyond the boundaries of technical or professional forms of writing and encourage the learner to explore the artistic and imaginative elements of writing.

- Story writing
- Dialogue writing
- Blogging: fashion, travel, food, culture, personal blogs

Suggested Topics for Tutorials: (for both semesters)

1. Group Discussions
2. Mock Interviews
3. Fundamentals of Grammar
4. Debates / Speeches
5. Book / Film Reviews
6. Vocabulary and Language Games
7. Picture Composition
8. Tweets

Paper Pattern **Semester I: Communication Skills in English – Paper I Duration:** 3 hours **Marks:** 100

Q.1. Grammar:

- a) Articles, prepositions, conjunctions (to be tested in the form of a paragraph, not individual sentences) (Unit 1: a) 10 marks
- b) Do as Directed: (Unit 1: b-g) 10 marks

Comprehension of an unseen passage (Unit 2) 20 marks

Letters (2 out of 3) (Unit 3) 20 marks

Interpretation of technical data based on the model given (Unit 4) 20 marks

Essay (250-350 words) (1 out of 3) (Unit 5) 20 marks

Semester II: Communication Skills in English – Paper II**Duration:** 3 hours **Marks:** 100

Vocabulary (Unit 1) 20 marks

- a) Editing: one passage of 100-200 words to be given (Unit 2) 10 marks
 b) Summary: one passage of 250-300 words to be given (Unit 2) 10 marks

Q.3. Emails (2 out of 3)(Unit 3) 20 marks

Q. 4. Report writing (1 out of 2) (Unit 4) 20 marks

Creative Writing: (1 out of 2) (200-250 words)(Unit 5) 20 marks

Recommended Resources:

1. Bellare, Nirmala. *Reading Strategies*. Vols. 1 and 2. New Delhi. Oxford University Press, 1998.
2. Bhasker, W. W. S & Prabhu, N. S.: *English through Reading*, Vols. 1 and 2. Macmillan, 1975.
3. Blass, Laurie, Kathy Block and Hannah Friesan. *Creating Meaning*. Oxford: OUP, 2007.
4. Brown, Ralph: *Making Business Writing Happen: A Simple and Effective Guide to Writing Well*. Sydney: Allen and Unwin, 2004.
5. Buscemi, Santi and Charlotte Smith, *75 Readings Plus*. Second Edition New York: McGraw-Hill, 1994.
6. Doff, Adrian and Christopher Jones. *Language in Use (Intermediate and Upper Intermediate)*. Cambridge: CUP, 2004.
7. Doughty, P. P., Thornton, J. G, *Language in Use*. London: Edward Arrol, 1973.
8. Freeman, Sarah: *Written Communication*. New Delhi: Orient Longman, 1977.
9. Glendinning, Eric H. and Beverley Holmstrom. Second edition. *Study Reading: A Course in Reading Skills for Academic Purposes*. Cambridge: CUP, 2004
10. Grellet, F. *Developing Reading Skills*, Cambridge: Cambridge University Press, 1981.
11. Hamp-Lyons, Liz and Ben Heasley. Second edition. *Study Writing: A Course in Writing Skills for Academic Purposes*. Cambridge: CUP, 2006
12. Jakeman, Vanessa and Clare McDowell. *Cambridge Practice Test for IELTS 1*. Cambridge: CUP, 1996.
13. Maley, Alan and Alan Duff. Second Edition. *Drama Techniques in Language Learning*.

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14. Cambridge: CUP, 1983.
15. Mohan Krishna & Banerji, Meera: *Developing Communication Skills*. New Delhi: Macmillan India, 1990.
16. Mohan Krishna & Singh, N. P. *Speaking English Effectively*. New Delhi: Macmillan India, 1995.
17. Narayanaswami, V. R. *Organised Writing*, Book 2. New Delhi: Orient Longman.
18. *Reading & Thinking in English*, Four volumes, (vol. 1 for the lowest level, vol. 4 for the highest level). The British Council Oxford University Press, 1979-1981.
19. Sasikumar, V., Kiranmai Dutt and Geetha Rajeevan. *A Course in Listening and Speaking I & II*. New Delhi: Foundation Books, CambridgeHouse, 2006.
20. Savage, Alice, et al. *Effective Academic Writing*. Oxford: OUP, 2005.
21. Widdowson, H. G.: *English in Focus. English for Social Sciences*. Oxford University Press.

Webliography:

- 1) <http://www.onestopenglish.com>
- 2) www.britishcouncil.org/learning-learn-english.htm
- 3) <http://www.teachingenglish.org.uk>
- 4) <http://www.usingenglish.com/>
- 5) Technical writing PDF (David McMurrey)
- 6) <http://www.bbc.co.uk/>
- 7) <http://www.pearsoned.co.uk/AboutUs/ELT/>
- 8) <http://www.howisay.com/>
- 9) <http://www.thefreedictionary.com/>

Syllabus Sub-Committee:

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2. Ms. Michelle Philip : Member, Wilson College, Mumbai
3. Dr. Laxmi Muthukumar : Member, SIES College, Mumbai
4. Ms. Saradha B. : Member, K.C. College, Mumbai
5. Ms. June Dias : Member, Jai Hind College, Mumbai



VII

Question Paper Pattern

Time: 3 Hrs

Total Marks: 100

- Q. 1. A) Grammar & Vocabulary 20
B) Editing (Arrange the sentences in the correct order) 05
A) Comprehension 10
B) Summary of the passage given for the comprehension 05
A) Job application with Resume 20

OR

- B) Social letter 10

AND

Email 10

- A) Report Writing 10
B) Interpretation of Technical Data 05
A) Essay 20
B) Creative Writing 05



BASIC LANGUAGE SKILLS- PART - ONE

(Articles, Preposition, Conjunction, Transformation of Sentences (Simple Compound, Compound,) and Tenses

Unit Structure

- 1.1 Objectives
- 1.2 Introduction
- 1.3 Articles
- 1.4 Preposition
- 1.5 Conjunction
- 1.6 Transformation of Sentences (Simple, Compound and Complex)
- 1.7 Tenses
- 1.8 Let us sum up
- 1.9 Keywords
- 1.10 Assignment

1.1 OBJECTIVES

The purpose of this unit is to introduce you in some detail to 'Basic Communication Skills'. We will first discuss 'What do we mean by articles, preposition, conjunction, Transformation of sentences and Tenses.'. We will study few examples of each. It will help us to understand which word in sentence is an article, preposition, or conjunction; how to transform sentences and what is tense. We will study different types of articles, preposition, conjunction, and tenses.' We will also study function of an article, preposition, conjunction, and the use of transformation of sentences and Tenses.

After you have completed this unit, you should be able to use appropriate articles, prepositions, conjunctions, and conduct transformation of sentences as well as use different types of tenses as per the need in your communication and dialogue.

1.2 INTRODUCTION

In this unit, we will study the concept of basic language skills. In order to communicate in style and create desired impact,

having the knowledge of basic language skills is must. Thus, we will try to understand concepts of Articles, Preposition, Conjunction, Transformation of Sentence and Tenses. We are studying these concepts from early stage of our learning. Thus, we will be able to understand this unit easily. Considering various elements of this unit, we will divide this unit in five different subunits to make our understanding easy.

Let's begin the study of this unit.

1.3 ARTICLES

In this sub-unit, we will study the concept of 'article.' Basically, an article is an adjective. Like an adjective, article modifies noun. In English language there are two types of articles: 'a' or 'an' and 'the'. They are used to specify whether a noun refers to a specific or a general person, thing or place. Article 'the' is used to refer to the specific or particular nouns whereas article 'a or an' is used to modify or specify non-specific or non-particular nouns. Based on this we can classify 'Articles' in two types:

1. **Definite articles (the)** and
2. **Indefinite article(a or an)**

Uses of Articles:

Now we will study uses of articles. Alice Maclin in *Reference Guide to English: A Handbook of English as a Second Language*¹ presents the uses of articles as follows:

The Indefinite Article:

A or An:

'A' or 'an' comes before a singular countable noun. 'A' comes before a consonant sound, but an comes before a vowel sound. Choose according to pronunciation, not spelling.

A ball, an apple, a university, a hospital, an eagle, an honest man, A hospital, a car, an office a year

Use a(n):

1. Before an unidentified singular countable noun that is one example of its class, but the number one is not being emphasized.

A black dog is standing in the road. (The emphasis is not on the number.)

One black dog is standing in the road. (The emphasis is on the number one.)

2. Before an unidentified singular countable noun that is representative of its class, as in a definition.
A dog is a domestic animal.
3. Before a predicate noun after to be if no other determiner is used.
Mrs. Seckson is a good friend.
Man O'War was famous racehorse.
4. With uncountable nouns to mean a kind of, or with kind of, or certain.

This man has an honesty that we all appreciate.

A greater unity is needed.

Literature of other countries gives us an insight into other cultures.

5. Before few and little to mean some but not many. Plural forms for a(n) are the zero article and some.

The:

The can be used with all nouns. Use *the* to identify a noun that shows

1. Reference backward to a noun already mentioned.
A dog has been barking all day and here is the dog now, standing outside the gate.
2. Reference forward to an identification soon to be made, often by modifiers following the noun.

The man at the door wants to speak to you.

The dog that has been barking all day has finally stopped barking.

Every student should know something about the history of his own country.

Use *the* before superlatives and before ordinal numbers. Put additional phrase modifiers after the noun.

This is *the* best cake I have ever eaten.

China has *the* largest population of all countries in *the* world.

Mt. Everest is *the* highest mountain in *the* world.

Charles Lindbergh was *the* first person to fly *the* Atlantic alone.

Note: Ordinal numbers used alone may have the **zero article**.

She was first in her class.

Our team is third in standings.

4

3. Context known to writer and reader.

Here comes the teacher. (One teacher known to the class.)

Turn on the light in the kitchen. (Only one light in one kitchen.)

Have you been to the mountains recently. (mountains nearby that are known to everyone.)

They prefer to live in the city. (The reader, it is assumed, understands the difference between living in the country or suburbs and living in the city.)

4. Identification of a class, especially in a generalization.

Followed by a noun, often singular:

The child is the hope of the future.

The nuclear threat is frightening.

Followed by an adjective.

The elderly are often lonely.

The handicapped need access to public buildings.

5. The beginning of a phrase containing an appositive.

This is my friend, the one I was telling you about.

Do this experiment first, the experiment on page 29.

The Zero Article

Use the zero article. (absence of an article.)

1. To refer to all members of a class.

Dogs are domestic animals. (all dogs.)

Mary likes dogs. (all dogs)

Men proposes; God disposes. (man in the sense of all human beings.)

2. To distinguish one class from another.

Dogs, not squirrels, are domestic animals.

Mary likes dogs, not cats.

Men, not women, are boxers.

3. To refer to an indefinite number but not necessarily to all members of a class

Leaves are beginning to fall. (many)

Engineers make good salaries. (many)

The edge of the field was marked by trees.

4. With plural nouns after be.

Most of my friends are students.

His sisters are teachers.

5

5. With institutions and practices felt to be unique.
School begins Monday. (a particular Monday.)

Breakfast will be late tomorrow. (there will be only one breakfast tomorrow.)

People are angry with Assembly. (there is only one Assembly in the country.)

But

People are angry with state legislature. (one of many.)

People are angry with the city council. (One of many.)

6. With set phrases, usually pairs, such as

Man and wife, father and son, brother and sister, lock and key,

Sun, moon, and stars, heaven and hell, wind and rain

Snow and sleet go(come) home,

7. With set prepositional phrases, such as

At war in danger on guard

At peace in need on purpose

At ease in tears on fire

At rest in reply on sale

At sea in love on vacation

At lunch in difficulty on time, on duty, on land (and sea)

By accident out of control

By design out of danger

By heart out of date

By surprise out of doors

By chance out of order

By mistake out of stock

By bus, plane, car out of turn

You can find set phrases in dictionaries. Look the object word up if you are not sure of its use: war, peace, danger and so on. Dictionaries written for nonnative speakers give more information about set phrases than other dictionaries do.

8. With nouns used in headlines in newspapers, captions in books, signs, labels, and the like.

PRISONER FREED
ENTERANCE TO PARKING
BEWARE OF DOG

Some

Use some for an indefinite amount with uncountable nouns.

He wants some rice.

She is taking some instruction in music now.
 Mrs. Johnson gave us some good advice.
 You can find some information about television shows in
 today's newspaper.

Any

Use any in place of some in questions and negatives.
 He doesn't want any rice.
 She isn't taking any instruction in music now.
 Mrs. Johnson didn't give us any good advice.
 You cannot find any information about television shows in
 today's newspapers.

Note: Any may be used in the sense of "it doesn't matter which."
Any of the suits on this rack will fit you.
 He has enough money to buy *any* car he wants.
Any doctor can tell you what long hours he works.

Articles with proper nouns

Do not use an article with

1. Common nouns used as terms of address and therefore capitalized.

Thank you, Mother.
 The patient is ready, Doctor.

2. Other proper nouns, except as noted below.

Use a(n)

1. When using a proper noun to indicate the characteristics of the person named.

He is a Hercules. (very strong.)
 She is a Florence Nightingale. (a kind of nurse.)

2. To mean "a certain person whose name is"
 A Dr. Jones called this morning.
 A Mr. Johnson is looking for you.

Use the

1. For a family name in the plural.
 The Hendersons have moved.
 The Smiths came this evening.

Note: Do not use an apostrophe in plural family names that are not possessive.

2. To distinguish two people who have the same name.

The George Brown who teaches here is not the George Brown you knew in college.

3. When the article is accepted as part of a geographical name.

COUNTRIES: the Netherlands the United States of the U. S.
 the Philippines the Soviet Union or the U.S.S.R.

SEAS AND OCEANS:

the Black Sea the Pacific (Ocean)
 the Red Sea the Atlantic (Ocean)
 the Indian Ocean the Baltic (Sea)
 the North Sea the Mediterranean (Sea)

Ocean or Sea is always part of the name in the list on the left, but you may leave it out in the list on the right. Do not use *the* with names of individual lakes, but *the* Great Lakes means collectively Lake Superior, Lake Huron, Lake Michigan, Lake Erie, and Lake Ontario.

RIVERS: the Amazon the Mississippi
 the Ganges the Nile

MOUNTAIN RANGES:

 the Alps the Andes
 the Rockies or the Rocky Mountains,
 the Himalayas or the Himalaya Mountains

Most individual peaks do not have *the* in their name, but *the* Matterhorn does.

4. When the article is accepted as part of any kind of proper name

SHIPS:

the Arizona *the GrofSpee*
the Queen Elizabeth II *the Norway*

NEWSPAPERS:

The Times *The Times of India*
The New York Times but *Time* (magazine)

Note: Names of ships and newspapers are printed in italics. Show this in writing or typing by underlining.

HOTELS: The Hilton The Sheraton
 The Cloisters The Marriot

COLLEGES AND UNIVERSITIES:

 The University of Michigan, the University of Southern California

When identifying name of a college or university is first, do not use *the*

Harvard University Indiana University Concordia College

OTHER ORGANIZATIONS AND INSTITUTIONS:

the United Nations	the Museum of Natural
the National Gallery	History
the Rose Bowl	
but	
central park	Carnegie Hall,
Memorial stadium	Soldier's Field

Exercise

Try this exercise, putting a/an/the in the blanks.

If there should be no article, then place a * in the blank. The answers and explanations follow. Mr. Coleman was (1) ___ very fastidious person. He lived three (2) ___ streets away from us, in (3) ___ small house with (4) ___ beautiful garden. Having taken early retirement from his (5) ___ job as (6) ___ button counter, he now had plenty of time to worry, and this he did very successfully. He often spent sleepless nights trying to figure out how he could successfully cook both sides of (7) ___ omelet without it breaking, or how he might achieve better access to (8) ___ tins at (9) ___ back of his cupboard. (10) ___ most of his home was exceptionally neat and tidy, but several loose cables behind (11) ___ television set bothered him, and he never quite knew what to do with (12) ___ empty plastic bags.

Then, one day, his life changed, and he began to experience some relief from his anguish. It seemed that other people underwent similar mental trials, for (13) ___ new catalogue appeared on his doorstep. (14) ___ catalogue contained solutions for many of his problems, and for others which had not yet given him any cause for concern. There was (15) ___ set of three egg timers, for example, shaped like (16) ___ chickens and designed to emit (17) ___ clucking sound at (18) ___ end of three, four and five minutes respectively. In this way he could cook (19) ___ eggs to suit each of his friends individually, and then keep them warm with (20) ___ specially designed covers which went with the timer, marked '3', '4' and '5' for identification purposes. And (21) ___ catalogue contained many other wonderful ideas, such as (22) ___ toaster which could be adjusted to produce different degrees of brownness on (23) ___ four slices toasted simultaneously, and (24) ___ photo frame that rotated pictures at (25) ___ touch of (26) ___ invisible button, so that visiting relatives would never be offended by not seeing their pictures on display, unless, of course, they all turned up together – Mr Coleman eventually solved this problem too by ordering four frames.

Answers:

Mr. Coleman was (1) a very fastidious person. He lived three (2) * streets away from us, in (3) a small house with (4) a beautiful garden. Having taken early retirement from his (5) * job as (6) a button counter, he now had plenty of time to worry, and this he did very successfully. He often 4 spent sleepless nights trying to figure out how he could successfully cook both sides of (7) an omelet without it breaking, or how he might achieve better access to (8) the tins at (9) the back of his cupboard. (10) * Most of his home was exceptionally neat and tidy, but several loose cables behind (11) the television set bothered him, and he never quite knew what to do with (12) * empty plastic bags.

Then, one day, his life changed, and he began to experience some relief from his anguish. It seemed that other people underwent similar mental trials, for (13) a new catalogue appeared on his doorstep. (14) The catalogue contained solutions for many of his problems, and for others which had not yet given him any cause for concern. There was (15) a set of three egg timers, for example, shaped like (16) * chickens and designed to emit (17) a clucking sound at (18) the end of three, four and five minutes respectively. In this way he could cook (19) * eggs to suit each of his friends individually, and then keep them warm with (20) the specially designed covers which went with the timer, marked '3', '4' and '5' for identification purposes. And (21) the catalogue contained many other wonderful ideas, such as (22) a toaster which could be adjusted to produce different degrees of brownness on (23) * four slices toasted simultaneously, and (24) a photo frame that rotated pictures at (25) the touch of (26) an invisible button, so that visiting relatives would never be offended by not seeing their pictures on display, unless, of course, they all turned up together – Mr Coleman eventually solved this problem too by ordering four frames.

(Adapted from Haisley, J 2008, The Good Samaritan, Ginninderra Press, Adelaide)

Explanations(Source:

<https://www.adelaide.edu.au/writingcentre/docs/learningguide-articlesinenglishgrammar.pdf>)

- (1) a singular, countable noun; first mention
- (2) no article plural, countable noun; a number is used instead ('three streets')
- (3) a singular, countable noun; first mention
- (4) a singular, countable noun; first mention
- (5) a singular, countable noun; first mention; someone's job
- (6) a singular, countable noun; first mention

- (7) an singular, countable noun; first mention
- (8) the plural, countable noun; we know which tins (the tins at the back of his cupboard), so the noun is specific
- (9) the singular, countable noun; specific noun followed by 'of'
- (10) no article singular, countable noun; 'most of his home'
- (11) the singular, countable noun; the writer is drawing you into the story, assuming that you know which television set is talked about, and that Mr Coleman only has one television set
- (12) no article plural, countable noun; not specific
- (13) a singular, countable noun; first mention
- (14) the singular, countable noun; second mention. You know which catalogue, so it is now specific
- (15) a singular, countable noun; first mention
- (16) no article plural, countable noun; not specific
- (17) a singular, countable noun; first mention
- (18) the singular, countable noun; specific noun followed by 'of'
- (19) no article plural, countable noun; not specific
- (20) the singular, countable noun; we know which covers (the covers which went with the timer), so the noun is specific
- (21) the singular, countable noun; second mention. You know which catalogue, so it is now specific 5
- (22) a singular, countable noun; first mention
- (23) no article plural, countable noun; a number is used
- (24) a singular, countable noun; first mention
- (25) the singular, countable noun; specific noun followed by 'of'
- (26) an singular, countable noun before a word beginning with a vowel sound; first mention

(1. Maclin, Alice. *Reference Guide to English: A Handbook of English as a Second Language*, Materials Branch, English Language Programs Division, United States information Agency, Washington, D.C. 1994)

1.4 PREPOSITION

We all know that 'preposition' is a part of speech. Basically, '**preposition**' is a word that '**shows relationship.**' This relationship may be in '**time and space,**' in **different 'ideas or entities'**, and **the relationship of a 'person or thing'** for which it stands.

Example:

1. They are playing **in** the garden.
2. She puts the book **on** the table.
3. He went **with** her.

In first sentence, the word 'in' is preposition, in second sentence, the word 'on' is preposition, whereas in third sentence the word 'with' is preposition.

1. They are playing **in** the garden.
2. She puts the book **on** the table.
3. He went **with** her.

In first sentence, preposition 'in' shows the relationship between playing and garden. In second sentence, preposition 'on' shows the relationship between book and table and in third sentence, preposition 'with' shows relationship between went and her.

We should note that '**Prepositions are used to form a sensible meaning.**' In this context, prepositions are 'set of organised words.' As these are organised words, these are known as '**prepositional phrase.**' A prepositional Phrase consists of **preposition, its object and modifier.** These set(s) can be used as 'collocations/company, juxtapositions, associations, appositions, comparisons and even as connections.. Such words have their specific meaning (examples: within, inside). In word set, prepositions may be used either in the beginning, middle or at the end of the word set. See the following examples.

in turn, for this, in case, with her,
one by one , look at, come for

Prepositions have one or more than one usage. Many prepositions can be used as adverbs.

Examples of preposition:

At, by, down, for, from, in near, of off, on out, up,
to, above, before, behind, beneath, between, beyond,
over, toward(s), under, underneath, in back of, in front of,
on the other side of, on top of, aboard, on board, between/betwixt,
as, except, like, minus, plus, than worth, barring, following,
including, pending, concerning, regarding, alongside, away from,
as(far)as, in front of , in back of, inside, inside of, in the middle of ,
into, near, next to, off, on, opposite, out, out of, outside, over, past,
round, through, throughout,, to, towards, under, underneath, up

Simple prepositions, Complex prepositions and prepositional phrases:

Above list of preposition is introductory. We can find more prepositions. It helpss us to show that prepositions are arranged in

many ways. Following is a manner in which we can arrange prepositions.

a) Simple preposition(s):

Examples:

on, of, at, by, for, out, from, above,
across, against, along, , among, around,
before, behind, below, beneath, beside,
between, beyond, by, down, far, from

b) Compound preposition(s):

Examples:

inside, outside, beside,
beyond, underneath,
within, without

c) Prepositional phrase(s)

Examples:

According to,
in place of

Prepositions of space and movement:

Following prepositions can be used for space and movement, depending on the meaning of the rest of the sentence.

Example :

On, off, by, across,
above, alongside, down,
far, out, out of, outside,
beyond, between, near,
under, towards.

Prepositions of Time:

Following prepositions can be used for time.

Example: after, prior to,

, upon, on, till,
until, before

After this, we will study the list of prepositions that show logical relationship.

Prepositions that show logical Relationships

Following prepositions shows logical relationship in a sentence.

but, of, it, out of,
besides, together with,
as well as, with, beside, besides, as,

Functions of Prepositional Phrases:

Now we will study various functions of prepositional phrase. Basically, prepositional phrases have following functions.

Post modifier in noun phrase:**Example:**

The students *in the class* were dancing.

In this sentence, '*in the class*' is the post modifier of the noun *students* in the sentence. .

Adverbial :

Example:

The students were dancing *in the class*.

In the evening, they went to play.

From his perspective, this is the perfect way to reach there.

In all fairness, she tried to convince her teacher.

We should note that '*in the class*' in the first sentence, '*In the evening*' in the second sentence, '*From his perspective*,' in the third sentence and '*In all fairness*,' in the last sentence are the prepositional phrases. These are used as adverbials in these sentences.

Complementation: (of a verb/ of an adjective)**Example:**

They were looking *at their own contribution*.

He is sorry *for his condition*.

Friends, ***at their own contribution***, and ***for his condition*** are the prepositional phrases in these sentences. These are used as complements.

Subject of a sentence:**Example:**

In April, lets plan a tour.

Now, we know that in this sentence, '*In April*' is prepositional phrase and used as the subject of this sentence.

In this unit, we have studied the concept of 'preposition.' '**Preposition**' is a word that '**shows relationship.**' This relationship may be in '**time and space,**' in **different 'ideas or entities'**, and **the relationship of a 'person or thing'** for which it stands. There are many types of prepositions. Prepositional phrases have many functions.

Exercise

Fill in the blanks with an appropriate preposition.

1. She lives _____ Pune.
2. He plays _____ garden.
3. He is reading _____ five thirty AM.
4. They received their message _____ the morning.
5. Go and play _____ him.

Frame sentences by using following prepositions:

At, , from, in near, off,

on out,

up,

to,

above,

before,

behind, beyond,

over, toward(s),

under, underneath,

in back of, in front of,

on the other side of ,

except, like, minus, plus, than worth,

concerning, regarding, alongside, away from, as(far)as,

1.5 CONJUNCTION

The conjunction, as a part of a sentence , connects, links words, phrases or clauses to convey the expected meaning. There are three types of conjunctions.

1. Coordinating conjunction
2. Subordinating conjunction
3. Correlative conjunction

Coordinating conjunction:

These types of conjunctions are also known as coordinators and are used to join two parts of grammatically equal syntactic importance. Followings are examples of coordinating conjunctions.

For and, not, but, or, yet, so , and not, but not, or nor, neither, no more, only,

Examples:

Yash and Mrudula are good friends.

He was happy for his services.

She is not the classical dancer.

He danced but audience was expecting more.

They will come or you will have to go.

He and she,

Mumbai or Pune

Subordinating conjunction

Subordinating conjunctions or subordinators are used to link independent and dependent clauses and describe the relationship between the dependent and independent clause in the sentence.

Examples:

as, as far as, as if, as long as, as if, as soon as, as though, after, although, because, before, even if, even though, every time, if, in order that, provided since, so, so that, than, though, unless, until, when, where, whereas, wherever, while, whenever while, no matter how, whether until, how, in that, once, supposing, unless, in case, now that, so that,

Example:

I came as you were too late.

He will be a leader as far as his career is concerned.

He is a leader because he worked hard and offered services to common people.

.Correlative conjunction:

Correlative conjunctions are used to link words and groups of equal weight in a sentence. .

Examples:

So... as, not only... but also, as much...as, either ... or, neither....nor, both... and, just as... sono sooner... than, rather ... than

Examples:

You are neither a student nor a teacher.

You either prepare your notes or get ready to face difficulties.

She is not only a dancer but also singer.

Assignment:**Frame sentences with the help of following conjunctions.**

For, and, not, but, or, yet, so, and not, but
not, or nor, neither, no more, only, as far as, as
if, as long as, , as if, as soon as, as though, after,
although, because, before, even if, even though,
every time, if, in order that, provided since, so, so
that, than, though, unless, until, when, where, whereas,
wherever,

So... as, not only... but also, as much...as, either ... or,

neither....nor, both... and, just as... sooner... than,
rather ... than

1.6 TRANSFORMATION OF SENTENCES [SIMPLE, COMPOUND, COMPLEX]

The purpose of this part of unit is to introduce you in some detail, to the transformation of sentences. We will first discuss about 'Simple sentences,' 'Compound Sentences,' and 'Complex Sentences.' We will try to discuss it in detail. We will study few examples of sentences and understand to transformation of one type of sentence into other type of sentence.

After you have completed this part of unit, you should be able to identify and write 'simple sentences,' 'compound Sentences,' and 'complex Sentences.' and transform sentences and use appropriate sentences in your personal and professional communication and dialogue.

A sentence is a linguistic unit. It is a group of meaningful words that are put in a fixed structure of grammar and punctuation. It can be used as an independent utterance. It is a clause **or a combination of clauses**. It expresses a complete thought. Other than verb-less sentences such as 'Good Morning', a sentence may have one verb phrase or more verb phrases.

Example:

I am coming.

You are playing cricket.

She is dancing.

They are coming tomorrow with their friends.

She played when her father return from America.

Her father discussed with her teacher.

They claimed that their partnership was not legal, moral and rational.

Good afternoon.

Shut up.

Be sure you begin with a capital letter.

Put your main idea of your sentence in an independent clause.

Try to mix the kinds of sentences.

Simple Sentence

A sentence has one subject and one predicate is called simple sentence. Simple sentences are independent clause.

Example:

She is coming. (She= Subject, is coming= Predicate)

You are studying. (You= subject, are studying=predicate)

He is playing. (He= Subject, is playing= predicate)

He is a sincere student. ((He= Subject, a sincere student = predicate)

Tukaram has opened a bank account. (*Tukaram*= Subject, *has opened a bank account*= predicate)

There are certain simple sentences where two subjects are used. They are known as compound subject.

He and she will be playing today. (He and she= Subject)

Manoj and Suresh are coming next week. (Manoj and Suresh = Subject)

Students and parent were informed in advance. (Students and parent= subject)

Yash and Anil are good friends. (Yash and Anil= Subject).

Pundarikji and Mrudulkrisnaji narrate story. (Pundarikji and Mrudulkrisnaji= Subject)

Compound Subject and Compound Verbs in Simple Sentence

(Two subjects and two verbs):

He and she played and dined together. (*He and she*= subject, *played and dined*= verbs)

Ram and Shyam are singing and dancing.

All simple sentences must end with a mark like a period, exclamation point or question mark.

They went to school.

May I come in?

Compound Sentence

A compound sentence consists of two or more independent clauses that are joined by coordinating conjunctions, correlative conjunctions or transitional expressions.

There are seven coordinating conjunctions they are also known as coordinators.

and (add),

but (contrast)

for (effect-cause)

nor (negative addition)

or (alternative)

so (cause effect)

yet (contrast/however)

Examples:

He came and she went.

They will come and he will cry.

He and she will dance but they will remain at home.

She studied philosophy for she wanted to update her knowledge.

They didn't read the letter nor did they read report.

I will come or go to Delhi.

He was angry so he went back.

We have invited them yet they didn't attend the meeting.

Correlative conjunctions also known as pair coordinators

Although... yet

Not only... but also

Either... or

Neither... nor

Example:

Although he scored less marks yet he is an excellent students.

He is not only a good student but also an excellent orator.

She is neither reader nor a good writer.

Transitional expressions (Transitional words and transitional phrases) A word or phrase when functioning as a transitional expression, shows how meaning of thgat sence is related to the meaning of the preceding sentence.

(Add) Further, Beside, furthermore, moreover,

(Cause effect) Accordingly, consequently, therefore, thus

(Comparison) However, likewise, otherwise, similarly, still

(Concession) Certainly, nonetheless

(Result) Hence, incidentally

(Contrast) Instead, conversely

(Emphasis) Indeed

(Explanation) Specifically, Namely

(Time and Sequence) Afterwards, meanwhile, next, now, then, previously

Transitional phrases

In addition, as a consequence, in comparison, on the other hand, after all, even so, in contrast, on the contrary, in fact, for example, for instance, in other words, that is, in the same way, in conclusion

Compound verb should not be confused with compound sentence. Sentences may contain coordinating conjunctions and not to be compound.

Two or more independent clauses in Compound Sentences

He came to her, and they studied for two hours.

Suresh came to party, and he studied English.

Ramesh came to party, yet he studied singing.

Compound sentences having more than two independent clauses or simple sentences

He sang for two hours, and she played harmonium for three hours, yet Yash studied for five hours, and Sai practiced for four hours.

Complex Sentences

A complex sentence always has an independent clause joined by one or more dependent clauses or subordinate clauses. You must note that a dependent or subordinate clause begins with a subordinating conjunction or pronoun. In brief, a complex sentence has a subordinating conjunction or a relative pronoun. In a complex sentence, independent and dependent clauses express related ideas/thought but these clauses are structurally different. You should also note that independent and dependent clauses are not of same importance. The subordinators or pronouns in subordinate clauses connect these clauses and show their specific relationship. The subordinators or relative pronouns show which clause is independent clause and which is dependent clause.

Subordinating conjunctions:

(Reason/ Cause): Because, as, considering that, in order that, so that, why

(Comparison) As much as, rather than, whereas, whether, rather than

(Concession/ concern) Although, as even though, while, except

(Condition) that, assuming that, if, even if, in case, unless, until, whether or not

(Result/ Consequence) that

(Manner) How, as, as if, though,

(Place) Where, wherever, Whence

(Purpose) So that, in order that

(Time) After, before, as soon as, since, still, while

Subordinating conjunction

Wherein, whereby, whereas, wherefore

Examples of Complex Sentences:

Though she was very rich, she was still very unhappy.

Because her milk was too cold, she heated it in the microwave.

The party, though very long, is still very enjoyable.

Punctuation Rules in subordinating conjunction:

You should note that subordinator could be used at the beginning or middle of the sentence. Use comma (,) before the beginning of

second clause if you are beginning a sentence with a subordinator. If you are using subordinator in the middle, there is no need to use comma (,) before the second clause. To understand it in simple language, use comma (,) if sentence starts with independent clause, and don't use comma (,) if the sentence begins with a dependent clause.

Pattern: Subordinate clause + comma+ Independent clause

Example:

After completing his training, he applied for the job. Or

He applied for job after completing his training.

He was sorry when he left early.

She said that she was very pleased.

Punctuation Rules

1. Use comma (,) before a coordinating conjunction to connect independent clauses. (Independent Clause +comma+ coordinator + Independent Clause)

Example:

They won the match, but they were not happy with their performance.

2. You may omit comma before conjunction in formal writing.

Example

They won the match, but they were not happy with their performance.

3. You may omit comma before conjunction if independent clauses are short.

Example

They studied but he danced.

4. Skip using coordinating conjunction and use semicolon (;) instead comma (,) .

Example:

She qualified for finals; she was not satisfied with her performance.

They danced; he sang.

5. Semi colon (;) is used if two ideas are closely associated.

Example

I can defeat him; he cannot defeat me.

6. Independent clauses are never joined only with the help of comma.

7. Use comma (,) before the second part to connect two independent clauses while connecting independent clauses with the help of correlative conjunctions.

(Pattern: Correlative work + Independent Clause + Comma + Independent Clause)

Although they won the competition, yet they were not satisfied with their performance.

8. Use semicolon (;) before a transitional word or phrases to connect independent clauses and comma is (,) used after transitional words or phrases

(Independent clause+ Semi colon + transitional word or phrase + comma+ Independent clause)

They won the competition; however, they were not happy with their performance.

Assignments

1. Write fifteen examples of simple sentences.
2. Write twenty examples of compound sentences.
3. Write ten examples of complex sentences.
4. Identify whether the sentence is simple, compound or complex sentences .

She was dancing.

They were singing.

I was playing.

He gave her fifteen thousand dollars.

They walked down the street yesterday.

Her friend likes banana.

Dog barks.

The child made her brother unhappy.

The committee elected Manoj secretary.

Feeling the disappointment of their friends at their late arrival, they were sorry to leave before watching the movie with guests.

Ram, Shaym and Laxman were good friends.

He ate mangoes and drank water.

He visits Mumbai often.

1.8 TENSES

Tense refers to the time of action or condition. Verbs have three basic forms viz 'past, present, and future.' Verbs have various forms and dimensions such as main and auxiliary, singular and plural as well as regular and irregular. The tense of the verb help us to understand when the action is happening.

PRESENT TENSE:**EXAMPLE:-**

1. He plays cricket well.
2. I play.
3. We play in the garden.
4. Sugar is sweet.
5. I walk.
6. You walk.

USAGE: -**1. To show present condition**

(**Adverbs:** Now, at this moment, today, tonight, this minute/ morning/ noon/ evening/ week/ fortnight/ month/ year/ century)

EXAMPLE:-

She is hungry.
 He arrives.
 Do you know what are you saying?
 Yash lives in Vasai now.
 Mrudula attends college in New York.

2. To show a natural law or an eternal truth

(**Adverbs:** Never/always/inevitable/unavoidable/at all times/without fail, constant)

EXAMPLE:-

Sun rises in the east.
 Practice makes man perfect.
 Penguins are birds but never fly.
 Hungry baby cries.
 Man is mortal.

3. To show habitual action

(**Adverbs:** Consistently, under no circumstances, typically, occasionally, now and then, not ever, occasionally, often, not often, each, every)

Example:-

He drinks milk every morning.
 They always celebrate their father's birthday with farmers.
 He does not go to temple every Sunday.
 We plant tomatoes every year.
 Sometimes they go to a soccer games on Thursday night.

4. To show historical present (In research, criticism, etc)

(**Adverbs:** Value, judgement, possibilities, skilfully, cleverly, (in)correctly, clumsily, brilliantly well, poorly, (in) adequately, properly, rightly, wrongly)

The critic claims that the problem is serious.

5. To define and explain

Two plus two makes four.

A represents B, thus what B says is A says.

6. To show future Possibility

Ramesh will give you his notebook tomorrow, if you want.

Ajay will come next week, if you call him today.

7. To show future events that might happen certainly

The match will start at 9.30pm.

The term getsover on March 31.

Present Perfect Tense:

Usually shows an action that has begun and goes on to definite or indefinite present time.

Example:

I have played.

We have played.

He/she has played.

You have played.

They have played.

Usage:

1. To Show an action that began in the past and is still going on.

(**Adverbs:** for, since, in or during, the last minute, hour, day, week, month, year, decade, century yet, so far, up to now.)

He has lived in Mumbai for fourteen years.

During last decade, many people have moved to metropolitan city.

2. To show an action that has begun in the past and was finished at an indefinite time but is closely related to the present and/or past.

(**Adverbs:** Already, not yet early, late, just this minute, today, this week, fortnight, month, year, recently, yearly)

He has already finished his project.

You have been absent for last fortnight.

The students have just arrived.

They have recently announced their plan of marriage.

The present Continuous/progressive Tense:

Shows the action as a process which is incomplete and will end.

Example

I am playing.
 You are playing.
 We are playing.
 He/she/it is playing.
 They are walking.

Many verbs do not occur in the continuous forms in their usual meaning. It can be formed by the use 'to be', '-ing form', of the verb.

Usage:**1. To show an ongoing action or a process**

(Today, now, this minute/hour/week/fortnight/year, at this moment)

Dogs are chasing cat.
 Students are learning.
 She is singing.

2. To show liking or disliking of habitual action

(Always, usually most of the time, more often than not)

He is always cross-questioning.
 She is always crying.
 You are usually absent.

3. To show future action for which waiting now.

(This afternoon, tonight, tomorrow, next week, soon, next month)

Our guest is arriving from Mumbai at 3.00 pm tomorrow.
 We are performing today evening.

The Present Perfect Continuous Tense

The present perfect continuous form may be made of have + been+ ing (present participle)

Example:

I have been playing.
 You have been playing.
 We have been playing.
 They have been playing.
 He/she/it has been playing.

Usage:

(Adverbs: Just, just now, recently)

1. To show incompleteness or indefiniteness very close to the present time, often contrasted with now. (It shows that activity is recent.)

She has been singing, but she isn't now.
 He has been feeling ill, but he feels better now.
 He has just been asking about his future plans.

Past Tense:**(Simple) Past Tense****Examples:**

I played.

You played.

He/she played.

We played.

Usage:

To show events that happened at a specific time in the past

(Adverbs: a minute, hour, day, week, year, century ago, for a period of time, at specific time, in specific year, on day of week or date, yesterday, in the morning/evening/last week/ month /year/ century)

He was in Mumbai two years ago.

She started walking last week.

We came today at 12.20 am.

They crossed that city yesterday.

He and she worked in the same college for six years.

The result of first year is increased by 10 percent.

When they heard about the science train, they wanted to visit there.

After reaching message, army marched.

To change from direct to indirect speech (if the reporting verb is in past)

Shree asked, "Is he there?"

= Shree asked if he was there.

He said, "I understand this lesson?"

He said that he understood this lesson.

To show about events that are not true or that might not happen. (Use: after if)

If you loved him, you would not leave now.

If she ran, she would have won.

To show the implied time

She learnt dancing at a classical dance institute.

She didn't eat. (In the afternoon.)

He defeated him.

To show past habits

We played many hours daily last year.

He sang daily.

The past perfect Tense:

Examples:

They had played.

She had danced.

He had written a book on philosophy

Usage:**To show action in the past that happened before other action in the past**

(Adverbs: already and all adverbs that can be used with the past tense)

Before she came here, she had sung in competitions for two years.

After he had failed twice, he finally proved his abilities to perform in style.

When they found that the project had no merit in the project, they gave up.

To show the action completed before specific time/certain moment

I had already studied that subject.

She had finished her task.

The Past Continuous Tense

Be(was/were)+ing form (present participle) of the main verb.

Example

I was playing.

You were playing.

He was playing.

We were playing.

They were playing.

Usage:

To show an act that is no longer going on (emphasis on the length of time)

He was teaching her for three years.

I was waiting to buy a land for ten years.

We were waiting for her arrival.

To show an action in the past that was completed in the time period mentioned

He was reading that poet last week.

We were looking for a car last month.

He was dancing yesterday.

To show an ongoing action at a time in the past when something else happened

Rajiv and Ashis were playing cricket when their parents were out.

Ajay and I were studying when our parents were financially struggling.

The Past Perfect Continuous Tense

Examples

I had been reading.

He had been reading.

She had been reading.

They had been reading.

We had been reading.

Usage:**To show an action that was going on in the remote past and continued up to that time.**

He had been trying to meet his parents for three months before he finally succeeded.

The Future Tense

Will or shall and if required the infinitive is required to form the future tense.

Example

I will play cricket next year.

She will play cricket next month.

You will play cricket next week.

The (Simple) Future Tense

Example

I will sing.

He will sing.

You will sing.

They will sing.

We will sing.

Usage**To present schedule(s) and upcoming events**

The practice will begin on 18th August 2017.

Your classes will commence from 7th June 2018.

To show the future events that are fixed.

He is going to play for three hours daily.

I am going to practice for two hours daily.

You are going to practice for two hours daily.

He is going to practice for minimum two hours daily.

To show compulsion, directive, instruction, guideline

New players are to register at three o'clock.

He is to visit doctor next week.

They are to attend a public meeting to appreciate efforts of their leader next month.

To show an action that will happen in the future.

They are having lunch at one this afternoon.

His teacher is coming to congratulate to him.

Our students are delivering presentation at an international conference next week.

The Future Perfect Tense

Example

I will have played.

You will have played.

They will have played.

We will have played.

Usage

To show an action/act that will be completed in the future.

I shall have completed my assignment last week.

He will have left before they reach the house.

The Future Continuous Tense

Examples

I will be singing.

He will be dancing.

She will be writing.

They will be playing.

We will be playing.

Usage

To show duration, intention, or a temporary condition in the future.

He thinks he will be learning dance the rest of life.

Their representative will be calling you soon to showcase new educational aids.

To show the actions in future which are intentional, planned or predictable or that will follow naturally

He will be coming by next week.

She will be staying in Mumbai till March 2018.

The salesperson will be coming by this afternoon.

The Future Perfect Continuous Tense

Examples

I will have been playing.

He will have been studying.

She will have been singing.

They will have been reading.

Usage

To show the combination of the ideas of completeness and specified future time

Soon, they will have been studying in London for a year.

By the end of this month, she will have been living in the same flat for a month.

To show future time from a specific view.

The time came to start; later you would remember the steps.

He brought new accessories so that his bike would pass the safety inspection.

He hurried because he knew that he was going to be late.

She was happy because she thought she was going to win the competition.

Assignment

Fill in the blanks.

1. The train --- at 1.00 pm.
2. She___ call you tomorrow.
3. I___playing cricket.
4. He _____ on time.
5. They_____ true.

1.8 LET US SUM UP:

An article is an adjective. Like an adjective, article modifies noun. In English language there are two articles: a or an and the. These are used to specify whether a noun refers to a specific or a general person, thing or place. Article 'the' is used to refer to the specific or particular nouns whereas article 'a or an' is used to modify or specify non-specific or non-particular nouns. **'Preposition'** is a word that **'shows relationship.'** This relationship may be in **'time and space,'** in **different 'ideas or entities'**, and **the relationship of a 'person or thing'** for which it stands. A sentence structure can be simple, compound or complex according to the kinds of clauses in the sentence. A simple sentence has one independent or main clause. (Example: I am happy.) A compound sentence has two or more than two independent clauses without any dependent or subordinate clauses. (The train was crowded; I had to stand for three hours.) A complex sentence has one independent clause and one or more dependent clauses. (He was happy when he saw result.)

Keywords:

Article: An article is an adjective, and like an adjective, article modifies noun.

Conjunction: A part of speech that connects or links words, phrases or clauses to convey expected meaning.

Preposition: A part of speech, expressing a relation to another word or element

Prepositional phrase: A set of organised words which has preposition and modifiers.

Tense: Tense refers to the time of action or condition



BASIC LANGUAGE SKILLS- PART - TWO (Subject Verb Agreement, Question Tag, Direct and Indirect Speech, Voice)

UNIT STRUCTURE

- 2.0. Objectives
- 2.1. Subject-Verb Agreement
- 2.2. Question Tag
- 2.3. Direct and Indirect Speech
- 2.4. Voice
- 2.5. Let's Sum Up
- 2.6. Suggested Reading

2.0 OBJECTIVES

The Unit will acquaint the learners to the following concepts:

- Subject-verb agreement
- Question tag
- Direct and Indirect speech
- Active and passive voice

2.1. SUBJECT-VERB AGREEMENT

Subject-verb agreement is a kind of propriety or balance between the subject and the verb in the sentence. In other words a verb must agree with its subject in terms of number and person. If there is irregularity or imbalance or mismatch in subject and verb, there is a grammatical mistake.

Let's try to understand the concepts of subject, verb, number and person before we proceed.

What is subject in a sentence? The answers we get by the questions such as who are we talking about in the sentence? Or who is performing the action in the sentence? Thus, the subject is an agent or doer of action. In an example, Rama eats a mango, the answer of who is performing the action of eating mango is Rama; hence the subject in the above example is Rama.

Let's move to understand what is verb Verb in a rough sense is an action word of the sentence. It is used to express an action or

state. It is a soul of the sentence. The verb can always be identified by the following tests:

What a person or a thing does;

What's done to a person or a thing; or

What a person or thing is.

Hence, the action word of our example is 'eat'; therefore the word, 'eat' is a verb.

Person and number are grammatical terms that have to do with the notions of singular or plural forms of subject and verbs. In English grammar there are different persons such as first person (I, We), second person (you) and third person (He, she, it, they) whereas there are two numbers namely singular (I, you, he, she, it) and plural (we, you, they). The first person refers to a speaker from whose point of view the idea is expressed; the second person is a person spoken to; and the third person is one about whom or which spoken about.

The verb in a sentence matches in person and number with the subject in the sentence. The person and number of the subject are reflected in the verb. Let's look at the general but prominent rules of subject-verb agreement.

Rule 1: If the subject is singular, the verb must also conjugate with singular; and if plural, it must agree with plural form of verb.

Example:

1. Ramesh is a student of Institute of Distance and Open Learning.
2. Ramesh and Rahim are good friends.

In example 1, the subject (Ramesh) is singular hence the verb (is) it agrees with is also singular, while in example 2, the subject (Ramesh and Rahim) is plural the verb (are) is also plural.

Rule 2: 'And' and 'Both' are correlative conjunctions which always constitute a plural unit, therefore they take plural verb.

Example:

3. Karan and Arjun are coming to Mumbai University today.
4. Both his commitment and hard-work have been appreciated.

Rule 3: When the components of noun phrase refer to the same person or object or idea, the verb is always singular.

Example:

5. My cousin Laxmi always calls in the morning.

In example 5, 'my cousin' and 'Laxmi' refer to the same person hence verb is 'calls'.

Rule 4: When the noun phrases are coordinated by neither...nor, or either...or, the number of verb will match the number of the noun phrase closest to the verb.

Example:

6. Neither he nor his children have arrived yet.
7. Either students or teacher is to be blamed.

The above example 6 and 7 maintain the 'principles of proximity' in that the noun closer to the verb decides the number of the verb. For instance, 'his children' in example 6 is close to the verb which is in plural hence the verb is 'have' and 'teacher' in example 7 is closer to the verb, so the verb is in singular.

Rule 5: Use singular verb with distances, periods of time, sum of money etc. when considered as a unit.

Example:

8. Ten years is the maximum sentence for that crime.

OR

Ten thousand rupees is a big amount.

BUT

Ten thousand rupees are found in the bag.

Rule 6: In case of collective nouns such as group, jury, team, class committee, crowd etc, the verb might be singular or plural depending on the writer's intention.

Example:

9. Most of the jury is here.

OR

Most of the jury are here.

10. The staff is deciding how they want to vote. (wrong)
The staff are deciding how they want to vote. (correct)

In such cases one must be consistent in using the verb, be it singular or plural.

So these are the general but prominent rules or conventions that one must be careful while matching the number and person of the subject and the verb it takes. This very practice is grammatically known as the subject verb agreement.

2.2. QUESTION TAG

A sentence, by and large, is considered to be a group of words arranged in such a way that they have a complete sense. We have also learned in our primary and secondary schools that there are four types of sentences viz. Assertive Sentence, Interrogative Sentence, Exclamatory Sentence, and Imperative Sentence.

In respect of Interrogative Sentence, structurally, it can also be said that as there are different sentence patterns, there are different question patterns too. We ask questions to seek new information or to seek confirmation of views. Popularly they are known as wh- question, yes-no question and question tag. Wh-question which is asked to seek new information, is called so for it begins with wh-words such as who, what, why, where, when and how, for example what is your name? On the other hand, yes-no question is answered by yes or no; for example, are you studying English grammar? Yes, I am or No, I am not, etc. And finally, the question tag is a sort of short form of Interrogation added at the end of a sentence. The question tag is asked to seek confirmation of views; for example, he is a boy, isn't he? Another feature of question tag is the reverse order of subject-operator (auxiliary verb). It is negative if the main clause is affirmative and vice versa. The tone of the tag operator may be rising or falling. The structure of the question is the sequence of subject and operator wherein the subject comes before the verb. whereas in yes-no question involves subject-operator inversion and rising intonation.

In addition, the kind and degree or length of answers decides if the question is closed ended or open ended. The former allows for many answers or the number of possible answers is endless or open to many possibilities while in the close-ended questions, the answer is limited or there's only one correct answer. Question tags are short questions at the end of statements.

They are mainly used in speech when one wants to:

- **confirm that something is true or not**, or
- **to encourage a reply** from the person one is speaking to.

A **positive** statement is followed by a **negative** question tag.

- Rahul **is** from Amritsar, **isn't** he?
- Radha **can** speak English, **can't** she?

A **negative** statement is followed by a **positive** question tag.

- They **aren't** encouraging, **are** they?
- He **shouldn't** say things like that, **should** he?

When the verb in the main sentence is in *simple present*, the question tag is formed with **do/does**

- You *play* the guitar, **don't** you?
- Komal *likes* cricket, **doesn't** she?

If the verb is in the *past simple* the question tag is formed with **did**.

- They *went* to the movie, **didn't** they?
- She *studied* in Australia, **didn't** she?

When the statement contains a word with a **negative** meaning, the question tag has to be **positive**

- He **hardly ever** walks, **does** he?
- They **rarely** eat in restaurants, **do** they?

2.3. DIRECT AND INDIRECT SPEECH

Direct Speech is the message of the speaker conveyed or reported in his/her own actual words without any change.

Indirect Speech is the message of the speaker conveyed or reported through someone else.

Example on Process of Conversion from Direct to Indirect Speech

a) **Direct:** Radha said, "I am very busy now."

b) **Indirect:** Radha said that she was very busy then.

1. All inverted commas or quotation marks are omitted and the sentence ends with a full stop.
2. Conjunction 'that' is added before the indirect statement.
3. The pronoun 'I' is changed to 'she'. (*The Pronoun is changed in Person*)
4. The verb 'am' is changed to 'was'. (*Present Tense is changed to Past*)
5. The adverb 'now' is changed to 'then'.

- **Conversion Rules as per the Reporting Verb**

When the reporting or principal verb is in the Past Tense, all Present tenses of the Direct Speech are changed into the corresponding Past Tenses.

a) **Direct:** He said, "I am unwell."

b) **Indirect:** He said (that) he was unwell.

If the reporting verb is in the Present or Future Tense, the tenses of the Direct Speech do not change.

- a) **Direct:** He **says/will say**, "I am unwell."
 b) **Indirect:** He **says/will say that** he **is** unwell.

The Tense in Indirect Speech is NOT CHANGED if the words within the quotation marks talk of a universal truth or habitual action.

- a) **Direct:** They said, "We **cannot live** without water."
 b) **Indirect:** They said that we **cannot live** without water.

• **Conversion Rules of Present Tense in Direct Speech**

Simple Present Changes to Simple Past

- a) **Direct:** "I **am** excited", she said.
 b) **Indirect:** She said that she **was** excited.

Present Continuous Changes to Past Continuous

- a) **Direct:** "I **am reading** a novel", he explained.
 b) **Indirect:** He explained that he **was reading** a novel.

Present Perfect Changes to Past Perfect

- a) **Direct:** She said, "He **has finished** his homework".
 b) **Indirect:** She said that he **had finished** his homework.

Present Perfect Continuous Changes to Past Perfect Continuous

- a) **Direct:** "I **have been to** Rajasthan", he told me.
 b) **Indirect:** He told me that he **had been to** Rajasthan.

• **Conversion Rules of Past & Future Tense**

Simple Past Changes to Past Perfect

- a) **Direct:** He said, "Ira **arrived** on Monday."
 b) **Indirect:** He said that Ira **had arrived** on Monday.

Past Continuous Changes to Past Perfect Continuous

- a) **Direct:** "We **were living** in Goa", they told me.
 b) **Indirect:** They told me that they **had been living** in Goa.

Future Changes to Present Conditional

- a) **Direct:** He said, "I **will be** in Kolkata tomorrow."
 b) **Indirect:** He said that he **would be** in Kolkata the next day.

Future Continuous Changes to Conditional Continuous

- a) **Direct:** She said, "I'll be using the car next Friday."
 b) **Indirect:** She said that she **would be using** the car next Friday.

- **Changes in Modals**

CAN changes into COULD

- a) **Direct:** He said, "I **can** cycle."
 b) **Indirect:** He said that he **could** cycle.

MAY changes into MIGHT

- a) **Direct:** He said, "I **may** buy a house."
 b) **Indirect:** He said that he **might** buy a house.

MUST changes into HAD TO/WOULD HAVE TO

- a) **Direct:** He said, "I **must** work hard."
 b) **Indirect:** He said that he **had to** work hard.

Modals that DO NOT Change: Would, Could, Might, Should, Ought to.

- a) **Direct:** He said, "I **should** face the challenge."
 b) **Indirect:** He said that he **should** face the challenge.

- **Conversion of Interrogative**

Reporting Verb like 'said/ said to' changes to asked, enquired or demanded

- a) **Direct:** He **said to** me, "What are you doing?"
 b) **Indirect:** He **asked** me what I was doing.

If sentence begins with auxiliary verb, the joining clause should be if or whether.

- a) **Direct:** He said, "**Will** you come for the ceremony?"
 b) **Indirect:** He asked them **whether they would** come for the ceremony.

If sentence begins with 'wh' questions then no conjunction is used as the "question-word" itself act as joining clause.

- a) **Direct:** "**Where** do you live?" asked the girl.
 b) **Indirect:** The girl **enquired where** I lived.

- **Command, Request, Exclamation, Wish**

Commands and Requests

Indirect Speech is introduced by some verbs like ordered, requested, advised and suggested. Forbid(s)/ forbade is used for the negative sentences. The imperative mood is changed into the Infinitive.

- a) **Direct:** Raju said to Amit, "Go away."
- b) **Indirect:** Raju **ordered** Amit **to go** away.
- c) **Direct:** He said to her, "Please wait."
- d) **Indirect:** He **requested** her **to wait**.

Exclamations and Wishes

Indirect Speech is introduced by some words like grief, sorrow, happiness, applaud. Exclamatory sentence changes into assertive sentence and Interjections are removed.

- a) **Direct:** He said, "**Alas!** I am undone."
- b) **Indirect:** He **exclaimed sadly** that he was broke.

• **Change of Pronouns**

The first person of the reported speech changes according to the subject of reporting speech.

- a) **Direct:** **She** said, "**I am** in tenth standard."
- b) **Indirect:** She says that **she** was in tenth standard.

The second person of reported speech changes according to the object of reporting speech.

- a) **Direct:** He says to **them**, "**You** have completed **your** job."
- b) **Indirect:** He tells **them** that **they** have completed **their** job.

The third person of the reported speech doesn't change.

- a) **Direct:** He says, "**She** is in eleventh standard."
- b) **Indirect:** He says that **she** is in eleventh standard.

• **Change of Place and Time**

Words expressing nearness in time or place in Direct Speech are generally changed into words expressing distance in Indirect Speech.

Now -- then

Here – there

Ago -- before

Thus – so

Today -- that day

Tomorrow -- the next day

This -- that

Yesterday -- the day before

These -- those

Hither—thither

Come -- go

Hence – thence

Next week/month -- following week/month

- a) **Direct:** She said, “My father came **yesterday.**”
- b) **Indirect:** She said that her father had come **the day before.**
- c) **Direct:** She **says/will say,** “My father came **yesterday.**”

Indirect: She **says/will say** that her father had come **yesterday.**
(Here the reporting verb ‘says’ is in the present tense OR ‘will say’ is in future tense; hence the time expression ‘yesterday’ won’t change.)

- **Punctuation**

The words that are actually spoken should be enclosed in quotes and begin with a capital letter

Example: He said, “You are right.”

Comma, full stop, question mark, or exclamation mark must be present at the end of reported sentences and are placed inside the closing inverted comma or commas.

Example: He asked, “Can I come with you?”

If direct speech comes after the information about who is speaking, comma is used to introduce the piece of speech, placed before the first inverted comma.

Example: She shouted, “Stop talking!”

Example: “Thinking back,” she said, “he didn't expect to win.” *(Comma is used to separate the two reported speech and no capital letter to begin the second sentence).*

- **Conversion of Indirect to Direct Speech**

1. Use the reporting verb, "say" or "said to" in its correct tense.
2. Remove the conjunctions "that, to, if or whether etc" wherever necessary.
3. Insert quotation marks, question mark, exclamation and full stop, as per the mood of the sentence.
4. Put a comma before the statement.
5. Write the first word of the statement with capital letter.
6. Change the past tense into present tense wherever the reporting verb is in the past tense.
7. Convert the past perfect either into past tense or present perfect as found necessary.

Example

a) **Indirect: He asked whether he is coming.**

b) **Direct: He said to him, "Are you coming?"**

2.4. VOICE

In the active voice, the subject of the sentence **Does the action:**

Example: John painted the house last week.

Subject / verb / object

In the passive voice, the subject of the sentence **Receivesthe action.**

Example: The house was painted last week by John.

Subject / verb

Notice that the **object** of the active sentence (house) became the **subject** of the passive sentence.

PASSIVE VOICE: USE

The passive voice is used when:

1. **We do not know who did the action**

Example: The documents were stolen.

(we don't know who stole the documents)

2. **The receiver of the action is more important**

Example: The pyramids were built nearly 5,000 years ago by the ancient Egyptians.

(we want to emphasize "pyramids" more than "ancient Egyptians")

PASSIVE VOICE: FORM

To change an active voice sentence to a passive voice sentence:

1. Make the object of the active sentence into the subject of the passive sentence.
2. Use the verb “to be” in the same tense as the main verb of the active sentence.
3. Use the past participle of the main verb of the active sentence.

Some examples of active and passive voice:

Active: People drink champagne on New Year’s Eve.

Passive: Champagne **is drunk** on New Year’s Eve.

Active: Chefs use these machines to mix the ingredients.

Passive: These machines **are used** to mix the ingredients.

Active: They renovated the restaurant in 2004.

Passive: The restaurant **was renovated** in 2004.

Active: The teachers informed the students that the class had been cancelled.

Passive: The students **were informed** that the class had been cancelled.

PASSIVE VOICE: PRESENT

In the present, the passive voice uses the verbs **is** and **are** + past participle of the main verb.

The passive voice present is often used to describe:

- **Processes**
First the apples **are picked**, then they **are cleaned**, and finally they’re **packed** and **shipped** to the market.
- **General thoughts, opinions, and beliefs**
New York **is considered** the most diverse city in the U.S.
It is believed that Amelia Earhart’s plane crashed in Pacific Ocean.
Hungarian **is seen** as one of the world’s most difficult languages to learn.
Skin cancers **are thought** to be caused by excessive exposure to the sun.

PASSIVE VOICE: PAST

In the past, the passive voice uses the verbs **was** and **were** + past participle of the main verb.

The passive voice past is often used to describe:

- **Events in history**
George Washington **was elected** president in 1788.
- **Crimes / Accidents**
Two people **were killed** in a drive-by shooting on Friday night.
Ten children **were injured** when part of the school roof collapsed.

...as well as in many other situations when the person who did the action is unknown or unimportant.

2.5. LET'S SUM UP

The Unit deals with the various parts of grammar like Subject-verb agreement, Question tag, Direct and Indirect speech and Active and Passive voice and makes understanding easy for learners with various examples of each. Going through the Unit will provide a thorough understanding of all the concepts.

2.6. SUGGESTED READING

- Leech, G & Svartvik, J. *A Comparative Grammar of English*. London: Longman, 1994.
- Quirk R et al. *A Comprehensive Grammar of English*. London: Longman, 1985.
- Jane Straus. Grammarbook.com



BASIC LANGUAGE SKILLS- VOCABULARY BUILDING

UNIT STRUCTURE

- 3.0 Objectives
- 3.1 Introduction
- 3.2 Antonyms, Synonyms
- 3.3 Homophones, homonyms
- 3.4 Collocation
- 3.5 Changing the Class of Words
- 3.6 Sample Exercises
- 3.7 Exercises for Practice

3.0 OBJECTIVES

- To help the students understand the commonly used Antonyms, To help the students understand the various sub units of Vocabulary
- Synonyms, Suffixes, Prefixes, Root words, Homophones, Homonyms and Collocation
- To understand how to apply the knowledge of vocabulary to solve exercises

3.1 INTRODUCTION

Vocabulary is critical to reading success for three reasons:

1. Comprehension improves when you know what the words mean. Since comprehension is the ultimate goal of reading, you cannot overestimate the importance of vocabulary development.
2. Words are the currency of communication. A robust vocabulary improves all areas of communication — listening, speaking, reading and writing.
3. When students improve their vocabulary, their academic and social confidence and competence improves, too.

3.2 ANTONYMS, SYNONYMS

Commonly used Vocabulary

Antonyms are words that have opposite meanings. Synonyms are words that have the same or nearly the same meaning. Homonyms are words that are pronounced the same, and are sometimes spelled the same, but have different meanings.

Antonym: Examples

- Achieve – Fail
- Idle – Active
- Afraid – Confident
- Ancient – Modern
- Arrive – Depart
- Arrogant – Humble
- Ascend – Descend
- Attack – Defend
- Blunt – Sharp
- Brave – Cowardly
- Cautious – Careless
- Complex – Simple
- Compliment – Insult
- Crazy – Sane
- Crooked – Straight
- Decrease – Increase
- Demand – Supply
- Destroy – Create
- Divide – Unite
- Drunk – Sober
- Expand – Contract
- Freeze - Boil
- Full – Empty
- Generous – Stingy
- Giant – Dwarf
- Gloomy – Cheerful
- Guilty – Innocent
- Hire – Fire
- Include – Exclude
- Individual – Group
- Innocent – Guilty
- Knowledge – Ignorance
- Liquid – Solid
- Lonely – Crowded
- Major – Minor
- Marvelous – Terrible
- Mature – Immature
- Maximum - Minimum
- Noisy – Quiet
- Optimist - Pessimist

- Ordinary – Extraordinary
- Partial – Complete
- Passive – Active
- Permanent – Unstable
- Plentiful – Sparse
- Positive – Negative
- Powerful – Weak
- Praise – Criticism
- Private – Public
- Problem – Solution
- Professional – Amateur
- Profit – Loss
- Quality – Inferiority
- Random – Specific
- Rigid – Flexible
- Segregate – Integrate
- Shame – Honor
- Simple - Complicated
- Single – Married
- Stiff – Flexible
- Strength – Weakness
- Sturdy – Weak
- Sunny - Cloudy
- Superb – Inferior
- Temporary – Permanent
- Timid – Bold
- Toward – Away
- Tragic – Comic
- Transparent - Opaque
- Triumph – Defeat
- Union – Separation
- Unique – Common
- Upset – Relaxed
- Urge – Deter
- Vacant – Occupied
- Vague – Definite
- Vertical – Horizontal
- Villain – Hero
- Visible - Invisible
- Wax - Wane
- Wealth – Poverty

Synonym Examples

- Annihilation, destruction, carnage, extinction
- Benefit, profit, revenue, yield
- Cunning, keen, sharp, slick
- Destitute, poor, bankrupt, impoverished
- Deterioration, pollution, defilement, adulteration
- Enormous, huge, gigantic, massive

- Fertile, fruitful, abundant, productive
- House, dwelling, abode, domicile
- Intelligent, clever, brilliant, knowledgeable
- Loyal, faithful, ardent, devoted
- Organization, institution, management
- Partner, associate, colleague, companion
- Polite, courteous, cordial, gracious
- Risky, dangerous, perilous, treacherous
- Sleepy, drowsy, listless, sluggish
- Vacant, empty, deserted, uninhabited.

3. 3 HOMOPHONES AND HOMONYMS

Homonym Examples

- Aid - Aide
- Aisle - I'll - Isle
- Aloud - Allowed
- Altar - Alter
- Ark - Arc
- Beech - Beach
- Birth - Berth
- Bore - Boar
- Byte - Bite
- Blew - Blue
- Bow - Bough
- Boy - Buoy
- Bread - Bred
- Browse - Brows
- Cell - Sell
- Cereal - Serial
- Chilly - Chili
- Chord - Cord
- Complement - Compliment
- Counsel - Council
- Creak - Creek
- Crews - Cruise
- Dual - Duel
- Fair - Fare
- Fairy - Ferry
- Feat - Feet
- Fir - Fur
- Flea - Flee
- Gorilla - Guerrilla
- Groan - Grown
- Hall - Haul
- Holey - Holy
- Incite - Insight
- Jeans - Genes
- Knead - Need

- Knight - Night
- Lessen - Lesson
- Links - Lynx
- Loan - Lone
- Oral - Aural
- Ought - Aught
- Oar - Or - Ore
- Overdo - Overdue
- Peak - Peek
- Phase - Faze
- Pole - Poll
- Pray - Prey
- Principal - Principle
- Raze - Raise
- Ring - Wring
- Role - Roll
- Site - Sight - Cite
- Soar - Sore
- Sole - Soul
- Toe - Tow
- Vary - Very
- Wait - Weight
- We - Wee
- Weather - Whether
- Which - Witch
- Whose - Who's

In each sentence given below a word or phrase is underlined. From the given options choose the word / phrase closest in meaning to the underlined part.

1. Grouping stars by their constellations is a handy way of mapping the sky.

- a) funny
- b) nice
- c) convenient
- d) simple

2. Centuries ago, a nomadic tribe besieged the temple to loot its treasure.

- a) wild
- b) barbarous
- c) brave
- d) roving

3. It was a momentous moment in the history of the nation.

- a) insignificant
- b) important
- c) sudden
- d) transient

4. This is not an exhaustive list of collocations.

- a) complete
- b) tiring
- c) useful
- d) adequate

5. The committee decided to expel the new member.

- a) detain
- b) remove
- c) preserve
- d) reserve

6. The teacher berated his students.

- a) praised
- b) advised
- c) reproached
- d) supervised

7. When the leadership changed, his position in the organization became precarious.

- a) secure
- b) exalted
- c) uncertain
- d) important

8. There was no doubt that the judgment was fair.

- a) upright
- b) insincere
- c) biased
- d) inconsiderate

9. Her silence was taken as tacit agreement.

- a) hostile
- b) implied
- c) overt
- d) general

Answers

- 1. convenient
- 2. roving
- 3. important
- 4. complete
- 5. remove
- 6. reproached
- 7. uncertain
- 8. upright
- 9. implied

Choose a word that is opposite in meaning to the given keyword.

1. Macabre

- a) pleasant
- b) gruesome
- c) dirty
- d) rustic
- e) uncultured

2. Machination

- a) evil plot
- b) good will
- c) enervating
- d) appetizing
- e) affordable

3. Maelstrom

- a) destructive
- b) malign
- c) benign
- d) malicious
- e) enchanting

4. malcontent

- a) provoked
- b) dissatisfied
- c) rebellious
- d) satisfied
- e) tempting

5. malediction

- a) blessing
- b) verbose
- c) verbal
- d) colloquial
- e) curse

6. Malefactor

- a) helper
- b) criminal
- c) benefactor
- d) supporter
- e) dependent

7. Malodorous

- a) filthy
- b) vulgar
- c) fragrant
- d) stench
- e) venerable

8. Manifold

- a) few
- b) open
- c) multiple
- d) folded
- e) diverse

9. Maudlin

- a) weepy
- b) pleasing
- c) unemotional
- d) sentimental
- e) vulnerable

10. Maverick

- a) conformist
- b) rebel
- c) individualist
- d) eccentric
- e) nonconformist

11. Mawkish

- a) maudlin
- b) sappy
- c) weepy
- d) mushy
- e) unemotional

12. Meander

- a) stroll
- b) roam
- c) ramble
- d) rush
- e) wander

13. Mendicant

- a) beggar
- b) honest
- c) none of these
- d) affluent
- e) miserly

14. Mercurial

- a) predictable
- b) unpredictable
- c) witty
- d) lively
- e) unexpected

15. Mettle
a) cowardice
b) resolve
c) grit
d) courage
e) valour

Answers

1. pleasant
2. good will
3. benign
4. satisfied
5. blessing
6. benefactor
7. fragrant
8. few
9. unemotional
10. conformist
11. unemotional
12. rush
13. affluent
14. predictable
15. cowardice

Fill in the blanks with the appropriate word. Each question is followed by four suggested answers. Choose the most appropriate one.

1. The job of a _____ is very risky.
a) Minor
b) Miner
c) Miser
d) Miller
2. I need to buy a _____ of shoes.
a) Pair
b) Pare
c) Pear
d) Peer
3. She has _____ looks.
a) Plane
b) Plain
c) Plan
d) None of these
4. We need to purchase ten _____ of paper.
a) Coirs
b) Choirs
c) Quires
d) Corns

5. He is determined to _____ vengeance on his enemies.
a) Reck
b) Wreck
c) Wreak
d) Rack
6. Hundreds of people lost their lives in the _____.
a) Shipwreck
b) Shipreck
c) Shipwreak
d) Shiprack
7. The measures taken to control the epidemic proved _____.
a) Efficient
b) Effective
c) Efficacious
d) None of these
8. He is _____ for the membership of the club.
a) Legible
b) Eligible
c) Illegible
d) None of these
9. His story is not all _____.
a) Creditable
b) Credible
c) Credulous
d) None of these
10. We expect an _____ reply.
a) Expedient
b) Expeditious
c) Expeditiously
d) None of these
11. The eminent man was in _____ danger.
a) Eminent
b) Imminent
c) Immediate
d) Instant
12. He is very _____ of success.
a) Confident
b) Confidant
c) Confidential
d) None of these

13. His son performed his funeral _____
 a) Rites
 b) Rights
 c) Wrights
 d) Writes
14. The game quickly turned into a _____
 a) Route
 b) Root
 c) Rout
 d) None of these

Answers

1. Miner (A person who works in a mine)
2. Pair (Two similar things used together)
3. Plain (quite ordinary, ugly)
4. Quires (One quire = 24 sheets of paper)
5. Wreak
6. Shipwreck
7. Effective
8. Eligible (qualified)
9. Credible (believable)
10. Expeditious (speedy or prompt)
11. Imminent (about to occur)
12. Confident
13. Rites
14. Rout (defeat)

3.4 COLLOCATIONS

The term collocation refers to conventional word combinations. They are usually easy to understand, but not so easy for a foreign learner to produce correctly. Some examples of collocations are given below:

- A burning desire (BUT NOT a blazing desire)
- A blazing row (BUT NOT a burning row)
- A heavy smoker (BUT NOT a devoted smoker)
- A devoted mother (BUT NOT a heavy mother)
- Thanks a lot (BUT NOT Thank you a lot)
- Change one's mind (BUT NOT change one's thoughts)
- A golden opportunity (BUT NOT a golden chance)

Formation of collocations:

Collocations are typically governed by conventions. In a sense they are idiomatic. You can, for example, think of many adjectives that can be used with the noun, 'smoker' to say that somebody smokes a lot. It just happens that English speakers use heavy, and not big, strong, fierce, hard or mad. A learner has to

know these correct combinations in order to express the idea correctly.

A foreign learner who uses wrong combinations may still be understood, but he or she will not sound natural.

Situational language:

By situational language we refer to those expressions that are typically used in everyday situations.

Examples are:

check the oil (But not usually 'inspect the oil')

Keep somebody waiting (More natural than 'make somebody wait')

Is it a direct flight? (More natural than 'Does the plane go straight there?')

List of Common Collocations

Verb collocations

have	do	make
have a bath have a drink have a good time have a haircut have a holiday have a problem have a relationship have a rest have lunch have sympathy	do business do nothing do someone a favour do the cooking do the housework do the shopping do the washing up do your best do your hair do your homework	make a difference make a mess make a mistake make a noise make an effort make furniture make money make progress make room make trouble
take	break	catch
take a break take a chance take a look take a rest take a seat take a taxi take an exam take notes take someone's place take someone's temperature	break a habit break a leg break a promise break a record break a window break someone's heart break the ice break the law break the news to someone break the rules	catch a ball catch a bus catch a chill catch a cold catch a thief catch fire catch sight of catch someone's attention catch someone's eye catch the flu

pay	save	keep
pay a fine pay attention pay by credit card pay cash pay interest pay someone a compliment pay someone a visit pay the bill pay the price pay your respects	save electricity save energy save money save one's strength save someone a seat save someone's life save something to a disk save space save time save yourself the trouble	keep a diary keep a promise keep a secret keep an appointment keep calm keep control keep in touch keep quiet keep someone's place keep the change
come	go	get
come close come complete with come direct come early come first come into view come last come late come on time come prepared come right back come second come to a compromise come to a decision come to an agreement come to an end come to a standstill come to terms with come to a total of come under attack	go abroad go astray go bad go bald go bankrupt go blind go crazy go dark go deaf go fishing go mad go missing go on foot go online go out of business go overseas go quiet go sailing go to war go yellow	get a job get a shock get angry get divorced get drunk get frightened get home get lost get married get nowhere get permission get pregnant get ready get started get the impression get the message get the sack get upset get wet get worried

Miscellaneous collocations

Time	Business English	Classifiers
bang on time dead on time early 12th century free time from dawn till dusk great deal of time late 20th century make time for next few days past few weeks right on time run out of time save time spare time spend some time take your time tell someone the time time goes by time passes waste time	annual turnover bear in mind break off negotiations cease trading chair a meeting close a deal close a meeting come to the point dismiss an offer draw a conclusion draw your attention to launch a new product lay off staff go bankrupt go into partnership make a loss make a profit market forces sales figures take on staff	a ball of string a bar of chocolate a bottle of water a bunch of carrots a cube of sugar a pack of cards a pad of paper

(taken from www.grammarly.com)

Sample Exercise

- My grandfather was a smoker, so few people were surprised when he died of oral cancer.
 - serial
 - heavy
 - big
- She was a / an wife who loved her husband more than anything else in the whole universe.
 - devoted
 - sincere
 - intelligent
- I always avoid his company because he is a crashing
 - bore
 - nuisance
 - guy

4. It is a golden If you miss it, you will regret it.
a) chance
b) opportunity
c) offer
5. She seemed quite interested in buying that house, but at the last moment, she changed her
a) mind
b) thoughts
c) offer
6. Although I was annoyed by her attitude, I said nothing.
a) moderately
b) lightly
c) slightly
7. Could you the oil?
a) inspect
b) check
c) test

Answers

1. My grandfather was a heavy smoker, so few people were surprised when he died of oral cancer.
2. She was a devoted wife who loved her husband more than anything else in the whole universe.
3. I always avoid his company because he is a crashing bore.
4. It is a golden opportunity. If you miss it, you will regret it.
5. She seemed quite interested in buying that house, but at the last moment, she changed her mind.
6. Although I was slightly annoyed by her attitude, I said nothing.
7. Could you check the oil?

3.5 CHANGING THE CLASS OF WORDS

Interchange of Parts of Speech

Words can be interchanged into another part of speech sometimes by adding prefixes and suffixes

The following prefixes or suffixes at the beginning or end or the word determine whether they are Verbs, Nouns, Adjectives or Adverbs.

e.g.

Verb	Noun	Adjective	Adverb
en-	-ment	-able	
im-	-ness	-ible	
-es	-tion	-ive	
-ed	-sion	-ful	
-ire/ize	-ance	-al	
-fy	-cy	-ant	
-en	-ity	-ic	
-ate	-th	-ave	
-ish	-ce	-ent	
-dom	-ant		
-ship	-ar		
-hood	-ing		
-er/or	-y		-ly

Some Important words can be changed into all the four forms.
e.g.

Verb	Noun	Adjective	Adverb
devote	devotee, devotion	devoted, devotional	devotedly, devotionally
construct	construction	constructive	constructively
harmonised	harmony	harmonious	harmoniously
sensed	sense	sensitive, sensible	sensitively, sensibly
possess	possessions	possessive	possessively

reflect	reflection, reflectiveness	reflective	reflectively
astonished	astonishment	astonishing	astonishingly
integrate	integration	integral	integrally
fancied	fancy	fanciful	fancifully
impose	imposition	imposing	imposingly
bonded	bond	bonded, bonding	bonding
stylized	style	stylish	stylishly
expertise	expertness, expert	expert	expertly
symbolise	symbol	symbolic, symbolical	symbolically
proportioned	proportion	proportionate	proportionately
marvelled	marvel	marvellous	marvellously
architected	architecture	architectural	architecturally
manage	management	manageable	manageably
restrict	restriction	restrictive, restricted	restrictively
directed	direction	direct	directly
excite	excitement	excited	excitedly
form	formation	formative	formatively
speeded, sped	speed	speedy	speedily
exceed	excess	excessive	excessively
confuse	confusion	confusing	confusingly
attract	attraction	attractive	attractively

endanger	danger	dangerous	dangerously
notice	notice	noticeable	noticeably
vary	variation, variety	various	variedly
stressed	stress	stressful	stressfully
economies	economy	economic, economical	economically
relate	relation, relativity	relative	relatively
systematize	system	systematic, systemic	systematically
initiate	initiation	initiative	initiatively
persist	presistence	persistent	persistently
brutalise	brutality	brutal	brutally
include	inclusion	inclusive	inclusively
dirtied	dirt	dirty	dirtyly
triumphed	triumph	triumphant	triumphantly
reduce	reduction	reducible, reductive	reducibly, reductively
diminish	diminution	diminishable	diminutively
faced	face	facial	facially
functioned	function, functioning	functioning	functionally
tensed	tension	tensed	tensely
sustained	sustenance	sustainable	sustainably
tasted	taste, tastefulness	tasty, tasteful	tastefully
remedied	remedy	remedial	remedially

acquiesce	acquiescence	acquiescent	acquiescently
sophisticate	sophistication	sophisticate	sophistically
revere	reverence	reverential	reverentially
obey	obedience	obedient	obediently
regarded	regard	regardful	regardfully
forced	force	forcible	forcibly
depend	dependence	dependent	dependently
secure	security	secured	securely
devote	devotion	devotional	devotionally
suffice	sufficiency	sufficient	sufficiently
authorise	authority	authoritative	authoritatively
define	definition	definite	definitely
compare	comparison	comparative	comparatively
enrich	riches	rich, richer	richly
inform	information	informative	informatively
amazed	amazement	amazing	amazingly
pitied	pity	piteous	piteously
delighted	delight	delightful	delightfully
popularize	popularity	popular	popularly
wondered	wonder	wonderful	wonderfully
expect	expectation	expectant	expectantly
needed	need, needy	needful	needfully
amuse	amusement	amusing	amusingly

lavished	lavishness	lavish	lavishly
believe	belief, believer	believable	believably
particularize	particular, particularity	particular	particularly
sensed	sense	sensible	sensibly
respond	response	responsive	responsively
commune	community	communal	communally
act	action, act	active	actively
brief	brevity	brief	briefly
relate	relevance	relevant	relevantly
completed	completion	complete	completely
practise	practice	practical	practically
mean	meaning	meaningful	meaningfully
express	expression	expressive	expressively
commercialize	commerce	commercial	commercially
conclude	conclusion	conclusive	conclusively
necessitate	necessity	necessary	necessarily
spirited	spirit	spiritual	spiritually
focused	focus	focal	focally
create	creation, creator	creative	creatively
visualise	vision, visionary	visual	visually
tortured	torture	torturous	torturously
warmed	warmth	warm	warmly
energies	energy	energetic	energetically

famed	fame	famous	famously
specify	specification	specific, specifiable	specifically
sympathise	sympathy	sympathetic	sympathetically
compose	composer	composed	composedly
figured	figure	figurative	figuratively
observe	observance	observable	observably
relate	relationship	relative	relatively
fascinate	fascination	fascinating	fascinatingly
engage	engagement	engaging	engagingly
entertain	entertainment	entertaining	entertainingly
clear	clarity	clear	clearly
loved	love	lovable	lovingly
think	thought	thoughtful	thoughtfully
decide	decision	decisive	decisively
appreciate	appreciation	appreciative	appreciatively
feared	fear	fearful	fearfully

(taken from www.grammarly.com)

3.6 SAMPLE EXERCISES

Change the following sentences as directed without changing their sense:

1. The audience listened to the leader with *patience*.

(Use Adverb of 'patience')

2. The child *resembles* his mother.

(Use Noun of 'resembles')

3. At last he was *successful* in his venture.

(Use Verb of 'successful')

4. She moved towards the stage *slowly*.

(Use Adjective of 'slowly')

5. It is impossible for him to *revert* at this stage.

(Use noun of 'revert')

6. The project is progressing *satisfactorily*.

(Use Adjective of 'satisfactorily')

7. She *hopes* that she will meet him soon.

(Use hopeful for 'hopes')

8. It is not allowed to slay animals in the city.

(Use Noun of 'Slay')

9. His parents are lucky to have a son who obeys them.

(Use adjective of 'obey')

10. He has made corrections in all of these sentences.

(Use verb of 'corrections')

ANSWERS

1. *The audience listened to the leader patiently.*

2. *The child has resemblance with his mother.*

3. *At last he succeeded in his venture.*

4. *She moved towards the stage with slow pace.*

5. *Reversion at this stage is impossible for him.*

6. *The progress of the project is satisfactory.*

7. *She is hopeful that she will meet him soon.*

8. *Slaughter of animals is not allowed in the city.*

9. *His parents are lucky to have an obedient son.*

10. *He has corrected all of these sentences.*

11.6 EXERCISES FOR PRACTICE

Choose the correct synonym for the given word.

- 1. Follow
 - A. Group
 - B. Lead
 - C. Wind

- 2. Fresh
 - A. Loose
 - B. Locate
 - C. Stale

- 3. Cargo
 - A. Freight
 - B. Transport
 - C. Load

- 4. Fable
 - A. Conclusion
 - B. Book
 - C. Tale

- 5. Respect
 - A. Esteem
 - B. Ordinary
 - C. Emotion

- 6. Juvenile
 - A. Adult
 - B. Court
 - C. Restrain

- 7. Leisure
 - A. Esteem
 - B. Work
 - C. Satire

- 8. Permit
 - A. Conclude
 - B. Prohibit
 - C. Open

- 9. Journal
 - A. Magazine
 - B. Letter
 - C. Note

- 10. Auspicious
 - A. Illegal
 - B. End
 - C. Promising

- 11. Striped
 - A. Field
 - B. Coat
 - C. Plain

- 12. Simple
 - A. Quaint
 - B. Complex
 - C. Destroy

- 13. Sketch
 - A. Drawing
 - B. Portrait
 - C. Pillar

- 14. Hollow
 - A. Solid
 - B. Tunnel
 - C. Burrow

- 15. Doubt
 - A. Vision
 - B. Certainty
 - C. Illustrate

- 16. Verse
 - A. Douse
 - B. Prose
 - C. Engross

- 17. Avenue
 - A. Road
 - B. Green
 - C. Park

- 18. Piece
 - A. Escape
 - B. Fragment
 - C. Peace

- 19. Infringe
 - A. Discuss
 - B. Transpire
 - C. Violate

- 20. Tidy
 - A. Unkempt
 - B. Engulf
 - C. Capture

Choose the correct antonym from given options.

1. Discrepancy
- a) inconsistency
 - b) consistency
 - c) inappropriate
 - d) variance
 - e) vagary

2. Disdain
- a) attitude
 - b) honesty
 - c) admiration
 - d) zeal
 - e) disgust

3. Disheveled
- a) tidy
 - b) clumsy
 - c) unkempt
 - d) long
 - e) exasperated

4. Disingenuous
- a) sincere
 - b) sophisticated
 - c) trained
 - d) experienced
 - e) uncomfortable

5. Dismal
- a) remarkable
 - b) trivial
 - c) reserved
 - d) puzzled
 - e) dislocated

6. Dismay
- a) intimidate
 - b) mitigate
 - c) soothe
 - d) hearten
 - e) mystify

7. Dispel

- a) scatter
- b) gather
- c) dissipate
- d) refract
- e) agonize

8. Disposition

- a) sparking
- b) watchfulness
- c) inclination
- d) unwillingness
- e) temperament

9. Dissipate

- a) vanish
- b) unite
- c) dispel
- d) disappear
- e) contemplate

10. Disburse

- a) collect
- b) gather
- c) pay out
- d) discard
- e) distinguish

11. Keen

- a) dull
- b) sharp
- c) brilliant
- d) focused
- e) unnecessary

12. Keep

- a) protect
- b) discard
- c) convert
- d) celebrate
- e) avert

13. Kemp

- a) professional
- b) successor
- c) brave
- d) loser
- e) atheist

14. Kill

- a) murder
- b) execute
- c) animate
- d) slay
- e) throw

15. Kindle

- a) invoke
- b) infuriate
- c) put off
- d) awaken
- e) lavish

Read each sentence and fill in the blank with the correct homonym.

1. The healthiest drink is _____ water.

- a) plain
- b) plane

2. Both countries signed the _____ treaty.

- a) peace
- b) piece

3. Maria has just completed her _____ semester of college.

- a) forth
- b) fourth

4. Thank you for the birthday _____!

- a) presence
- b) presents

5. Aspirin can _____ some types of pain.

- a) lessen
- b) lesson

6. Wine and cheese _____ each other.

- a) compliment
- b) complement

7. The park ranger _____ the lost hikers to safety.

- a) lead
- b) led

8. _____ did you put my car keys?

- a) wear
- b) where

9. During our tour of the _____, we saw the chamber in which the legislature meets.

- a) capital
- b) capitol

10. John likes to purchase many household items from a _____ market.

- a) Flea
- b) Flee

Read each sentence and fill in the blank with the correct word.

1. I will not be able to _____ the new job. (accept, except)
2. Please try not to _____ your new sunglasses. (lose, loose)
3. _____ going to the races this evening. (Their, They're)
4. How does candy _____ your blood sugar? (affect, effect)
5. We had _____ much snow last winter. (to, too, two)
6. She _____ the capitals of every state. (new, knew)
7. _____ car is parked in the driveway? (Who's, Whose)
8. April is the _____ month. (forth, fourth)
9. The _____ ingredients of bread are flour, water, and yeast. (principal, principle)
10. I would _____ all parents to have a dog. (advice, advise)

Fill in the blank with the correct collocation.

1 He spoke English with a French accent.

- a) Heavy
- b) pronounced
- c) careless

2 His new novel has met with a acclaim.

- a) dreadful
- b) wholehearted
- c) widespread

- 3) He gave us a account of all your activities at the conference.
a) tidy
b) detailed
c) big
- 4) He was able to predict what was going to happen with accuracy.
a) uncanny
b) itemized
c) brief
- 5) Bad investments made him _____ bankrupt.
a) go
b) become
c) get
- 6) Teacher told students to _____ a break after long studies.
a) get
b) have
c) take
- 7) After long hours of journey, the falls _____ into view.
a) came
b) get
c) started
- 8) He always carried a _____ of cards with him on vacations.
a) pad
b) bunch
c) pack
- 9) She always comes to meeting _____ on time
a) exactly
b) right
c) properly
- 10) In difficult situation due to heavy rains, the government asked people to _____ calm
a) keep
b) stay
c) maintain

Prefix and Suffix

Change the following sentences as directed without changing their sense:

1. He was astonished that she *refused* his proposal.

(Use noun of 'refuse')

2. He made an *agreement* with her to complete the job.

(Use verb of 'agreement')

3. They were *amused* to accept our proposal.

(Use noun of 'amused')

4. A violent mob appeared at the scene all of a *sudden*.

(Use adverb of 'sudden')

5. The boy *succeeded* in the examination by dint of hard work.

(Use adverb of 'succeeded')

6. The *cost* of these ornaments is very high.

(Use verb of 'cost')

7. The end of this story is very *humorous*.

(Use noun of 'humorous')

8. The host greeted all the guests with *affection*.

(Use adverb of 'affection')

9. The statement issued by the chairman *cleared* all the doubts.

(Use adverb of 'cleared')

10. Splinters of bomb inflicted *injuries* on her body.

(Use verb of 'injuries')

(From various internet sources)



EDITING

UNIT STRUCTURE

- 4.1 Objectives
- 4.2 Introduction to editing
- 4.3 Editing Principles
 - 4.3.1 Accuracy
 - 4.3.2 Attribution
 - 4.3.3 Balance and Fairness
 - 4.3.4 Brevity
 - 4.3.5 Clarity
 - 4.3.6 Readability
 - 4.3.7 Human Interest
 - 4.3.8 Sharp Observation
- 4.4 Editing Tools
- 4.5 Steps involved in Editing
 - 4.5.1 Organization and Paragraphing
 - 4.5.2 Paragraph Clarity
 - 4.5.3 Overall Coherence
 - 4.5.4 Usage and Sentence Structure
 - 4.5.5 Spelling and Punctuation
- 4.6 Solved examples
- 4.7 Points to Remember
- 4.8 Check your progress

4.1 OBJECTIVES

- To learn the concepts and processes of editing
- To learn the Language Skills required for the editing
- To know what principles govern the editing
- To learn the various steps involved in editing
- To learn editing with the help of examples.

4.2 INTRODUCTION TO EDITING

Editing and proofreading are often neglected, but they are the crucial final stages of a writing process. Even the smallest error can result in embarrassing or even costly outcomes (misspelling a name, transposing digits in telephone number, mistakes in a prospectus) so taking time and care to check what you have written is essential.

Accuracy is one of the chief concerns of the editing stage. Editors have the professional and ethical responsibility to include in their research and writing process the checking of facts, which includes the correct spelling and pronunciation of names, the factual details of a story, and any basis upon which conclusions are drawn. Multiple checks for accuracy are the norm. All careful, responsible writers should do the same. The reliability of the finished text depends upon accuracy in their searching and writing process.

Hence, editing is the first task that should be undertaken after finishing the first draft of a piece of text. It involves checking the content of the text to ensure that the ideas are expressed clearly and logically, forming a coherent and meaningful whole.

Thus, editing is the process of preparing language, images, or sound for presentation through correction, condensation, organization, and other modifications. A person, who edits, either professionally or as a hobby, is called an Editor.

Oxford Dictionary defines editing as, to 'prepare (written material) for publication by correcting, condensing, or otherwise modifying it'.

Editing requires careful analysis and critical thinking, and proof reading requires a great deal of attention to detail. As such, they are not tasks that can be done in a rush or squeezed in between other tasks: it is essential to devote sufficient time and concentration to both, and being in the right frame of mind to do this is very important. Editing is done with specific motives of checking and improving the following: Punctuation, Spelling, Sentence Structure, Subject and Verb Agreement, Proper Word Use, Clarity, Point of View, Redundancies, Inconsistencies, Dialogue, Flow, and Format. In simpler terms, editing is done to improve news stories grammatically, structurally, style-wise, factually, and in terms of readability. And sub editors or copy editors do the editing.

Editing requires focusing on the content of the text. The key goals are to check that the text :

- flows logically
- is coherent and consistent
- forms a meaningful whole
- is clearly expressed
- is accurate in the information it provides
- has an appropriate tone
- is concise
- makes its purpose clear
- is targeted towards the reader

4.3 EDITING PRINCIPLES

The principles of Good Editing are accuracy, attribution, balance and fairness, brevity, clarity, readability, human interest, and sharp observation.

4.3.1 Accuracy

The editor should be obsessed with accuracy because one mistake can destroy the reputation of a newspaper or magazine, and it takes just fraction of a second to make one. Checking and crosschecking names, figures, and verifying facts are of utmost importance. Always attribute the news to the source so that readers can judge its credibility.

4.3.2 Attribution

Always attribute the matter to its source so that readers can judge its credibility. “A highly placed Defence Personnel, Finance Ministry Sources”, etc. are attributions that help readers to arrive at their own conclusions, while steering clear of the suspicion that the reporter is giving his own version of the story.

4.3.3 Balance and Fairness

Balance and fairness form the foundation of good editing. Balance, is giving both sides of the picture; while fairness is not taking sides. It also means not providing support to any one view or ideology, institutions, communities or individuals, etc. through the columns of the paper or the matter. It is the attribute of a professional reporter and the duty of a sub editor to implement it.

4.3.4 Brevity

Brevity is a great virtue in journalism or in any domain appreciated by readers and editors alike. It is telling a story, as it should be, without beating around the bush. It saves time and space and wins applause when consummated to perfection.

4.3.5 Clarity

Clarity is the ability to think clearly and translate it into paper - a quality that can take one to the higher echelons of writing skill's hierarchy.

4.3.6 Readability

Readability has a bearing on sentence length and simple and forthright manner of expression. The average length of a sentence should not exceed eighteen words, which is a standard. It is not easy to read a sentence with more than eighteen words. Beyond 25 words the sentence would be very difficult to read, though some accomplished authors have far exceeded the standard and yet remained readable because of their craftsmanship.

But you are advised to stay out of long-winding and complicated sentence constructions. The best way is to write news stories using simple words, short and simple sentences.

4.3.7 Human Interest

Using a style that arouses human interest, is what the craft of editing is all about. Editors should see the events from the readers' point of view and write the news stories keeping the reader ever in mind along with his hopes, fears and aspirations. The editor should identify himself with the proverbial common man who does not exist but represents the silent majority, to whom the journalist or writer is duty-bound to defend and protect.

4.3.8 Sharp Observation

Sharp observation is the hallmark of an ace communicator, particularly in the field of journalism and any domain. It recreates reality, imparts dynamism to reporting, and heightens the reading pleasure and fine tunes readers' perception.

4.4 EDITING TOOLS

Proofreading Marks

Proofreading marks are used to edit written material. These marks indicate the changes that need to be made to a piece of writing.

In order to complete some of the lessons and reviews that your teacher will assign you this year, you need to be familiar with proofreading marks. This sheet contains all of the proofreading marks you will use to complete the focus lessons, cumulative reviews, and final reviews.

Insert comma	^	After the game, let's go get a snack.
Insert period	o	It's time to go home.
Insert semicolon	^ ,	People used to think that the world was flat; however, we now know the world is oval-shaped.
Insert colon	^ :	The success of a retail business depends on one thing: a good location.
Insert question mark	?	Are you tired?
Insert exclamation mark	!	Go Panthers!
Insert hyphen	=	I lift ten-pound weights.
Insert apostrophe	^	Halley's Comet
Insert quotes	“ ”	She shouted, "Look over here!"
Change from uppercase to lowercase	/	I love Bananas.
Change from lowercase to uppercase	=	north Carolina
Delete	e	Romance movies make me sad sad.
Insert new text	^	Romance movies make me very sad.

Source: A hand-out by Glencoe/McGraw-Hill.

4.5 STEPS INVOLVED IN EDITING

Use the following strategies to find and correct errors in organization and paragraphing, usage and sentence structure, and spelling and punctuation:

4.5.1. Organization and Paragraphing

- Find your paper's write-up statement. Copy it on another sheet of paper. If your write-up is not directly stated, write down a possible write-up.

- Locate the central idea of each paragraph and try to reduce that idea to a word or phrase. If you cannot decide on one phrase, list two to three options.
- List the paragraph ideas. List these in order under your write up.
- Decide whether your paragraphs clearly relate to your write-up. If not, either rewrite your write-up to incorporate the unrelated ideas or eliminate the unrelated paragraphs.

4.5.2. Paragraph Clarity

- Locate the central idea of each paragraph. Reduce that idea to a word or phrase.
- Look at each paragraph randomly. Consider only the information in that paragraph.
- Ask yourself whether you offer enough details in the paragraph to support that word or idea.
- Decide whether all of your details are relevant.
- Ask yourself whether all of the information is related enough to be in the same paragraph. Should you create another paragraph or move some of the details to another paragraph?

4.5.3. Overall Coherence

See whether you have clear transitions between paragraphs. If not, clarify existing transitions, add new ones, and/or rearrange your paragraphs to make transitions clearer.

4.5.4. Usage and Sentence Structure

a. Subject/Verb Agreement

- Find the main verb in each sentence.
- Match the verb to its subject.
- Make sure that the subject and verb agree in number.

b. Pronoun Reference/Agreement

- Skim your paper, stopping at each pronoun. Look especially at; it, this, they, their, and them.
- Search for the noun that the pronoun replaces. If you can't find the noun, insert one beforehand or change the pronoun to a noun. If you can find a noun, be sure it agrees in number and person with your pronoun.

c. Parallel Structure

- Skim your paper, stopping at key words that signal parallel structures. Look especially for, and, or, not only...but also, either... or, neither...or, both...and.
- Make sure that the items connected by these words (e.g., adjectives, nouns, phrases) are in the same grammatical form.

4.5.5. Spelling and Punctuation

a. Spelling

Correct spelling gives your work credibility. Not only will your reader know that you are educated, but also that you are careful about your work. You should have a dictionary handy to confirm that you have correctly spelled all unfamiliar words, especially if they are key words in the piece. In the workplace, a memo with a repeatedly misspelled word can be embarrassing. An essay with a misspelled word in the title, or a word that is spelled incorrectly throughout the piece, can affect your final grade.

Avoid embarrassing situations like these, by checking your spelling. Even if you know all spelling rules by memory, you will come across exceptions to the rules. Words that come from other languages (bourgeois, psyche), words have silent letters (alight, knack), or words that are technical terms (cryogenics, chimerical) can present problems. In addition, the spelling can change when the word is made plural (puppies, octopi).

Homonyms like bear/bare or course / coarse can be easily confusing; as can the words that have unusual vowel combinations (beauty, archaeology). When in doubt, check the words by consulting a dictionary.

Example: He read thru the entire paper looking for a story on the protest march. Spell check suggests replacing “thru” with “through,” “threw,” or “thorough.” The dictionary will tell you that the correct spelling is “through.”

- Examine each word in the paper individually. Move from the end of each line back to the beginning. Pointing with a pencil helps you really see each word. **DO NOT RELY ON SPELL CHECK.** Your computer may change a word to a closely spelled word that is very different in meaning to the word you wrote.
- If necessary, check a dictionary.

b. Compound Sentence Commas

- Skim for the conjunctions and, but, for, or, nor, so and yet.
- See whether there is a complete sentence on each side of the conjunction. If so, place a comma before the conjunction.

c. Introductory Commas

- Skim your paper, looking only at the first two or three words of each sentence.
- Stop if one of these words is a dependent marker, a transition word, a participle, or a preposition.
- Listen for a possible break point before the main clause.

- Place a comma at the end of the introductory phrase or clause, which is before the independent clause.

d. Comma Splices

- Skim the paper, stopping at every comma.
- See whether there is a complete sentence on each side of the comma. If so, add a coordinating conjunction after the comma or replace the comma with a semicolon.

e. Fragments

- Look at each sentence, to see whether it contains an independent clause.
- Pay special attention to sentences that begin with dependent marker words, such as 'because', or phrases such as 'for example' or 'such as'.
- See if the text is only a piece of the previous sentence that mistakenly got separated.

f. Run-On Sentences

- Review each sentence to see whether it contains more than one independent clause. Start with the last sentence of your paper, and work your way back to the beginning, sentence by sentence.
- Break the sentence into two sentences if necessary.

g. Apostrophes

- Skim your paper, stopping only at those words that end in s.
- See whether or not each word needs an apostrophe. If an apostrophe is needed, you will be able to invert the word order and say "of" or "of the": Mary's hat or the hat of Mary.

h. Left-Out Words

- Read the paper aloud, pointing to every word as you read. Don't let your eye move ahead until you spot each word.
- Also, make sure that you have not doubled words.

i. Capitalization and Punctuation

Capitalization and punctuation are like auto mechanics for your writing. They tune up your sentences and make them start, stop, and run smoothly.

Example : the Russian Ballet travel's. all over the world, Performing to amazed Audiences. in each new city;

This sentence jerks along like an old car driven by someone who doesn't know how to use the brakes.

Edited Example

The Russian Ballet travels all over the world, performing to amazed audiences in each new city.

j. Redundancy

Often, writing assignments require a minimum number of words. Because of this, it is tempting to use several words of description instead of one well-chosen word with the same meaning. This redundancy, however, makes sentences awkward and interrupts the flow to a piece of writing. To write effectively, you must eliminate words that simply rephrase other words for no purpose.

Example: The football team made future plans to completely concentrate on the basic fundamentals of each individual position. Plans are always for the future; concentrating implies complete focus; fundamental means basic; and positions are individual. Therefore, the italicized words are unnecessary modifiers.

Edited Example: The football team made plans to concentrate on the fundamentals of each position. Some other common redundancies include whole entire, big fat, complete truth, terrible tragedy, pitch black, various different, true facts, free gift, and final outcome.

Words also imply categories, so you can often eliminate a word that names a category.

Example: The dinosaurs that were green coloured were few in number during that period in history.

Edited Example: There were few green dinosaurs during that period. Periods, such as the one in the sentence, are always periods in history.

k. Participles and Participial Phrases

A participle is a verb form that can be used as an adjective, and a participial phrase is a phrase that contains a participle and any modifiers. For example, when you change the verb “develop” to “developing” to describe something, you have created a participle. Adding modifiers to “developing” gives you a participial phrase.

Example: Developing off the coast of Haiti, a tropical storm brought rain and high winds to the West Indies. (The participial phrase developing off the coast of Haiti describes the tropical storm.)

Example: We saw Lance Armstrong receiving the yellow jersey after the first mountain stage of the Tour de France.

The participial phrase receiving the yellow jersey describes Lance Armstrong. Participial phrases can transform short, choppy sentences by adding description and detail.

I. Gerunds and Gerund Phrases

Gerund phrases can also bring variety to your sentences. A gerund is a verb ending in -ing that serves as a noun.

Example: Running is a good way to stay in shape. Running is formed from the verb run and is used as a noun in this sentence.

Example: Until I revise many times, I am not happy with my writing.

Writing is formed from the verb write and is used as a noun in this sentence. Gerund phrases occur when a gerund is combined with modifiers.

Example: Working on the shrimp boat was a good summer job.

The phrase working on the shrimp boat serves as a noun in the sentence.

Example: My brother enjoys skiing at Crystal Mountain. The phrase skiing at Crystal Mountain serves as a noun in the sentence.

m. Appositives and Appositive Phrases

Appositives add description and detail to your writing to make it clearer. An appositive is a noun or pronoun used to identify or explain another noun.

Example: My cousin Alejandro can play the piano. The noun Alejandro identifies the noun cousin, so it is an appositive.

Appositives are also combined with modifiers to make appositive phrases.

n. Infinitives and Infinitive Phrases

Infinitive phrases can also take the monotony out of your writing. An infinitive is a verb form composed of 'to plus the verb base'.

Example: to walk to speak to cry to leave to eat

These verbs are often part of a verb chain, but are not the main action verb of the sentence.

Example: Fred tried to speak quickly.

The main verb is tried; what Fred tried is to speak quickly.

4.6 SOLVED EXAMPLES

1. Unedited passage:

Style is one of the big goals of a good writer. You create a piece of Writing that accomplishes all you that you have set out to accomplish, includes no word that stray from your purpose and is logically coherent and graceful without excess, then you achieved style. Notice, I said, create a piece of writing. That is because writing good with style rarely just happens it has to be worked at, crafted, rewritten, revised, and rearranged. Your first drafts are like the piece of marble that sculptor shave. They look it over and see how to begin, and then they start carving with large tools like a hammer or chisels. As the sculpture progresses, the sculptors use more fine and more fine tools removing smaller and smaller pieces of marble, until they reach the final stage, when they polish the sculpture and place it on its base for display.

Marble sculptures are beautiful to look at, completely finished, and serve the purpose of portraying a subject—a person or an object—clear and gracefully. Your writing should go through a similar process of close revision until the final product is also beautiful to look at, completely reversed, and serves its purpose.

Edited passage:

Style is one of the central goals of a good writer. When you create a piece of writing that accomplishes all you set out to accomplish, includes no words that stray from your purpose, and is logically coherent and graceful without excess, then you have achieved style. Notice the phrase, “create a piece of writing.” Style rarely just happens. Instead, your writing has to be worked at, crafted, rewritten, revised, and rearranged. Your first draft is like the piece of marble that sculptors select. They look it over and visualize how to begin, and then they start carving with large tools like hammers or chisels. As the sculpture progresses, the sculptors use finer and finer tools, removing smaller and smaller pieces of marble, until they reach the final stage, when they polish the sculpture and place it on its base for display.

Marble sculptures are beautiful to look at, are completely finished, and serve the purpose of portraying a subject—a person or an object—clearly and beautifully. Your writing should go through a similar process of close revision until the final product is also beautiful to look at, completely revised, and serves its purpose.

2. Unedited Passage

With the invention of the personal computer and the Internet, a new age in communications begins. now people could communicate fastest and more easily than ever before. Writing, editing, and storing information became quick and easy. It was no

longest necessary to write draft after draft when changes could be made so easily using a word Processor program.

Messages, could now be sent in no time to anywhere in the world, without addressing envelopes or licking stamps. Century most early, around the year 1450 a similar revolution in communications had occurred in Germany. This happened when Johannes Gutenberg invented the printing press.

Gutenberg was not the first person to use printing to copy a piece of writing. Printing was already being invented in China, where they used clay to print oriental characters. Small items, such as posters and flyers, were already being printed in Europe too, using the wood block method of printing. Books and other largest works, however, were still being copied by hand. At this time, books were usually produced only in Latin, and only the most educated people read them. Gutenberg's printing press was about to change all of this.

Edited Passage

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4.7 POINTS TO REMEMBER

- Editing is a special skill to correct the grammatical, syntactic and semantic errors.
- Principles of editing include accuracy, brevity, clarity, sharp observation, cohesion and many more.

- The process of editing involves the strategies starting from reading, pointing out the errors to correcting errors and following the strict guidelines.
- The set of tools are designed for editing the given passage.
- Editing is done in correcting, grammatical errors, punctuation errors, syntax errors and maintaining the cohesion and coherence of the matter.

4.8 CHECK YOUR PROGRESS

1. Proofread and revise the following sentence fragments. Make them complete sentences by adding the missing subject or predicate. Write the revised sentences on the lines provided.

Note: There may be many ways to revise the sentences depending on the words you choose to add. Some need both a subject and a predicate. Try to make them the best sentences you can, and don't forget to add the appropriate end punctuation. Answers can be found at the end of the lesson.

1. Ran for student body president
2. Was wearing my shin guards
3. Luis to Puerto Rico rather frequently
4. Chose the new soccer team captains, Michael and Jose
5. Played the electric guitar in her new band
6. Sent me an e-mail with a virus
7. The cat while she ate
8. After the accident happened in front of the school
9. Put too much syrup on his pancakes
10. Rarely gets up before noon on Saturdays

2. The following passage has not been edited. There is an error in each line. Write the incorrect word and the correct word in the answer sheet against the correct blank number.

"Either you or your friend Shalu have stolen my note

(a)
book", shouted Shreya. Neither I nor my friend were

(b).....
your culprit, said Shalu. We both are not in the class since

(c).....
morning. We are out for the annual day function.

(d).....

But who are the culprit then? Asked Shreya.

(e).....

I don't know that but we both were not guilty.

(f).....

3. Read the passage below. Correct the errors pointed by numbers:

My 1) brother in law is an actuary for an insurance company. He works with statistics every day. He is extremely organized. He takes the same items to work every 2) morning a lunch bag, a thermos 3) with coffee, and his briefcase. His lunch bag always contains the same things: 4) an apple raspberry yogurt and a tuna salad sandwich. He always 5) carry's the same items in his briefcase: his insurance documents, an extra tie, and an extra pair of socks. He takes the same route to work every day: down First Avenue to the Interstate, Exit 246 to Dodge Rd., and right on Dodge Rd. to the insurance company.6) At work, he follows the same routine every day. After work, he always forgets 7) where he park his car. 8) I guess it helps to be very organized when you are so forgetful!

4. "To be, or not to be...that is the 1) question" This 2) well-known utterance has been the source of both mystery and wonderment for students around the world since the turn of the 16th century—arguably the zenith of Shakespeare's creative output. However, the mere ubiquity of this phrase fails to answer some basic questions about 3) it's rather context. Where did it come 4) from what does it mean? The 5) first of these questions (where does it come from?) can be answered fairly easily: from Shakespeare's famous play Hamlet. 6) As for the last of the two questions, a complete answer would require a more 7) deep 8) look at Shakespearean culture and nuance.

5. Almost two 1) thousands of years after being 2) baried by falling ash from a two-day volcanic eruption, Pompeii reveals fascinating details about 3) day to day life in the Roman Empire. 4) Pompeii's population roughly 20,000 inhabitants practiced several religions. This is evidenced by temples dedicated to the Egyptian goddess Isis, as well as the 5) presence of Jews and worshipers of Cybele (called the "Great Mother" by her followers). Pompeii's citizens practiced all of these religions in apparent peaceful coexistence with followers of the state religion, 6) but worshipped Jupiter and the Roman 7) emperor they led astonishingly long lives, assisted by doctors and dentists, and 8) were very well educated.



COMPREHENSION OF AN UNSEEN PASSAGE

UNIT STRUCTURE

- 5.0 Objectives
- 5.1 Introduction
- 5.2 Concept of Comprehension
- 5.3 Understanding Ideas, Facts, Arguments, Tone, Vocabulary in context
- 5.4 Strategies to answer
- 5.5 Sample Passages from journalism, management and commerce
- 5.6 Let us sum up
- 5.7 Glossary
- 5.8 Exercises

5.0 OBJECTIVES

- To help the students understand the concept of Comprehension
- To identify Ideas, Facts, Arguments, Tone, Vocabulary in context
- To understand the strategies for answering passage.

5.1 INTRODUCTION

What is reading comprehension? It is a passage given in the exam paper which you need to read, understand and answer the questions that follow. Some of the passages might be easy to understand while some others might not. You need to understand the passage before getting down with the questions

5.2 CONCEPT OF COMPREHENSION

Reading Comprehension is the ability to read text, process it and understand its meaning. . In addition, they are aimed at testing a candidate's Knowledge of two elements i.e. vocabulary and text Comprehension.

And it is interesting to note that both these elements play a crucial role in better understanding of the passage i.e. for understanding a text, one must have better knowledge of vocabulary. But what is more complex and varied out of the above two elements is the text Comprehension.

The current trend is that, the questions that come in the reading comprehension are inference based i.e. the questions do not have answers directly in the passage, but one has to infer from the given passage.

5.3 UNDERSTANDING IDEAS, FACTS, ARGUMENTS, TONE, VOCABULARY IN CONTEXT

Now let's move towards the approach that one should follow while attempting a reading comprehension in the exam.

The most common suggestion and approach is first read the entire passage and then answer the question that follows. Firstly let's discuss this approach in detail.

Try to make notes while solving/ reading RCs. It is crucial for locating the appropriate information and also acts as a mental bookmark, thus helping in better understanding of the topic.

While making notes, one must look towards and identify following things:

- i) Subject of the passage – which/what is the precise thing the author, is talking about.
- ii) Main idea of the passage – what the author is saying about the subject.
- iii) Tone of the author of the passage - which is manner that the author has adopted in the passage.

As soon as one figure out the above three things and central point of the passage, one will be familiar with the gist [GI – general Idea + S – Structure + T- Tone] of the passage. This will also help you to build a thematic composition and logical sequence of the passage. Thus enable you to answer questions from particular parts of the passage.

But this sole approach is beneficial for the ones who generally read very fast. Then what approach should one follow in a reading comprehension, below are the some of the approaches that one must try.

1. Instead of reading the entire passage, read critically the first and last paragraph of the reading comprehension. Generally what the author is saying can be identified in the first few lines of the passage, which in case of longer passages, becomes roughly 1/3rd of the passage. For the rest passage examine hastily, what the author has said about the subject.

Also for longer passages, try to put down in 10-15 words, for each paragraph, what you feel are the central points of the passage.

2. The next thing in this approach is to identify the structural words that tell you the important Ideas or transitions in a passage. These structural words play a specific role in a sentence and paragraph.

These three kinds of words describe three roles that words can play in a paragraph.

For e.g.

Continuity words: The author would support his point of view further.

Contrast words: The author would introduce a contradictory point of view.

Conclusion words: The author would sum up his argument so far.

3. Further try to recognize the words that represent positive and negative role in the passage. These words will let you decide whether the author is for or against the subject. Thus these words help you establish the motive of the author.

4. Whenever a question is asked on a phrase given in the passage, just read the three lines above and below that phrase to have an idea of what is implicit from that phrase.

5.4 STRATEGIES TO ANSWER

Now let's discuss how one should attempt reading comprehension questions in the Exam. Generally, there are two ways in which a reading comprehension can be attempted which are given below:

1. PQ Approach (passage first, then the questions)
 - Read the entire passage thoroughly first and then read the questions

- Skim & Scan through the passage and keep going back and forth with questions and passage
 - Read the first two paragraphs, scan all the questions and see what you can answer, then read Para three & four, scan the questions and see what you can answer, then read Para five and six.
2. QP approach (questions first, then the passage)
- Read all the questions with their answer options first and then the passage
 - Read question one with all the options, then go through the entire passage to answer it. Then read question two, go through the entire passage. Then question three.
 - Just read all the question stems, without reading the answer options. Then read the passage and try answering the questions by reading them with the options.

After practicing all above strategy and approach, here is a list of tips you must follow while doing a reading comprehension.

1. Read the question first. Why you have to read the question before the going through the passage? Because it saves time to know what you are reading for!
2. Make sure you understand the question. Underline the key word(s) in the question and look in for the key words in the passage. What kind of information will you need to gather when you read? Will you be looking for facts? Or will you be using the passage to come up with your own answer?
3. Now, Read the passage. Read the passage as quickly as you can. Look for the answer as you read. When you find the answer, take notice of it, but -- and this is important -- don't stop reading yet! Read to the end. That way you can be sure that your answer is the best, most complete answer possible.
4. Try to get a general idea of the passage. You are not expected to know the meaning of all the words in the passage. Use the key words from the question to locate the answer in the passage as discussed.
5. Never apply your own knowledge to the given passage. Confine your understanding to the given passage only.

5.5 SAMPLE PASSAGES

Unseen Passage

The election hullabaloo has meant that economic issues have taken a back seat, and open public discussion about future economic policies has been relatively absent. This is surprising, because even the (admittedly problematic) opinion polls brought out by various media organizations regularly describe economic issues such as price rise and lack of employment opportunities as major concerns at least in voters' minds. Very few of the major parties have come out with clear programs about what exactly they plan to do to address the complex set of problems currently faced by the Indian economy, and those that have done so (such as the Left parties) have got minimal press coverage. But, in fact, whatever new government is formed is going to face quite formidable challenges, both immediately and in the medium term. And these complex challenges are, unfortunately, ignored by both the misleadingly wishful and vague "ache din ayenge" slogan of the major opposition party and the defensive posturing of the ruling party.

The immediate problems are obvious. The mainstream media has been most concerned about the flagging rate of output growth, which is reflected in flat or declining industrial production over the previous year and decelerating exports. Declining rates of fixed investment are likely to have an impact on both infrastructure conditions and productive capacity in the coming years. Agricultural growth has recovered in the current year, but mainly because of the munificence of the 2013 monsoon, underlying the agriculture's continued dependence on wayward weather conditions. This dependence is a source of concern not only in itself but because of prognosis of the deleterious effects of El Nino on the coming monsoon, which would, in turn, affect prospects for crop production in the coming year. And it is a pointer to how, overall, the condition of cultivators in India still remains fragile. The other palpable problem is the continued high rate of inflation, particularly consumer price inflation, which has led to the situation being described as a stagflationary one (decelerating output growth accompanied by relatively high inflation). It is evident that this is really cost-push inflation, driven by increases in fuel prices and by prices of food items. So the focus of the government should be on addressing these elements, by improving conditions of agricultural supply and reducing the global impact of volatile food prices, and creating a mechanism of administered fuel prices that does not expose Indian consumers (most of whom have per capita incomes that are a small fraction of the global average) to high and volatile global oil prices. Yet thus, far, the official response has been to treat inflation control as the sole domain of the central bank, in a peculiar and inevitably unsuccessful version of inflation-targeting that causes interest rates

and monetary policy to be the only policy instruments to be utilised. This blunt strategy affects investment and economic activity adversely, and does not really control inflation since the cost-push forces thereby deteriorate further. So the next government will have to have a more effective strategy to address inflation.

On the basis of the above passage, answer the following questions:

✓ Put a tick on the right options

- 1) Which among the following facts about most Indian political parties has been asserted by the author?
 - ✓ a. They are doing everything to make India self dependent
 - b. They are not focusing on the economic policies
 - c. They are giving private sector more freedom
 - d. They have a very bright vision for India
 - e. They are engaged in malpractices

- 2) Which of the following statement is false regarding India's agricultural sector?
 - a. It largely depends on weather conditions
 - b. El Nino would affect crop production in coming year
 - ✓ c. Monsoon of 2013 prevented agriculture to recover in the current year
 - d. Condition of cultivators is still fragile in India
 - e. The prospect of crop production in coming year is not bright.

- 3) What is stagflation as per the passage?
 - a. Higher output growth with high inflation
 Ans: Higher inflation with lower output growth

- 4) Which among the following option (s) is/are true in regard to the strategies used by RBI to control Inflation as per the passage?
 - a. RBI considers controlling Inflation as its sole domain
 - b. RBI incorporates interest rates and monetary policy as its only policy instruments to control Inflation.
 - c. RBI's policy action lead to further deterioration of cost push forces
 - d. RBI's strategies affect investment and economic activity negatively
 - ✓ e. All of the above

- 5) Which among the following option (s) is/are true regarding the employment generation in India as per the passage?
 - a. The growing number of labour forces in India
 - b. Employment generation schemes undertaken by the Indian ministry is influenced by the State cooperatives.

- √ c. Employment generation policies do not have an immediate effect in India.
d. There is a scarcity of informal activities in India
e. All of the above
- 6) Which of the following is farthest in meaning to Formidable as used in the passage?
- a. Horrible
√ b. Feeble
c. Alarming
d. Impregnable
e. Appalling
- 7) Which of the following is farthest in meaning to Fragile as used in the passage?
- √ a. Robust
b. Tenuous
c. Fatal
d. Liberal
e. Insignificant
- 8) Which of the following is farthest in meaning to Deleterious as used in the passage?
- a. Baleful
b. Jeopardizing
√ c. Favorable
d. Pernicious
e. Noxious
- 9) Which of the following is closest in meaning to Palpable as used in the passage?
- a. Concealed
b. Apparent
√ c. Obvious
d. Ambiguous
e. Disguised
- 10) Which of the following is closest in meaning to Dire as used in the passage?
- a. Customary
b. Abject
√ c. Terrifying
d. Ridiculing
e. Favourable

Exercises for Practice

1) SO, YOU WANT TO BE A CARTOONIST?

What writers struggle to express through numerous newspaper columns, the cartoon manages in a pointed one-liner. Little wonder then, that the first thing most of us like to see when we pick up a newspaper is the cartoon. Simple though it may seem, making a cartoon is an art that requires a combination of hard work, training and a good sense of humour. Cartoonists say that the cartoons that make us laugh the most are in fact the cartoons that are hardest to make. Even celebrated cartoonists like R.K. Laxman admit that making a cartoon is not a piece of cake. Laxman says he has to wait for over six hours, which includes spending a lot of time scanning newspapers and television channels before any idea strikes him.

So how does one become a cartoonist? Which of us has the talent to make it? How can we master the rib-tickling strokes and the witty one-liners? How can we make people smile or laugh? There are few colleges or schools for cartoonists. Most cartoonists come from art colleges, while some learn the craft on their own. Most established cartoonists are of the view that no institute can teach you to make a cartoon. "You can pick up the craft, you may learn to sketch and draw in institutes, but no one can teach anyone how to make a good cartoon," says Uday Shanker, a cartoonist with Navbharat Times. While basics, like drawing and sketching can be learnt in an art college, and are important skills, these alone, do not make a good cartoonist. Because it's a question of one's creativity and sense of humour; two qualities one simply may not have. The advice established cartoonists give is that just because you can sketch, don't take it for granted that you will become a cartoonist. Read the questions given below and write the option you consider the most appropriate in your answer sheet.

- (a) What, according to Laxman, is the challenge in creating a good cartoon?
- (b) Which of these words BEST describes this passage?
- (i) humorous
 - (ii) technical
 - (iii) challenging
 - (iv) informative

- (c) Of the many qualities that cartoonists should have, which of the following is not referred to directly but can be inferred from the passage?
- (i) knowledge of current
 - (ii) knowledge of educational technologies. institutions.
 - (iii) knowledge of news and
 - (iv) knowledge of different current affairs. languages.
- (d) According to the passage, which group of people is of the opinion that one cannot learn to make a cartoon in institutions?
- (i) many struggling writers.
 - (ii) highly creative artists.
 - (iii) well-respected cartoonist.
 - (iv) all newspaper editors.
- (e) "Don't take it for granted that you will become a cartoonist." Choose the option that is closest in meaning to the sentence.
- (i) Don't assume that you will
 - (ii) Don't hope that you will become a cartoonist. become a cartoonist.
 - (iii) Don't believe that you will
 - (iv) Don't imagine that you will become a cartoonist. become a cartoonist.

2) Ulhas Mandlik, 35, a power-loom owner from Ichalkaranji, Maharashtra, and his mother were homeward-bound one evening when heavy rain forced them to take shelter beneath a bridge. Not far away, a small group of labourers huddled together under a part of the cement housing above a 16 metre deep well used to pump water for irrigation.

Suddenly, Mandlik and his mother heard the labourers scream. When the two got to the well, they were told that a five year old boy named Hariya had fallen in through a side opening in the structure. Ignoring his mother's fears, Mandlik quickly knotted together lengths of flimsy rope belonging to the labourers and asked them to lower him into the dark well. "I hope the rope holds," he thought. As he descended, Mandlik noticed the metal rungs on the wall of the well. He grabbed hold of one and started climbing down, when he saw the boy clinging to a pipe running up the well's centre. Grabbing the child, Mandlik started to climb praying that the old rungs wouldn't give away and plunge them both into the churning water below. Their luck held and within a few minutes, Mandlik clambered to ground level and handed over Hariya to his sobbing father.

The man fell at Mandlik's feet and offered him some money as a reward. Refusing the cash, Mandlik took Hariya and his family to a nearby eatery and offered them steaming tea to warm them up. Several organisations have honoured Mandlik for his bravery and presence of mind on that wet day three years ago. "I am happy I was at the right place at the right time," he says, "and was able to return a little boy to his family."

Read the questions given below and write the option you consider the most appropriate in your answer sheet.

- (a) What first drew Ulhas and his mother to the well?
- (b) What were Ulhas' mother's fears really associated with?
- (c) Which of the following could be a learning from the report?
 - (i) it is best not to involve oneself
 - (ii) one should not take shelter even in situations involving others. beneath a bridge in the rain.
 - (iii) one cannot predict when an
 - (iv) metal rungs alongside the wall of accident may befall any person. a well may not always be useful.
- (d) Which of these expressions best describes Ulhas in view of this incident?
 - (i) disregard for an elder's
 - (ii) disbelief in one's own abilities. warnings.
 - (iii) faith only in prayers for
 - (iv) concern for others with no success. expectations.
- (e) Which of these did Hariya's father express on receiving his son?
 - (i) gratitude.
 - (ii) relief.
 - (iii) anxiety.
 - (iv) peace.

3) New Delhi: Atithi Devo Bhavah. To make visitors to the city feel welcome during the Commonwealth Games, India Tourism Development Corporation (ITDC) is set to train taxi and auto drivers, CISF personnel posted at monuments, dhaba owners, hotel staff etc. Participants will be taught English as well as courtesy and ways to communicate with tourists. At present, there is a shortage of trained guides in the city and with Commonwealth Games drawing close, the issue has to be addressed promptly.

With hundreds of historical sites to visit and each monument boasting its own unique history, foreign nationals are often left to fend for themselves and depend on tourist books and brochures for information. Language is another problem. Quite a contrast to facilities offered in tourist sites in western countries, where trained guides-proficient in several languages-are easily available to aid visitors apart from group-guided trips at regular intervals. Although the Archeological Survey of India (ASI) plans to introduce audio guide services in five languages at some world heritage sites our experts point that not a single monument or tourist place in the city has an interpretation centre where tourists can come and get all information pertaining to a particular site. ASI is also in the process of bringing out more brochures and guides for foreign visitors in the city. Experts say such facilities are crucial if the government wants to promote Delhi as a 'heritage city'. Various agencies like INTACH are also involved in the plans.

Under ITDC's plans, etiquette training for the Games will also be provided to residents who offer rooms to foreigners under Delhi government's bed and breakfast scheme. "House-owners will be given hospitality related training and a brief of Indian tourism scenario. Most visitors generally question their hosts on information about the city so they will be provided information on the golden triangle- Delhi, Agra and Jaipur as well as where tourists should go visiting in Delhi," said an official.

Read the questions given below and write the option you consider the most appropriate in your answer sheet.

- (a) What are the initiatives to be taken up by the India Tourism Development Corporation to make the visitors feel welcome during the Commonwealth Games?
- (b) How have the western countries managed to offer aid and better facilities to their tourists?.
- (c) Apart from the guides and the guided tours, Archeological Survey of India has expressed the need for establishing _____ at historical sites to help tourists.
 - (i) interpretation centres.
 - (ii) rehabilitation centres.
 - (iii) cessation centres. (iv) training centres.
- (d) What steps have been taken by ASI to promote Delhi as a heritage site?
 - (i) making brochures very informative and training the residents.
 - (ii) bringing out more brochures and involving other agencies in planning and visitor management.

- (iii) offering tourists all sources of comfort for their stay and visits to historical sites.
- (iv) providing owners of bed and breakfast homes information about Delhi, Agra and Jaipur.
- (e) _____ are to be provided to residents who offer rooms to foreigners under ITDC's plan.
 - (i) comfortable stay, friendly and hospitable treatment
 - (ii) etiquette training, hospitality treatment
 - (iii) better tourist guides and interpretation centres
 - (iv) visits to the golden triangle cities.

4) Surgical Instruments Designed Due to Necessity
Necessity, they say, is the mother of invention. And Indian doctors have been quite creative when hamstrung by few or no tools to perform specific surgeries. They simply design it themselves at one-fourth the price they are sold abroad. In fact, some of their innovations are priced at as much as hundreds of dollars abroad.

Take 47-year-old Dr Burjor P Banaji, pioneer of Lasik surgery in India. He's invented over a dozen surgical instruments. When this senior eye surgeon at Max Eye Care started Lasik, there were few surgeons doing it worldwide and no specific instruments were available either. "As I want things super-perfect, I designed a whole slew of instruments that made my surgery more efficient," says Banaji. The most popular instruments are Banaji Lasik Shield and Banaji Lasik Spatula and Canulae. "It was simple. I had the designs in my head. Putting them down on paper was the simplest thing," he says. Instruments manufacturers and large multinationals in the US snapped them up. "They would send me computer generated drawings which I would correct and send back. Their level of execution was astounding. Within two weeks of the designs being finalised, the instruments were in the world market."

His instruments are priced at hundreds of dollars each in the US, and are also sold in Switzerland, South America, Korea, Eastern Europe, Africa and Japan. They're available in India at a fraction of the price.

Shobha John/TNN

Write the option that you consider the most appropriate in your answer sheets

- (a) Why have some Indian doctors created their own surgical tools?
- (b) What has Dr Burjor P Banaji created?

- (c) Where does Dr Banaji get the instruments manufactured?
- (i) India
 - (ii) the United States of America
 - (iii) Switzerland
 - (iv) Japan
- (d) The term hamstrung refers to
- (i) restricted
 - (ii) helped
 - (iii) harmed
 - (iv) liberated
- (e) What does the phrase slew of instruments refer to?
- (i) a wide range of instruments
 - (ii) instruments used for slaying
 - (iii) tools of a similar nature
 - (iv) surgical instruments

5) Alfred Hitchcock was a man with vivid imagination, strong creative skills and a passion for life. With his unique style and God-gifted wit he produced and directed some of the most thrilling films that had the audience almost swooning with fright and falling off their seats with laughter. Alfred Hitchcock was greatly influenced by American films and magazines. At the age of 20, he took up a job at the office of Paramount Studio, London. Using imagination, talent and dedication, he made each of his endeavours a success. He took great pleasure in working in the studio and often worked all seven days a week. He moved to the USA in 1939 and got his American citizenship in 1955. Here, he produced many more films and hosted a weekly television show. No matter from where his ideas came, whether a magazine article, a mystery novel or incident, his films had the typical "Hitchcock touch"-where the agony of suspense was relieved by interludes of laughter! Hitchcock was knighted in 1980.

Write the option that you consider the most appropriate in your answer sheets.

- (a) What qualities helped Hitchcock achieve success?
- (i) his imagination, creativity and passion for life
 - (ii) his hard work, his imagination and his sense of humour
 - (iii) his creativity, his passion for life and his sense of humour
 - (iv) his imagination, his talent and his dedication

- (b) What is Alfred Hitchcock famous as?
 (i) writer
 (ii) film producer
 (ii) Television actor
 (iv) film actor
- (c) What did the typical Hitchcock-style of film-making include?
 (i) fear and passion
 (ii) fear and humour
 (iii) suspense and humour
 (iv) fear and suspense
- (d) What did Alfred Hitchcock do in United States?
 (i) He produced films and read magazines
 (ii) He produced films and television serials
 (iii) He read magazines and saw films
 (iv) He produced films and hosted a television show
- (e) What does the word swooning mean?
 (i) fainting
 (ii) falling
 (iii) hiding
 (iv) becoming conscious
- 6) I was overwhelmed with gratuitous advice. Well-meaning yet ignorant friends thrust their opinions into unwilling ears. The majority of them said I couldn't do without meat in the cold climate. I would catch consumption. Mr. Z went to England and caught it on account of his foolhardiness. Others said I might do without flesh but without wine I could not move. I would be numbed with cold.

One went so far as to advise me to take eight bottles of whisky, for I should want them after leaving Aden. Another wanted me to smoke, for his friend was obliged to smoke in England. Even medical men, those who had been to England told the same tale. I replied that I would try my best to avoid all these things, but if they were found to be absolutely necessary I did not know what to do. I may here mention that my aversion to meat was not so strong then as it is now. I was even betrayed into taking meat about six or seven times at the period when I allowed my friends to think for me. But in the steamer, my ideas began to change. I thought I should not take meat on any account. My mother, before consenting to my departure, had exacted a promise from me not to take meat. So, I was bound not to take it, if only for the sake of the promise. The fellow passengers in the steamer began to advise us (the friend who was with me and myself) to try it. --
M K Gandhi

Write the correct option in your answer sheets

- (a) The advice the narrator received from his friends was NOT.....
- (i) well-meaning
 - (ii) uncalled for
 - (iii) sought after
 - (iv) given by friends
- (b) When was the narrator offered the advice?
- (i) when he was leaving for England
 - (ii) when he was in Aden
 - (iii) when he had started eating meat
 - (iv) when he was on the steamer
- (c) Why did the narrator's friends advise him to take meat?
- (i) everyone in England ate meat
 - (ii) meat would cause consumption
 - (iii) meat-eating would keep him healthy
 - (iv) he would find it tasty
- (d) The narrator was reluctant to eat flesh as
- (i) he had never eaten it before
 - (ii) he did not like the taste
 - (iii) it was not available on the steamer
 - (iv) he had promised his mother he would not do so
- (e) What does the term consumption here refer to?
- (i) eat
 - (ii) give up
 - (iii) a disease
 - (iv) cold

5.6 LET US SUM UP

- Reading comprehension is a passage given in the exam paper
- Reading Comprehension is the ability to read text, process it and understand its meaning
- While solving look out for main ideas and tone of the author
- Use vocabulary in context to understand the passage



SUMMARIZATION

Unit Structure :

- 6.1 Objectives
- 6.2 Introduction
- 6.3 What Is Summary Writing?
- 6.4 Why Summarise?
- 6.5 Characteristics Of A Good Summary
- 6.6 Steps to Follow Before Writing a Summary
- 6.7 Steps to Follow While Writing A Summary
- 6.8 Examples
- 6.9 Exercises
- 6.10 Let us sum up

6.1 OBJECTIVES

The Objective of this Chapter is to help learners understand the importance of summary writing, as it is an integral part of the 'Reading Comprehension Skills' and understanding the aptitude of scanning and skimming. By finding the key points and the main idea words, students gradually can become more skilful readers. Emphatically writing it concisely with precise vocabulary enhances one's writing skills.

6.2 INTRODUCTION

This chapter introduces the students to the concept of Summary writing and how and why it is important in today's English Language analysing and understanding. A summary writing definitely will help students comprehend and correspond better which is indeed an integral part of one's communicative skill and personality development.

6.3 WHAT IS SUMMARY WRITING?

Summary is the compressed version of a larger reading. Usually it is the short description of a story or a piece of writing where only the central idea and the supporting information are included. The original piece should not be rewritten and one should

express the main idea and the relevant details in one's own words. The objective of writing a summary is, thus, to express in short and in one's own words what the writer wants to correspond in the piece of writing.

Writing a good summary definitely demonstrates that one has very thoroughly understood the text and is capable of communicating that understanding to the readers. Initially summary writing might seem to be a complicated form of art because it's often tempting to include most of the information or not to include anything at all. But it is this balancing of the important and the unimportant context that supports in creating a perfect summary. Knowing which points to include is undoubtedly important, but knowing what to leave out may be even more helpful.

6.4 WHY SUMMARISE?

Writing a summary is definitely an important skill that students can use throughout their academic career and even later. In addition, summarizing undoubtedly improves reading skills as students pick out the main ideas of a text through proper reading and analysing. It also helps with vocabulary skills as students paraphrase the reading material, altering the vocabulary and grammar as they do so.

In addition, critical thinking skills are improved as students decide on the central ideas of the text that should be included in the summary. Finally, writing and editing skills are enhanced as students draft and edit the summary. And if students work with peers throughout the writing and revision process, it helps with cooperative learning.

6.5 CHARACTERISTICS OF A GOOD SUMMARY

- Can be understood without the reference to the original
- Is an accurate replica of, or contains only the ideas or information of, the original
- Is concise without any unnecessary detail
- Is a clear, cohesive and complete piece of writing

6.6 STEPS TO FOLLOW BEFORE WRITING A SUMMARY

1. **Skim the Text** – First try to understand the piece of the text and focus while reading, without taking down notes. It should just be a reading to get one's mind around the main points.

2. **Read the piece thoroughly** – To understand the specifics of the piece the content should be thoroughly read again. Notes should be taken down and key passages should be highlighted. Even one should divide the parts and sections and the author's main idea should be taken into consideration.
3. **Outline the Text** – the support points should be noted down using one's own words.
4. **Read, Mark and Annotate the original** – Highlight the Topic sentence, highlight the key points/key words/phrases, highlight the concluding sentence, and outline each paragraph in the margin.

6.7 STEPS TO FOLLOW WHILE WRITING A SUMMARY

1. **Clearly identify the work** – There should be a clear identification of the work which will automatically let the readers know that one is summarizing a piece of another writer's work. The source (author – first/last name, title, date of publication, volume number, place of publication, publisher, URL, etc.) should be clearly mentioned.
2. **Summarize the piece as one whole** – Omit nothing important and one should strive for overall consistency through suitable transitions. While summarizing language like 'the article claims' or 'the author suggests' can be used. The ideas should be presented in a neutral fashion without including one's opinions or ideas or interpretations. And should be concise as far as possible.
3. **The lay out** – The main idea of the original should be paraphrased. The major supporting points should be in outline form. The major supporting explanations (example – reasons, causes or effects) should be properly connected.
4. **The writing tips** –
 - Should be written in the present tense.
 - Should be ensured that the author and title of the work are included.
 - Should be concise: definitely a summary should not be equal in length to the original text.
 - If the words of the author are used then that should be cited.
 - Own opinions, ideas, or interpretations should not be put into the summary. The purpose of writing a summary is to accurately represent what the author wants to say and not to provide an analysis.

5. **Conclude with a final statement** – It should not be one's own point of view, however it should reflect the significance of the article from the author's standpoint.
6. **Check for accuracy** – Check for accuracy without jumping to any immediate conclusion. It should be checked that nothing is omitted and no personal interpretation is in any way expressed.
7. **Revise the work** – Now that the work has been monitored for accuracy and efficiency of tone and writing, one should finally check the spelling, grammar and punctuation errors.

6.8 EXAMPLES

I. Summarize the following article about the reasons for child abuse in not more than 120 words.

The childhood years are supposed to be the best times of one's life; playing and having fun. Yet there are many children who are deprived of this childhood. They are tortured and verbally and physically abused.

There is no reason or excuse for child abuse. Abusers claim they do it because of the stress of work. Child-abusing housewives say they feel harassed by a crying child and are unable to curb their own fury, especially if no support is received from anyone. This is not surprising since support is extended to a victim of child abuse more readily than to the perpetrator. Occasionally, parents may vent their frustrations on their child if they fight and quarrel with each other. In cases like there, it is the children who are the victims. In this modern age where both parents are usually holding jobs, children are left with babysitters and nurseries. Abuse by these carers may occur when there are too many children to be minded. The disappearance of the extended family system is partly to be blamed for these incidents.

Crowded homes and financial problems can also lead to child abuse. When there are too many mouths to feed, parents feel the pressure and vent their anger on a child. Substance abuse is another factor which increases the incidents of child abuse. Under the influence of alcohol or drugs, a parent may not know what he or she may be doing. Or, rather, knows what he or she is doing but is not bothered at all. A drug addict may experience mood swings and is easily provoked by a crying baby. Thus we see and read horrifying reports of a child being savagely tortured and dumped elsewhere, like garbage.

Psychologists believe that child abusers may have been victims of abuse themselves. Thus, in anger and hatred, they repeat the vicious cycle of abuse. Some have no love for the children they abuse. Some have been brought up to believe that

children should be beaten in order to maintain control. These are troubled people who need help.

A home is supposed to be a haven where a child ought to feel safe and secure. Unfortunately, more often than not, the home is also where a child is abused. Whatever the reasons for the abuse, something must be done to stop the cruelty and help these parents who simply cannot cope with parenting. Parents-to-be should be counselled and inculcated with parenting skills. The Child Protection Act which was passed in Parliament in 1991 does not effectively prevent child abuse. Stricter enforcement is necessary. Thus, it requires a commitment from each individual to help families with victims. And troubled parents are the perpetrators.

Answer

Child abuse can occur when parents are unable to cope with stress from work and family commitments. It may also occur when children are left with child-minders who may be too busy with other kids. Parents who have financial problems may take it out on the children. Substance abuse may also result in child abuse where the addicts many not know what they are doing till it is too late. Another reason could be due to these child abusers being victims of child abuse themselves. They treat their children the way they were treated and it becomes a vicious cycle. Positive steps should be taken to support and help parents or guardians to cope with parenting. (116 words)

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II. Summarize the following article about bacteria in not more than 120 words.

Bacteria are the smallest living things with a cellular structure; each individual bacterium consisting of one single colorless cell, which is usually either spherical or rod-shaped. Individual bacteria measure from 0.0001 inches to 0.00001 inches in length, so they can be seen only with the help of a high-power microscope. They are so small that they can float in the atmosphere, usually as 'passengers' on dust particles, up to a height of several thousand feet, except immediately after a heavy downpour, when the air is washed clean.

Bacteria are present in all natural as well as in drinking water that has not been purified or bailed. A large number of bacteria live in the soil, down to a depth of several feet, and they are particularly abundant in faeces and sewage. Thus, living bacteria are always present on the surface of our bodies and on everything around us, but they are seldom found inside the tissues of healthy plants and animals.

Since most kinds of bacteria contain no chlorophyll, they cannot use light energy and Synthesize their food. They have to get their food in other ways, mostly ready-made by other living things. Like plants, it can only take in dissolved food. A majority get their supply from dead remains of other organisms.

Bacteria reproduce by dividing into two, and these new individuals grow so quickly that they are ready to divide again in about half an hour. Hence, in ten hours, under the most favorable conditions, a single bacterium can produce over a million bacteria. That is one reason for it being so difficult to ensure any object is completely free from any kind of living organisms. In addition, some forms of bacteria have a waxy envelope outside their cell wall and are thus more difficult to kill.

Few bacteria can long survive a temperature above 80°C in the presence of moisture. Hence, when food items are boiled, nearly all the bacteria present are killed. Pasteurization is a milder heat treatment that destroys the bacteria in milk. The rate of multiplication of bacteria is greatly slowed down at temperatures below 10°C. This means that food will remain unaffected by bacteria in a refrigerator. Drying is also another method of preserving food and this dehydration of foodstuff prevents bacteria from growing and multiplying as there is insufficient moisture.

Answer

Bacteria are tiny colorless cells that cannot be seen with the naked eye. They are found everywhere in the atmosphere, in our water as well as in the soil. However, they are seldom found inside the tissues of plants and animals. They are unable to produce their own food and so they rely on other living things. Their reproduction process is through division of cells and this happens very quickly, making it difficult to kill them. However, most bacteria are unable to survive at high temperature in water. Their reproduction process is also slowed down when it is extremely cold. Dehydration of foodstuffs will also stop the multiplication process as there is insufficient moisture for the bacteria to grow. (119 words)

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6.9 EXERCISES

I. Summarize in not more than 120 words, describing the life in deserts.

As what geographers have estimated, about twenty percent of the earth's surface is occupied by deserts. A majority of us view deserts as one unique kind of landscape -- areas with little or no rainfalls. In actual fact, there are differences between the deserts, though in varying degrees. While it is common for laymen like us to see deserts as rocky or covered with gravel or pebbles, there is

some where large sand dunes inhabit. Despite the fact that rainfall is minimal, temperatures do change in deserts, ranging from seasonal ones to daily changes where extreme hotness and coldness are experienced in the day and night.

Unfavourable conditions in the deserts, especially the lack of water, have discouraged many living things from inhabiting these landscapes. Nevertheless, there are exceptionally surviving ones which through their superb tactics, have managed to live through and are still going strong. One such kind is the specialist annual plants which overcome seasonal temperature changes with their extremely short, active life cycles. In events of sudden rain, the plant seeds pullulate and grow very quickly to make full use of the rain water. Their flowers bloom and set seeds that ripen quickly in the hot sun too. Once the water runs dry, the mother plant dies, leaving behind the drought-resistant seeds, waiting patiently for the next rainy season to arrive.

The Cacti, a native in American deserts, adapts to the dry surroundings by having unique body structures. The plant has swollen stems to help store water that carries it through months. By having sharp pines instead of leaves, water loss through respiration is minimized. Besides, these pointed pines also help the plant ward off grazing animals, thus enhancing its survival period.

Besides plants, there are also animals with distinct surviving tactics in deserts too. For instance, Skinks (desert lizards) metabolize stored fats in their bulbous tails, producing water to supplement their needs, just like what camels do with the stored food in their humps during long journeys through deserts. Antelopes like the addax, have very low water needs and hence are able to tolerate the conditions in deserts, extracting moisture from the food they eat.

Finally, there are the sandgrouses (desert birds) which do not have special features to overcome the drought-like nature in deserts. Hence, to survive in these hot, dry deserts, they need to spend a large part of their time flying in search of waterholes.[www.caribexams.org › ... › Summary writing]

II. Summarize in not more than 120 words, the advantages and disadvantages of advertisements.

We are bombarded by many advertisements every day. Vendors try all means and ways to gain our attention and sell us their products or services. Advertisements appear everywhere; on television programs, radios, in the papers, magazines, pamphlets and so on.

Advertisements are actually very useful though we sometimes feel annoyed when they interrupt our favourite television programs. They provide us with free information on the products and services. There are two types of advertisements. The informative advertisements are the ones which provide us with the details of the products or services. This information is especially useful if the product or service is new. For instance, when we need to buy a computer, advertisements describing the latest models and their different functions would be extremely helpful. However, only a minority of the advertisements are informative ones. Many of them belong to the second category -- the persuasive kind. These advertisements not only tell us more about the products, at the same time, they persuade customers to buy them by claiming that their products are superior to the rivalry ones. These claims may sometimes be untrue.

Besides being informative and persuasive, advertisements also help to subsidize the prices of magazines and newspapers. Our newspapers are sold at a low price of about one dollar, owing to the advertisements in the papers; otherwise, the price would have been higher.

While advertisements can be good helpers for shopping, they do have their shortcomings. Most advertisements aim to sell only. Faults of the products or services are usually hidden from the consumers. Hence, sometimes, we feel deceived if the product or service we bought does not turn out the way the advertisements claim to be.

Sometimes, advertisements by rival competitors can get very intensive, especially when there are many firms producing similar products. One common example is the washing powder. There are so many advertisements for the different brands that customers sometimes get confused over what they should buy. Furthermore, having more advertisements would mean that the production cost of the firm would be increased. These rises in cost are usually passed on to the consumers in the form of higher prices.

Hence, in conclusion, though I do advocate advertisements, I do not deny their flaws. Without them, we might have to buy things based on incomplete information or go through more complicated ways before getting to know the products or services. On the other hand, too many advertisements also complicate our buying decisions. So I would say that we cannot live without advertisements but we must be careful how we live with them.

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6.10 LET'S SUM UP

- A summary is a shortened passage, which retains the essential information of the original. It is a fairly brief restatement – in one's own words – of the contents of a passage.
- Note: One simply has to report back what the writer has said, without making any kind of significant opinions or judgments.
- It's a skill worth the time and effort as students will use it throughout their academic careers and even later. It also provides benefit in reading, writing and critical thinking skills.



OFFICIAL CORRESPONDENCE

UNIT STRUCTURE

- 7.0 Objectives
- 7.1 Introduction
- 7.2 Basic Principles of Business Communication
- 7.3 Parts of a Letter
- 7.4 Layouts of Letter
- 7.5 Types of Letter
- 7.6 Lets Sum Up
- 7.7 Unit End Exercises

7.0 OBJECTIVES

This unit will make learners familiar with the concept of official business correspondence, its importance and the way it is carried out. Learners will understand the structure of a business letter, its various parts, and their use. They will know the basic seven principles of communication, their significance and use in writing an effective business letter. The unit will also familiarize learners with different formats of a business letter, used throughout the commercial world. This unit will also introduce learners to a few common types of business letters, written in the course of routine business activities. A few samples of letters are given in this unit to help learners to understand how to write a standard business letter of the given type. The unit end exercises are devised to give them the practice of writing the concepts and letters both.

7.1 INTRODUCTION

Official correspondence is an integral part of business activities. Business letters are written by individuals to organizations, organizations to organizations, or organizations to stakeholders. They provide means communication, scope for feedback, help to build professional relationships, concrete record, and legal validity. Even in today's fast moving and constantly connected world of internet, business letters are not only unavoidable, but vital. It is therefore important to know how to write an effective business letter.

7.2 BASIC PRINCIPALS OF BUSINESS COMMUNICATION

According to Microsoft Office Online, at least one third of all office work is letter writing. A business letter represents both the employee and the employer. A business letter is a formal communication. One must balance the objective and professional writing with personal touch. There are few basic principles of good and effective letter writing. They are called seven C's of communication. They are as follows.

1) Clarity

It means that the message should be clear and easy to understand. The language used should be simple and unambiguous. There should be clarity in thoughts and ideas. Too many ideas crowded together dilute the message and may make it ambiguous. The message needs to come out clearly from the communication rather than the recipient having to assume things and coming back to you for more information. It saves cost and the time of both, the sender and reader.

2) Completeness

A complete message contains all the information the reader needs in order to know and respond to sender or take the action. The message must be complete and prepared as per to the receiver's requirements. Having all desired and crucial information, helps in better decision-making. The sender should give additional information since the receiver may need it. It saves the time and efforts of receiver to communicate with sender in order to ask for it.

3) Correctness

Correctness implies correctness of information and its presentation. Information presented should be factually correct, and supported by proof. It should be grammatically correct as minor errors like spelling mistakes and incorrect grammar can ruin the credibility of the sender. It is important to get the structure of the presentation correct as it helps the reader to understand it with ease. A correct use of language increases trustworthiness and the receiver will feel that they are taken seriously.

4) Conciseness

The principle of conciseness implies economical use of words. A business correspondence is differentiated from the personal one by its objective nature and short length. The message should be conveyed in least possible words. Lengthy sentences, unnecessary explanations, repetitions, and irrelevant data should be avoided. Conciseness is a necessity for effective communication. It is both time-saving as well as cost-saving. Since

a concise message is to the point, it is more appealing to the reader and keeps him focused on main message.

5) Courtesy

Courtesy implies being aware not only of the perspective of others, but also their feelings. It is not mere superficial politeness through socially accepted manners, but one that grows out of respect and concern for others. Courteous communication is friendly, open, and honest without flattery, hidden insults or passive-aggressive tones. You keep your reader's viewpoint in mind, and you're empathetic to their needs. Courtesy keeps the message positive and focused at the audience.

6) Concreteness

Concreteness means being specific, definite, and avoid being vague and general. Concreteness reduces the possibility for misinterpretation and substantiates sender's stand.

7) Consideration

Consideration also known as "you principle" means having regard for the receiver's opinions, knowledge, mindset, background, etc. in order to have an effective communication. In order to communicate, the sender must relate to the target recipient and be involved.

7.3 PARTS OF A LETTER

A business letter has a specific structure and it is written systematically. These guidelines are accepted globally. They create uniformity in business letters, which help readers to follow and understand them easily.

Compulsory or Standard Elements of a Letter

The elements that form the basic structure of a business letter are called compulsory or standard elements of a letter. They are essential parts, without which a letter cannot be created.

1) Heading or Letter head

The heading, also known as head address or letter head contains information relating to the name of the organization and its address. It is sender's address. Companies usually use stationary where heading or letterhead is specially designed at the top of the sheet. If the company does not have letterhead, the company's full name and address should be typed at the top of the page. The letterhead includes following details.

- a) Name of the organization
- b) Address of the organization

- c) Phone and fax numbers of the organization
- d) Website address and Email ID of the organization
- e) Logo of the organization (if present)
- f) Registration Number of the organization (optional)
- g) Year of Establishment of the organization (optional)

A standard example of the letterhead is given below.

STELLAR COMPUTERS LIMITED

Registered Office: Mayfair Apartments, 1, 2/ C Block,
Navaroji Street, Off Colaba Causeway, colaba, Mumbai-400005
Phone- (022)22154989, 22161129
Fax- 022-21412781
Email- stellcomp@vsnl.com
Website- www.stelco.com

2) Date line

Date is an important element of a business letter. Date enables quick references in future and helps in prompt action and orderly filing. The date consists of day, month and year on which the letter is signed. Place of date in a letter depends upon the style of the letter used. Following are two ways of writing date in a letter.

01 December 2017 (day, Month, Year format)

Note that comma is not used anywhere in this format

December 01, 2017 (Month, day, Year format)

Note that, a comma is used to separate day and year.

3) Inside Address

This is receiver's address. It includes name, designation and full address of the receiver. It is written one space below the dateline, on the left margin. The use of punctuation, in the inside address depends upon the style of the letter used. Below are few examples of inside address

When the name and designation of the receiver is known,
Mr. Pramod Kulkarni
Sales Manager
Modern Furniture
8,10/ Vasant Kunj
Andheri (East)
Mumbai-400069

When only designation of the receiver is known
The Superintendent
Department of Water Supply
Kalyan Dombivali Municipal Corporation
Thane district- 421306

4) Salutation

Salutation is the way sender greets the receiver or the addressee. It is the complementary greeting with which the writer begins his letters. It shows the respect, affection or politeness, and sets the tone of the letter. The choice of salutation depends upon the relationship between the writer and the reader. It begins with, 'Dear'. Below are given few samples of salutations in various cases.

When receiver's name is unknown, but designation is known

Dear Purchase Manager

Dear Colleagues

Dear Sir

Dear Madam

When a letter is addressed to an organization in general, and name or designation or gender or the number of recipient is not known

Dear Ladies/Gentlemen

Salutation can change based on the relationship between the sender and receiver.

Dear Dr. Sharma (Most formal)

Dear Ms Bhalerao (Moderately formal)

Dear Sunil (Moderately informal)

5) Body of the Letter/ Message

Body of a business letter contains the message of the letter. It is the most important part of the letter and usually consists of three to four paragraphs. The body of letter is divided into three segments-introduction, discussion and conclusion. The first segment or introduction may contain one or two paragraphs. The opening paragraph should engage the attention of the reader. It should give the brief introduction of the writer and the purpose of the letter. The middle segment or discussion contains the subject matter. It should cover all the relevant points that the writer wants to convey, in simple, clear and straightforward manner. Closing segment or concluding paragraph restates the purpose of the letter. It puts forward the expectations of writer, and the action he wants the reader to take. The body of the letter should be short and to the point.

6) Complimentary Close

It is a short, polite way of ending a letter. It is written two spaces below the last line of the body of the letter. It is in line with the salutation. Complimentary close can be Witten as follows

Yours Faithfully / Yours Truly - most formal

Yours Sincerely- Moderately formal

Yours Cordially- Moderately informal

7) Signature Block

Signature is the assent of the writer to the letter and therefore carries authenticity. It plays important role in legal matters of a business. It contains signature, name and designation of the sender. Without the signature of the authentic person the letter is considered neither complete nor legal. The signature is done two or four spaces below the last line of the complimentary close. The specimen of signature block is given below.

Signature

(Name of The sender)

Designation

Optional or Need Based Elements of a Letter

The elements other than the main framework of a letter are called optional elements or parts of a letter. They are chosen as per individual writer's requirement to make the letter easily accessible to the reader. They are as follows.

1) Reference Number or File Number

Reference number is written in a business letter for the purpose of proper filing and easy accessibility. In case of regular trade associates, organizations write the reference number of both parties as, 'our reference' and 'your reference'. It is written between the heading and dateline.

2) Addressee Notation

Addressee notation is written to make the readership of the letter restricted. It is written two lines above inside address, two lines below the date. It is written in capital letter. It should be used sparingly, and only in case of sensitive matters. Following words can be used as addressee notation.

Confidential, Personal, through proper channel only,

3) Attention Line

Attention line is used to forward the letter to concerned person, or title (for example accounts manager) or department (for example sales department) in the organization. It saves the time of sender as well as reader. It is placed one space below the inside address and one space above the salutation.

4) Subject Line

It contains the purpose of writing the letter, and helps the reader to quickly understand the main topic of the letter. Normally the subject sentence is preceded with the word 'subject'. It is placed double space below the salutation line, and one space above the body of the letter, beginning at the left margin or at the center.

5) Identification Mark

Identification mark or reference initials are initials of names of persons who drafted and typed the letter. It is written down for the identification of the people in future reference. It is written below the last line of signature block.

6) Enclosure Notation

Enclosures are documents related to the subject matter of the letter, and mentioned in the letter, for example brochures, price lists, bills, cheques and other such documents. They are sent along with the letter as attachments. Enclosure notation lists all such documents to be sent with the letter; hence it does not appear when no documents are sent. It is placed below the identification mark if present, otherwise below signature block.

7) Copy Notation

Usually written as abbreviation 'C.C', carbon copies contain the list of people to whom copies of the letter are sent, along with the addressee. It is written below enclosure if present, otherwise below the last entry of the letter.

8) Post Script

Commonly known as the abbreviation 'PS', a post script is written after the letter is closed. It is usually done when the writer forgets to put in some information or message in the main part. However it can be used to mention the information that is unrelated to the subject matter of the letter, but might of some importance. It should be very precise, to the point, and short. Post script is placed as last entry in a letter.

9) Mailing Notation

The mail notation is used to record the method of delivery such as special hand delivery, courier, air mail, registered mail, speed post or some other special way. Mail notation can be typed on the carbon copy to be kept by the sender. It is placed either above the inside address or below the reference initials.

7.4 FORMATS OF BUSINESS LETTER

There are various ways in which content is arranged in business letters. Depending upon the individual preferences or the organizational policy particular format is adopted for use. Formats currently in use are given below.

- a) The full block/ Complete block/ Block format
- b) The modified block format
- c) The semi block format
- d) The indented format
- e) The hanging indented format

Of these, first three are most popular formats.

letters, sales letters, collection letters, apology letters, acknowledgement letters, job application letters and so on. Success of a business depends upon the ability of the writer to persuade the reader. Tone of a letter changes according to the purpose of letter writing. Below are discussed more common types of business letters.

1) Enquiry Letters

Enquiry letter is a type of business letter that is written to individuals or companies asking about product or service. Enquiry letters ask questions or elicit information from the recipient. It can be of two types, solicited and unsolicited. Enquiry letters written in response to advertisements of business or agencies regarding their products or services are called solicited letters. The letter of enquiry is unsolicited when the sender writes it without being prompted in any way. Enquiry letter should make all requests and inquiries clear and succinct and list the exact information needed by sender. Proper contact information of the sender should be provided, to make it easy for the reader to respond. An enquiry letter typically asks following questions.

The range of products/ services available
 Brochures, price list, discounts, schemes and offers
 Period and time of delivery if ordered
 Mode of payment
 Damage policy, warranty, Guaranty, packaging cost

A sample enquiry letter is given below in modified block format.

Modern Traders
 Opera Heights, J.B road, (Bandra West)
 Mumbai- 400052
 Phone- 9986574332, 022-26654329
 Fax- 022-28765409
 Email- moderntraders@gmail.com
 Website- www.modertraders.com

22 November 2017
 Mr. R S. Joshi
 Joshi Furniture
 L.T Road, Evershine Nagar
 Malad (West)
 Mumbai 400064

Dear Sir

We had heard favorable review about your goods and services from your customers, and hence are interested in knowing the range of products you sell. We require cutting edge furniture for our new branch at colaba, which is ready to open in a month.

We would like to see your brochures, and price lists. We are particularly interested in space saving furniture with maximum utility and aesthetic appeal. We would like to know any schemes, offers or discounts you have to offer on bulk purchase. We would also like to know about the delivery period taken after placing the order, time of delivery, and your preferred mode of payment, along with warranty, and your damage policy. The detailed list of our requirements is attached with this letter.

We hope to hear from you soon.

Yours Sincerely

D. P. Bhat

(Purchase Officer)

2) Reply to Enquiry Letter

Enquiry letters should be taken seriously by the receiver, as the sender can send them to several firms at a time. One who replies earliest has more chance of turning the enquiry into an actual order. Hence reply letters to enquiry should be written as early as possible. Also it is important to provide all round relevant information, more than the one asked by the writer, as it will give you an edge over others. A prompt reply, competitive advances, lower rates and tempting incentives help to make the enquirer interested in sealing the business deal. Reply to enquiry letter should start with thanks to the sender, and have a polite tone. It should motivate the sender of enquiry letter to continue the correspondence and to initiate the action.

3) Complaint and Claim Letters

A complaint letter is written to express buyer's dissatisfaction regarding some product or service delivered. The issue can be about the price charged, the service quality, damage to the product or any other matter. The words and tone used in a letter complaining to a business may be the deciding factor on whether the complaint gets attention and the claim gets adjusted satisfactorily or not. It should be direct but tactful and always in objective, logical and professional tone, appealing to the fair mindedness of the reader. It should never be written in angry or emotional tone. Required proofs should be provided to support sender's argument.

An example of complaint and claim letter is given below in semi block format.

St. John High School and Junior college
Mahatma Phule road, Akurli (Kandivali West)
Mumbai- 400067

Phone-022-28987657, 022-28974432

Fax- 022-27845656

Email- sjhsjc@gmail.com

Website- www.stjohn.com

02 June 2017

Your Ref. No: 245/Sta/2017-18

Our Ref No: 157/ Pur/2017-18

Mr. M. C. Shah
Shah Stationeries
Station Road, Orchid Shopping Market
Andheri (West)
Mumbai 400058

Dear Sir

I thank you for promptly delivering the consignment, as per above sited reference numbers. However I regret to inform you that there have been many problems with the delivered goods.

I had ordered 3 boxes of our regular letterheads, hundred red ball point pens, hundred and fifty blue ball point pens, twenty boxes of chalks, of red, white and green colour each, hundred marker pens, ten white board dusters, and ten regular dusters. However you have delivered two boxes of regular and one box of special letterheads. More than half of pens are faulty, and white board dusters are not delivered at all. The school and Junior college both are staring from fifteen June which is less than fifteen days period. Considering the fact we are your regular customers for more than last ten years, I hope that you will look into the matter personally, and deliver the correct goods within the week.

We hope to hear from you soon.

Yours Sincerely

Father Pereira
Principal

4) Job Application Letters

A letter for job application includes resume and covering letter. It is a self-promotional document should be treated like a sales letter. The resume includes candidate's personal information (name, birth date etc.), educational qualifications, performance and relevant achievements. All the information given here should be true, as it is often scrutinized and verified by prospective employer.

Photocopies of educational qualifications should be provided. Well organized and neat resume enhances credibility of the candidate. Covering letter like any other business letter, carries three paragraphs in the body of the letter. The first paragraph gives the brief introduction of the candidate, the post which you have applied and the source of information regarding job vacancy. The second paragraph focuses on educational qualifications, job experience (if any), co-curricular and extracurricular activities, and any other especially mentionable areas. The third and concluding paragraph motivates the reader for an interview, and ends on positive thank you note.

A covering letter is given below.

Sameer S. Rao
A/10, Kailas Darshan,
Kandivali (w)
Mumbai- 400067

10 August 2017
The Human Recourses Manager
Ambuja Steels
Navrang Industrial Estate,
Goregaon (E)
Mumbai- 400063

Dear Sir/ Madam

I Mr. Sameer S. Rao, came across the advertisement appeared in Times of India (5 August 2017), regarding the requirement of a hardworking and skilled sales executive. I am applying for the said post of sales executive.

Apart from having the required educational qualifications, I possess excellent communication and interpersonal skills. I have worked on a few important marketing projects with my previous employers, and am presently working as chief marketing officer with 'Esther Cement'. I have completed my BCom from Sydenham College of commerce and Economics, and have done my MBA from IGNOU. I have flair in communication and have won state level intercollegiate debate competition. My detailed bio-data is attached with this application, along with photocopies of my educational qualifications and relevant testimonials. I hope to be shortlisted for written and oral interviews, and look forward to meet you soon.

Yours Sincerely
Sameer s Rao

Encl: Bio data
Photocopies of S.S.C, H.S.C., BCom, and M.B.A mark sheets
Photocopies of S.S.C, H.S.C., BCom, and M.B.A Degree certificates

7.6 LETS SUM UP

Official correspondence is an integral part of any organization. In modern day world of technology too, letter writing is basic requirement of official communication. The skill of letter writing is therefore must be learnt. There are basic principles of effective letter writing, which are known as seven C's of communication. A business letter consists of a specific structure called format. There are many globally accepted formats. Business letters can be grouped into different categories based on their purposes.

7.7 UNIT END EXERCISES

1. Write short notes on
 - a. Significance of business letter
 - b. Body of the letter
 - c. Consideration
 - d. Clarity
2. Draw the layouts of following formats
 - a. Full block
 - b. Modified block
 - c. Semi block
3. Write an explanatory note on basic principles of correspondence.
4. You are the store manager of Evershine Hotels. You want to upgrade your stock, and want to purchase bed sheets, pillow covers, Turkish towels, and curtains. Draft an enquiry letter
5. You had ordered five computers, five printers, and three scanners for your new office. Two of the printers aren't working, and scanners sent are of different make than you had ordered. Write a complaint letter.
6. A plastic manufacturing unit requires marketing executive, with minimum two years of experience. Fresher can also apply. Draft an application letter with suitable resume.



EMAIL WRITING

UNIT STRUCTURE

- 8.0 Objectives
- 8.1 Introduction to Email Writing
- 8.2 General Principals of Email Writing
- 8.3 Steps for Email Writing
- 8.4 Sample emails
 - 8.4.1 Email writing for Inquiry
 - 8.4.2 Email writing for Invitation
 - 8.4.3 Email writing for Thank you
 - 8.4.4 Email writing for Request for permission
 - 8.4.5 Email writing for Sponsorship
- 8.5 Points to Remember
- 8.6 Check Your Progress

8.0 OBJECTIVES

The chapter will introduce learners to the overall history and evolution of email ,in brief. It will also give general guidelines regarding the writing of a good email. The objective of this Chapter is to help learners understand the importance of formal email writing, as it is an integral part of the work culture. There is a vast difference into informal and formal communication via email. The After studying this chapter, learners will understand the key points of writing a good formal email.

8.1 INTRODUCTION TO EMAIL WRITING

The email writing is web feature helping the scores of people to share the messages instantly. It is difficult to imagine a life without email in the ultra-modern society. It has become one of the standard means of communication in formal as well as social situations too. Billions of messages through emails are either sent or received worldwide. Therefore, it is the standard electronic mode of correspondence.

In the earliest period of the history of emails, the term was used to describe fax document transmission. According to Wikipedia, the term email was coined since around 1993. E-mail is part of the standard TCP/IP set of protocols. Sending messages is typically done by SMTP (Simple Mail Transfer Protocol) and receiving messages is handled by POP3 (Post Office Protocol 3), or IMAP (Internet Message Access Protocol). IMAP is the newer protocol, allowing you to view and sort messages on the mail server, without downloading them to your hard drive.

Though there is some degree of uncertainty as to when email was invented, the father of the modern version is generally regarded to be American Ray Tomlinson. Before Tomlinson, messages could be sent between users, but only when they were connected to the same computer. Even once computers were networked, messages could not be targeted to a particular individual. Tomlinson devised a way to address email to certain users, and thus was credited for one of the most important communication inventions in the 20th century. The publicity of the commercial use of email is attributed to the Indian entrepreneur Mr. Sabeer Bhatia who co-founded Jaxtr, Inc. in 2005 and Windows Live Hotmail (also known as Hotmail Corporation) in 1996.

Users receive and send email using simple message transfer protocol (SMTP). Other protocols, including Post Office Protocol (POP) and Internet Message Access Protocol (IMAP), allow users to retrieve and store messages. Although there are other protocols for message retrieval and storage, SMTP is the standard protocol for sending and receiving messages via Internet Protocol (IP).

In the beginning, email usage required having a program dedicated to the application, or at least having an email service provider with a system set up to handle it. The software for the application is called email client software. There are many different email applications available, some of which cost money to use while others are free.

In addition to accessing electronic mail through email client software, Webmail has also become very popular. Most email service providers offer this as an additional benefit, where the user can access their mailbox over the Internet. Some email services are specifically designed using the World Wide Web as its primary interface. These sites have become very popular, as they usually offer individuals a chance to open an email account at no charge.

Internal emails, just like other emails, should not be too informal. Remember, these are written forms of communication that can be printed out and viewed by people other than those for whom

they were originally intended! Always use your spell checker, and avoid slang.

8.2 GENERAL PRINCIPALS OF EMAIL WRITING

In the earlier section we have understood that Email is a computer-based communication system where messages can be written by a sender on a computer. These messages are then transmitted via computers to the addressee's mail server where they can be opened and read by the receiver. Originally these messages could contain only text, but nowadays anything that is storable on a computer can be transmitted via email messages. There are email systems that can handle information such as pictures, sound, and video without assistance from other applications. Email is distinguished from communication services such as chat or talk by its asynchronous character. Asynchronous refers to the possibilities for the sender and the receiver of a message to send and read the message at different times.

Therefore, every email writer needs to follow general principles of email writing which involves the basic etiquettes. The following points will give you an idea what care you need to take while drafting the emails:

8.2.1 Special Attention to the Subject Line

In order to give your mail a smart heading you are required to set your purpose and decide the subject matter in a concrete manner as it involves prompt attention. The professionals do have natural habit of scanning the details of sender as well as the subject line. So build up a reputation for sending good, interesting, brief, and useful mail.

It is worth to remember that the subject line is like the caption of a news item or advertisement. Whether or not a reader judges a news items to be worth reading is often determined by the way the caption is given the intriguing, interesting, or shocking ones attract the reader most.

Thus, the subject line should be brief, clear, specific, land well formed. They should tell the receiver clearly what the mail is about. A caution to avoid the most common defect found in subject lines is they are too broad and so too vague.

8.2.2 The Length of email

Email is expected to be small and beautiful as it will facilitate the receiver easier and stimulates him to give you the immediate feedback. The longer the text, the more difficult is to read the text and respond, besides, the longer the text of the mail, the more

scrolling you need in order to read it and the less comfortable it becomes. The practical problem of emails is, these days, the professionals receives dozens of emails every day.

8.2.3 Courtesy

The business or social emails are no way different from the letter writing. It is advised that you should never forget to include the courteous words and use the language that suits the educated individual. In addition to your grammar, style and punctuations, use you attitude. Courtesy is like lubricant oil which removes friction; it makes relations as well as professions smoother and helps to maintain friends and professional relations. Courtesy softens the sting of an unpleasant piece of information, creates goodwill, and produces a favourable response. It is not advisable to write discourteous letters as it often proves very costly. One may lose both friends and business. It always pays to be courteous in business. Goodwill is the greatest asset for an organization and courtesy in correspondence is one of the most natural and economical means of building it.

Some of the phrases italicized in the following sentences have been found useful in tiding over a difficult situation and making correspondence pleasant:

The examples of the following statements will broaden your vision of writing emails:

- Thanks for your email of 12 October, 2017.
- Thank you very much for your email of 13 December, 2017.
- We are glad to note that you are now in a position to pay our bill. We appreciate your writing to us so promptly.
- We regret to inform you that we cannot meet your order immediately.
- We are sorry that you did not receive the books in time.
- You will be pleased to know that we have dispatched the books you ordered in your email of 16 July, 2017.

8.2.4 Conciseness

Transmission of maximum information by using minimum words should be your aim in email-writing. If you clearly and concisely write what you wish to say, you will be able to arrest the attention of the reader and focus it on the message. Avoid unnecessary details and roundabout expressions and come to the point directly. Remember that people are busy and they receive dozens of emails daily. It will be irritating for them to go through long introductions and preliminaries. Do not forget that an email is a means of contact between two persons. When you meet a person after greeting him you straight-away come to the point. Adopt the same approach when you write an email. Therefore, avoid verbosity.

8.2.5 Attach Essential files and pictures

One of the beauties of e-mail is that virtually any file can be attached to e-mail and transmitted. Such files retain any formatting done in it. This makes it easy to distribute copies of documents, artwork, presentation slides, and so forth to a large number of people quickly and reliably. However, attaching files has a dark side, too. Don't attach to your mail large text and graphics files without checking in advance with the intended receiver.

8.2.6 Mind Your Language

At the time of writing an email, the sender should ensure that his knowledge of the receiver is comprehensive. The level of knowledge, educational background and status of the decoder help the encoder in formulating his message. In case there is any discrepancy between the usage and comprehension of terms, miscommunication can arise. If the sender decides to back up his communication with facts and figures, there should be accuracy in stating the same. A situation in which a receiver is forced to check the presented facts and figures should not arise. Besides, bad Grammar and Spelling errors can be fatal as countless mails that flash across the globe are unclear and inconsiderate to their readers. They generate even more mails seeking clarification or explaining mails because e-mail is conversational. The medium is so quick and so immediate that the sender and the recipient feel as though they are speaking to each other long distance.

If your e-mail contains multiple messages that are only loosely related, in order to avoid the risk that your reader will reply only to the first item that grabs his or her fancy, you could number your points to ensure they are all read (adding an introductory line that states how many parts there are to the message). If the points are substantial enough, split them up into separate messages so your recipient can delete, respond, file, or forward each item individually.

- Keep your message readable.
- Use standard capitalization and spelling, especially when your message asks your recipient to do work for you.
- Skip lines between paragraphs.
- Avoid fancy typefaces. Don't depend upon bold font or large size to add nuances. Many people's e-mail readers only display plain text. In a pinch, use asterisks to show **emphasis**.
- Use standard capitalization.

8.2.7 Identify yourself clearly

When contacting someone cold, always include your name, occupation, and any other important identification information in the first few sentences.

If you are following up on a face-to-face contact, you might appear too timid if you assume your recipient doesn't remember you; but you can drop casual hints to jog their memory: "I enjoyed talking with you about PDAs in the elevator the other day."

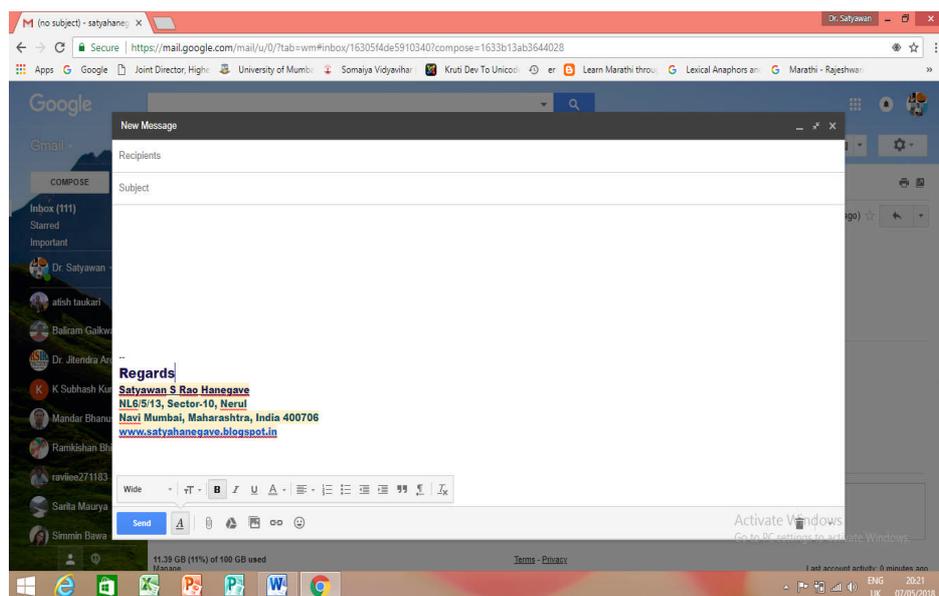
Every fall, I get e-mails from "bad_boy2315@yahoo.com" or "FuZzYkItTy2000@hotmail.com" who ask a question about "class" and don't sign their real names. While formal phrases such as "Dear Professor Sneedle wood" and "Sincerely Yours," are unnecessary in e-mail, when contacting someone outside your own organization, you should write a signature line that includes your full name and at least a link to a blog or online profile page (something that does not require your recipient to log in first).

8.2.8 Distinguish between formal and informal situations

When you are writing to a friend or a close colleague, it is OK to use "smilies":-) , abbreviations (IIRC for "if I recall correctly", LOL for "laughing out loud," etc.) and nonstandard punctuation and spelling (like that found in instant messaging or chat rooms). These linguistic shortcuts are generally signs of friendly intimacy, like sharing cold pizza with a family friend. If you tried to share that same cold pizza with a first date,

8.3 STEPS FOR EMAIL WRITING

Writing a formal email can seem like a daunting task, since email is so often used for personal and informal purposes. If you need to write an email to a teacher, boss, business contact, government agency, or other recipient that requires formality, just follow a few simple guidelines given below:



8.3.1. Decide the Purpose

People have different opinions about the form and content of e-mails, so it is always helpful to be aware of the expectations of your audience. For example, some people regard e-mail as a rapid and informal form of communication—a way to say “hello” or to ask a quick question. However, others view e-mail as simply a more convenient way to transmit a formal letter. Such people may consider an informal e-mail rude or unprofessional. Therefore, decide who your audience is and what your purpose of writing email is. This is essential to ensure that your message has its intended effect.

8.3.2 Recipient's Email

The recipients address should be written exactly without a single letter error as it will lead to the domain failure. Even the initial letter either capital or small letter. If the recipient is your regular addressee, there is possibility of stored information which you can scroll and select the exact one without making any confusion of similar names list. Therefore, maintain the contact list and store it.

8.3.3 Cc: and Bcc: (‘carbon copy’ and ‘blind carbon copy’)

Copying individuals on an e-mail is a good way to send your message to the main recipient while also sending someone else a copy at the same time. This can be useful if you want to convey the same exact message to more than one person. In professional settings, copying someone else on an e-mail can help get things done, especially if the person receiving the copy is in a supervisory role. For example, copying your boss on an e-mail to a non-responsive co-worker might prompt the co-worker to respond. Be aware, however, that when you send a message to more than one address using the Cc: field, both the original recipient and all the recipients of the carbon copies can see all the e-mail addresses in the To: and Cc: fields. Each person who receives the message will be able to see the addresses of everyone else who received it.

Blind copying e-mails to a group of people can be useful when you don't want everyone on the list to have each other's e-mail addresses. The only recipient address that will be visible to all recipients is the one in the To: field. If you don't want any of the recipients to see the e-mail addresses in the list, you can put your own address in the To: field and use Bcc: exclusively to address your message to others. However, do not assume that blind copying will always keep a recipient from knowing who else was copied—someone who is blind copied may hit “reply all” and send a reply to everyone, revealing that he/she was included in the original message.

8.3.4 Subject Line

E-mail subject lines are like newspaper headlines. They should convey the main point of your e-mail or the idea that you want the reader to take away from your e-mail. Therefore, be as specific as possible. Please refer the earlier section of principles to know the significance of the subject line.

Examples:

- Thank you for your review!
- Thanks for attending the Special Seminar
- We appreciate your support!
- Special thanks from our CEO
- Tejas, thank you for your donation!
- Great to see you yesterday!
- Thanks for coming out! (Plus photos from the event)
- Following up from the Small Business Expo
- As Promised: Charity Sponsorship Information

8.3.5 Salutation

Place the salutation in the beginning of the body of the email. The salutation begins with the word Dear, continues with the recipient's title and last name, and ends with a colon. If you are unsure of the recipient's gender and the recipient does not have a professional title, omit the title and, instead, use both the first and the last names in the salutation (Dear Anand Piramal). If you do not know the name of the recipient of the email, refer to the department you are writing to (Dear Technical Support :). Avoid salutations such as Dear Sir or Madam.

8.3.6 Body

Start the email after the salutation. Body paragraphs will be automatically spaced with a

Be concise, direct, and considerate. State the email's purpose in the opening paragraph. Include supporting information in a middle paragraph or two, and conclude your email with a brief paragraph that both establishes goodwill and expresses what needs to be done next.

8.3.7 Closing Phrase

Before you end your email, it's polite to thank your reader one more time and add some polite closing remarks. You might start with "Thank you for your patience and cooperation" or "Thank you for your consideration" and then follow up with, "If you have any questions or concerns, don't hesitate to let me know" and "I look forward to hearing from you".

8.3.8 End with a closing

The last step is to include an appropriate closing with your name. "Best regards", "Sincerely", and "Thank you" are all

professional. Avoid closings such as “Best wishes” or “Cheers” unless you are good friends with the reader. Write a complimentary closing phrase two spaces below the final body paragraph. With Warm regards, Yours truly, Sincerely, or Sincerely yours are common endings for professional emails. Capitalize the first letter of the first word of your complimentary closing, and end the complimentary closing with a comma. Finally, before you hit the send button, review and spell check your email one more time to make sure it’s truly perfect!

8.4 SAMPLE EMAILS

8.4.1 Email writing for Inquiry

Enquiry is a common incident in almost every place such as school, colleges, offices etc. If you have any doubt regarding any matter in your work place, you can seek enquiry by the head of the office or department or institution. For this you have to formally write an email for enquiry. In enquiry emails, the enquiry subject should be briefly written. Relevant information should be supplied to the receiver of the enquiry mail so that he can easily go forward to make an enquiry. And one should write that he/she is there to help him/her in the enquiry.

The enquiry email should be closed professionally, i.e., there should be greeting and a signature.

Sample Enquiry Email

To: principal.abc@samna.edu

Sub: Request for an enquiry about admission at college

Dear Sir/Madam,

I have the honor to state the following for your information and necessary action as the matter deems fit.

I have successfully completed my HSC from a reputed college at Mumbai. I went to take admission at your college. But my application for admission had been rejected and admissions are given to a student with lower marks.

I want an enquiry about this matter. Hope you will take necessary action regarding this matter.

Sincerely yours

8.4.2 Email writing for Invitation

An Invitation email is a written electronic request for the presence of a person, group of persons or organization at an event

either social or professional in character. An invitation email is just like any invitation letter except that it is delivered to the invitee via email.

Email invitation has become a common and preferred mode of formal written communication. They prefer emails because of the timely delivery and the fact that even the printed invitation letter can be scanned and forwarded via email.

To: jaybhai@gmail.com
 Subject: Invitation for Diwali Celebrations!

Dear Jaybhai,

This Diwali, as we celebrate the return of our Lord and Savior Rama from 14 years of exile, we will love to bring His love and hope to people around us by sharing the love of God with them. This means that there will be a service at Temple at 11am on Diwali Morning, immediately after which dinner will be served.

Through this we hope to share fellowship and love with those that have no family members around and at the same time teach our little children the act of giving at Diwali. We will need your help as we organize reaching our neighborhood in order to invite them for this joyful event.

Together we can share the heart of Lord, give hope and feast with those that Rama would love to feast with.

Yours sincerely

SharadSaminder
 Secretary

8.4.3 Email writing for Thank you

Sending a thank-you mail after an interview, networking event, or any other event related to your job search or your students life, is a great way to show your professionalism as well as good attitude. It is also a way to maintain contact with people you meet during your life time.

Thank-you emails aren't just for job searching. Sending an email message to people who have helped you on the job or have done something that will enhance your career is a good way to cement relationships as well as to show your appreciation. So, make sure you send such immediately and without delay.

To: shyamsunder@hotmail.com
 Subject: Thank you for your suggestions.

Dear ShyamsunderPichai

Thank you for your suggestions on how to make our studies more efficient. I agree that we should begin using an electronic scheduling system and use the more and more resources available on web. It is apparent that you have thought a lot about implementing such a strategy, and I would like to talk with you about it. I have forwarded this message to even my fellow students who will also benefit from your ideas.

Thanks again for your message. The ideas and suggestions of innovative, thinking people are always welcome.

Regards

SadashivAmrapurkar

8.4.4 Email writing for Request for permission

A permission email is an electronic written in order to seek permission for some event or other reason. The mail is written to the higher authority by a person or a group of people in a formal way. It is indeed very easy to write a permission mail and if you want to write one, you can have a look at the below mentioned sample. It will guide accordingly and clear all your doubts of writing a permission mail. Permission mails can also be used to get the permission for leave from school, workplace or to get approval of some project work.

To: principal.kjsac@somaiya.edu
 Subject: Requesting permission for leave.

Dear _____(Sir or Madam)

I Mr.(name of the sender) working as a(designation of the sender) am writing this letter to you(name of the receiver to kindly grant me half day leave as I am moving out of station for a wedding of my relative, I would not be working for 4 working days and hence I want you to grant me permission for half day leave as well as four day off. I assure you my absence will not cause any hindrance to the ongoing project. Till then, hoping to get a positive reply from your side.

Yours Truly,

8.4.5 Email writing for Sponsorship

Writing sponsorship emails is a persuasive art. Especially, if you're hoping to get someone to sponsor your event or something else you're doing, you should write a sponsorship mail. Your mail must convince the sponsor that it's worth contributing and clearly outline the benefits the sponsor gets. Writing a proper sponsorship email can make all of the difference between securing the sponsorship or being ignored.

To: harshgoenka@express.net
Subject: Request for sponsorship.

Dear Harsh Goenka,

We have exciting news! We're looking for sponsors to help fund [insert area in need of funding]. And in return for sponsorship, we're offering multiple advertising opportunities throughout the [insert year] season.

Would you consider sponsoring our club and donating Rs. 50000 to help us in building our sports club? In demonstration of our gratitude, Spardha Sports Club would like to offer you [insert specific advertising/promotional incentive] in recognition of your gift.

We hope you're able to contribute and thank you for the consideration.

To make a contribution, simply include your gift in the self-addressed and stamped envelope included with this letter or hand-deliver your donation to [sports club address].

Many thanks in advance for your sponsorship!

Sincerely,

8.5 POINTS TO REMEMBER

- Email Writing is an art.
- Emails are quickest way of modern communication.
- Write a meaningful subject line.
- Keep the message focused and readable.
- Avoid too many attachments.
- Think before you click "Send."
- Respond to emails promptly.

8.6 CHECK YOUR PROGRESS

1. Imagine you have received an invitation mail for job interview. Draft a reply of the email.
2. Your friend has met with an accident recently. You could not find a time to meet him personally. Draft a goodwill email convincing your compulsion and conveying your regards for him to recover soon and assuring him all the support he may need in future.
3. Your colleague in your department is getting married soon. He has invited you for his wedding ceremony to be held in Latur. But, you already have an urgent and important meeting on the same day which you cannot skip for any reason. Write an appropriate goodwill email to him conveying the real situation and wishes for his future married life.
4. Your college has organized a youth festival and you are looking for sponsors. Write an email to the potential sponsorer seeking his help in financing your events.

Write a thanking email to your friend who has helped you in completing your project work.



REPORT WRITING

UNIT STRUCTURE

- 9.0 Objectives
- 9.1 Introduction
- 9.2 Need for Report Writing
 - 9.2.1 Helps to Communicate
 - 9.2.2 Helps in Documentation
 - 9.2.3 Helps in Decision Making
 - 9.2.4 Helps in Comprehension of the Problems or Issues
 - 9.2.5 Helps for Further References
- 9.3 General Characteristics of Good Report
 - 9.3.1 Precision
 - 9.3.2 Accuracy
 - 9.3.3 Relevance
 - 9.3.4 Simple Language
 - 9.3.5 Conciseness
 - 9.3.6 Grammatical Accuracy
 - 9.3.7 Unbiased Recommendation
 - 9.3.8 Attractive Presentation
- 9.4 Structure of Report
 - 9.4.1 Clarifying Terms of Reference
 - 9.4.2 Planning Work
 - 9.4.3 Collecting Information
 - 9.4.4 Organizing and Structuring Your Information
 - 9.4.5 Writing First Draft
 - 9.4.6 Checking and Re-Drafting
- 9.5 Steps for Report Writing
- 9.6 Eye-witness Report
- 9.7 Activity Report
- 9.8 Newspaper Report
- 9.9 Points to Remember
- 9.10 Check your Progress

9.1 OBJECTIVES

- To help the students understand the importance of developing skills and techniques of report writing.
- To acquaint learners with various areas of report writing that are helpful in organizational work.
- To introduce learners to the process of writing a good report.

9.2 INTRODUCTION

Report writing is an art which needs development of special skills and techniques. It is a highly structured document written in a formal style. Generally, most of the reports are based on your reading and some form of practical work, such as an investigation, survey, experiment or review of the practice in other organizations. It is written with specific purpose, to inform, to persuade, or to offer recommendations. They are also produced for a particular kind of audiences. Conclusions in the reports are generally drawn based on their findings and may suggest a course of action or areas of further research. Therefore, the reports are aimed to set out the issue and explain why the activity was undertaken, to describe what was done and how it was done or to present the findings, conclusions, and any recommendations.

According to the Oxford English Dictionary, "a report is a statement of the results of an investigation or of any matter on which definite information is required".

Formal report writing in professional, technical and its business contexts have evolved certain conventions regarding format, style, referencing and other characteristics. These vary in details between organizations. Reports are a highly structured form of writing often following conventions that have been laid down to produce a common format. Structure and convention in written reports stress the process by which the information was gathered as much as the information itself.

9.3 NEED FOR REPORT WRITING

Reports are impartial part of official communication especially for documentation. In academics, the report writing is also significant right from writing reports of the pupils to the teacher and in business environment when it grows in its complexity, the importance of skillful communication becomes essential in the pursuit of institutional goals. In addition to the need to develop adequate statistical skills, you will find it necessary to effectively communicate to others the results of your statistical studies. It is of

little use to formulate solutions to business problems without transmitting this information to others involved in the problem-solving process. But in academics, some courses require students to present their ideas as a report as opposed to the usual essay format. Report writing is a useful skill to possess because this form of communicating information and ideas is commonly used in all industries.

Academic report writing will help you develop these skills in a disciplined way, enabling you to write reports to a high standard. The importance of effectively communicating the results of your statistical study cannot be overemphasized. The following paragraphs will illustrate the need to write effective and impressive reports. But this section of the study material is to help the students to understand the basics of report writing. Therefore, the discussion on the significance will be limited to the basic report writing skills instead of the advanced one.

9.3.1 Helps to Communicate

Most business decisions involve the cooperation and interaction of several individuals in a given working environment. Sometimes dozens of colleagues and co-workers strive in unison to realize mutual goals. Lines of communication must therefore be maintained to facilitate these joint efforts. Without communicating ideas and thoughts it would be impossible to identify common objectives and purposes necessary for successful operations. Without communication and the team effort it permits, the successful completion of any important project can be jeopardized. Some aspects of the project would be unnecessarily replicated while other tasks would be left unattended. Further, in the absence of adequate communication, colleagues would find themselves working at cross purposes and perhaps pursuing opposing goals. What one team member may have worked to assemble one day, a second team member may dismantle the next day. Without communication the chances for a successful outcome of any business endeavor are significantly reduced. Besides, the reports are the created documents based on the observations and finding which in turn help the information to disseminate to the target reader.

9.3.2 Helps in Documentation

Reports are written documents and can be stored permanently. Writing of these reports is done in structured and preconditioned protocols and thus helping in creating the detailed matter. Analyzing, monitoring data and reaching conclusions is perhaps one of the most challenging and important stages of a monitoring and documentation and reports make it easy. It requires skill to examine what could be voluminous amounts of information and determine what those findings mean. Drawing conclusions is a

process of synthesizing information, identifying patterns, themes, relationships, and causes. It requires continual verification, and reports help to identify information that fits or contradicts the pattern as it emerges. Thus, reports help in documenting not only the data, facts, files or graphical information but also help them to analyse it and document them perfectly.

9.3.3 Helps in Decision Making

The written reports communicate information which has been compiled as a result of research and analysis of data and of issues. Often reports are structured in a way that reflects the information finding process and the writing up of the findings: that is, summary of the contents, introduction or background, methods, results, discussion, conclusion and/or recommendations.

The inclusion of recommendations is one reason why reports area common form of writing in industry, as the informed recommendations are useful for decision making. For example, a local municipal council which has received a development application may commission a heritage consultant to prepare a report on the heritage values of the proposed development site. The recommendations of the report will be taken into account by the council when considering the development application. Thus, it helps the council to take appropriate decision.

9.3.4 Helps in Comprehension of the Problems or Issues

Reports are documents explaining the context and the background of the problem and seeking an enquiry into the possible causes and stimulating factors for it. It means these documents help to find out the problem, its extent and the future damage that it may cause. Besides, it will address the measures we may undertake to avert the spread of problem. Thus, Albert Einstein once said, "If I were given one hour to save the planet, I would spend 59 minutes defining the problem and one minute resolving it." While that may sound extreme, it does highlight the importance of defining problems. It also hints at some interesting facts: A well-defined problem often contains its own solution within it, and that solution is usually quite obvious and straightforward. By defining problems properly, you make them easier to solve, which means saving time, money and resources.

9.3.5 Helps for Further References

Reports consist of research or observed data which is a valuable resource, usually requiring much time and money to be produced. Many data have a significant value beyond usage for the original research. Besides, the same collected facts and figures encourage scientific enquiry and debate which in turn helps in promotion of innovation and potential new data uses. It leads to new collaborations between data users and data creators

maximizing the transparency and accountability. In addition, the stored reports enable scrutiny of research findings encouraging the improvement and validation of research methods. It results in to reduction of cost of duplicating data collection and increases the impact and visibility of research.

Also, the reports provide a direct credit to the researcher as a research output in its own right and it provides important resources for education and training. Thus, the reports disseminate information and made easily accessible to users means that many individual or institutions are keen to share reports to increase the impact and visibility of their findings.

9.4 GENERAL CHARACTERISTICS OF GOOD REPORT

Report provides factual information and is intended to document the progress of one or the other activities like finding out the feasibility, investigating a matter, finding out the various reasons for the failure of the execution of policy or eye witness report or news report. Thus, the purpose of report may influence the characteristics of an ideal report. These objectives of the report can be achieved only if the following qualities are incorporated:

9.4.1 Precision :

A report needs to adopt clear and correct approach to include all the facts and figures for the purpose of the study. The reporter has to be very clear about the exact and definite purpose of writing the report. His/her investigation, analysis and recommendations into the study undertaken or the investigation sought will be key to a successful report. So, precision of a report provides the unity to the report and makes it a valuable document for best usage.

9.4.2 Accuracy :

The accuracy is the prime feature of any report as it gives the authenticity of the facts and figures mentioned in the report. Hence, most written reports should avoid using overly complicated language. If a report is to persuade, brief or justify, its message must be clear. Furthermore, the factual presentation of data should not be swamped with sophisticated, lengthy sentences. So, avoid using unnecessary jargon. This confuses even the most informed reader. Ensure that your abbreviations are standardized. All too often authors invent their own jargon to ease the pressure on writing things in full. Be cautious of confusing your reader. Information contained in a report must be based on accurate fact. Since decisions are taken on the basis of report information, any inaccurate information or statistics will lead to wrong decision. It will hamper to achieve the organizational goal.

9.4.3 Relevancy :

The accurate facts and other details even though they are correct, they should also be relevant to the matter under investigation or study. Irrelevant facts make a report confusing and likely to be misleading to make proper decision. Relevancy of the facts, especially, pertaining to the matter that the study has been undertaken.

9.4.4 Simple Language

Most reports should avoid the use of subjective language. For example, to report on a change of colour from a "stunning green to a beautiful blue" is to project your own values onto a measurable outcome. What does the term "beautiful" mean to you? What will it mean to your reader? Such subjective or personal language commonly has no place in the more objective field of report writing. Therefore, the simple language is just another essential features of a good report. A good report is written in a simple language avoiding vague and unclear words. The language of the report should not be influenced by the writer's emotion or goal. The message of a good report should be self-explanatory.

9.4.5 Conciseness

A good report should be concise but it does not mean that a report can never be long. Rather it means that a good report or a business report is one that transmits maximum information with minimum words. It avoids unnecessary detail and includes everything which is significant and necessary to present proper information.

9.4.6 Grammatical Accuracy

A good report is free from errors. Any faulty construction of a sentence may make its meaning different to the reader's mind. And sometimes it may become confusing or ambiguous.

9.4.7 Unbiased Recommendation

The recommendation is a final outcome of the report. Recommendation on report usually makes effect on the reader mind. So, if recommendations are made at the end of a report, they must be impartial and objective. They should come as logical conclusion for investigation and analysis.

9.4.8 Attractive Presentation

Presentation of a report is also a factor which should be considered for a good report. A good report provides a catchy and smart look and creates attention of the reader. Structure, content, language, typing and presentation style of a good report should be attractive to make a clear impression in the mind of its reader.

The inclusion of above factors features or characteristics make a good report to be effective and fruitful. It also helps to achieve the report goal. A reporter, who is making the report, always should be careful about those factors to make his report a good one.

9.4 LAYOUT OF REPORT

The layout of the report may vary from purpose to purpose. The following table will give you a deep insight into the various elements of the reports according to purpose:

Business Report	Laboratory Report	News Report	Activity Report
Title page	Title	Headline	Title
Acknowledgements	Aim	Subhead line	Duration
Contents	Apparatus	Dateline	Place of Activity
Abstract or summary	Procedures	Introductory Para	Executive Summary
Introduction	Precautions	Lead Para	Details of the Activity
Methodology	Observations	Concluding Para	Conclusion
Results or findings	Conclusions		
Discussion			
Conclusion and recommendations			
References			
Appendices			

9.5 STEPS FOR REPORT WRITING

The following stages are involved in writing a report:

9.5.1 Clarifying Terms of Reference

The terms of reference of a report are a guiding statement used to define the scope of your investigation. You must be clear from the start what you are being asked to do. You will probably have been given an assignment from your tutor but you may need to discuss this further to find out the precise subject and purpose of the report. Why have you been asked to write it?

Knowing your purpose will help you to communicate your information more clearly and will help you to be more selective when collecting your information.

9.5.2 Planning Work :

Careful planning will help you to write a clear, concise and effective report, giving adequate time to each of the developmental stages prior to submission.

- Consider the report as a whole
- Break down the task of writing the report into various parts.
- How much time do you have to write the report?
- How can this be divided up into the various planning stages?
- Set yourself deadlines for the various stages.

Draw up an outline structure for your report and set the work within a sensible time scale for completion by the given deadline. Some of the most time-consuming parts of the process are collecting and selecting your information, and checking and revising your report.

9.5.3 Collecting Information

There are a number of questions you need to ask yourself at this stage:-

- What is the information you need?
- Where do you find it?
- How much do you need?
- How shall you collect it?
- In what order will you arrange it?

You may have much of the information you need already such as results from a laboratory experiment or descriptions of your methods of data collection. However, there may be other material which is needed such as background information on other research studies, or literature surveys. You may need to carry out some interviews or make a visit to the university library to collect all the information you need.

- Make a list of what information you need.
- Make an action plan stating how you are going to gather this.

9.5.4 Organizing and Structuring Your Information

One helpful way of organizing your information into topics is to brainstorm your ideas into a 'spider diagram.'

- Write the main theme in the centre of a piece of paper.
- Write down all the ideas and keywords related to your topic starting from the centre and branching out along lines of connecting ideas.
- Each idea can be circled or linked by lines as appropriate.

- When you have finished, highlight any related ideas and then sort topics.
- Some ideas will form main headings, and others will be sub-sections under these headings.
- You should then be able to see a pattern reemerging and be able to arrange your main headings in a logical order

9.5.5 Writing the First Draft

Collect the data and compile it as per the requirement of the purpose for which the report is written. Besides, follow the principles given in earlier section.

9.5.6 Checking and Re-Drafting.

Once you have written the first draft of your report you will need to check it through. It is probably sensible to leave it on your desk for a day or so if you have the time. This will make a clear break from the intensive writing period, allowing you to view your work more objectively.

Assess your work in the following areas:

- Structure
- Content
- Style

9.6 EYE-WITNESS REPORT

An eyewitness report is a first-person account of an event you personally witnessed. The goal is to provide details about the event in a clear, concise manner, giving as many details as you recall as accurately as possible.

Eyewitness reports are often crucial to solving crimes or providing background on newsworthy stories. Eyewitness reports are also used as part of incident reports at workplaces such as schools, nursing homes, jails and other facilities requiring employees to monitor sensitive situations.

Follow the tips given below while writing the eyewitness report:

- Reconstruct the events and the order in which they occurred as clearly as you can before you write anything down.
- Write your eyewitness report in the first person.
- Describe only what you actually witnessed.
- There is no room in an eyewitness report for personal opinion or dramatic effect.
- Use language as precisely as you can.

- Include specific time and date information when writing about the incident, your full name and contact information, and the names of anyone who might have been present who can back up your account.
- If you have access to information from someone who is unavailable to write a report, include the information but indicate that the information was obtained from someone else.

Nepal Earthquake - Eyewitness Report



By Liz Satow, World Vision Country Director for Nepal.



Buildings and walls across Kathmandu have collapsed although it is hard to tell how serious and extensive the damage is. We know that dozens, maybe hundreds, of people have been killed and injured. Many people are too frightened to go into the buildings due to fear they will collapse with aftershocks. People are very worried and have for a long time feared the big quake.

The epicentre of the quake struck is near Lamjung, where we have a project site. It is about 180 km from Kathmandu. All Lamjung staff are accounted for. Telecom connections are up and down making it difficult to find out how bad things are.

World Vision has been working in districts across Nepal with local authorities to identify disaster risks and help communities prepare for the worst. There has been a special focus on keeping schools safe from natural hazards like landslides, flooding and quakes. World Vision also works with other agencies to improve disaster risk reduction by working with networks of children to give them a voice on disaster risk reduction and influence government policies to improve safety. World Vision is the lead agency in Disaster Management and Climate Change Adaptation task group.

Source: <https://www.wvi.org/asia-pacific/article/nepal-earthquake-eyewitness-report> Dated: 13th May, 2018.

9.7 ACTIVITY REPORT

A progress report (also known as an activity report or status report) is requested by those who are interested in the past, present, and future of something you are working on. Unlike a more formal research report, a progress report can be brief, with no need for cross-references or detailed front and back matter. A progress report can even be delivered verbally, although most organizations also require something in writing. Often a template will be provided, but occasionally you may be asked to draft something on the fly.

Follow the tips given below while writing the eyewitness report:

- Plan your report.
- Understand the time-frame you will report on. By definition, a progress/activity report is not a summary of your entire project. It covers a specific time segment.
- Define the purpose, audience, and format for your report. Even in a short, informal report, the good old “reporter’s questions” are a good starting point. Two important things that should be considered:
- Find out the interested stakeholders for your report
- Structure your report logically. A structure will help you cover all the highlights. Arrange the report into Introduction, Summary and Results of Activities (past, present), Future Activities and Conclusion.
- Draft a report
- Proofread it carefully and review, edit, and proof your report.

Example: Your college recently has organised a Leadership Camp for all presidents and secretaries of the various clubs in your college. Being the secretary of the college magazine you too attended the same. Write a report for the college magazine.

Activity Report : Integrated Leadership Camp

The weekend of 27-29th July this year will forever be etched in the minds of the 50 participants who attended the Integrated Leadership Camp organised by the Co-curricular Unit of K J Somaiya College of Arts and Commerce, Vidyavihar, Mumbai. The two-day two night camp, held at college, within a city of Mumbai, was a compulsory activity for all presidents and secretaries of the various clubs in college. The objectives of the camp were to instill leadership qualities and improve teamwork among participants.

Although the students were accompanied by several professors, all activities were conducted by youth leaders from the campus.

Most of the students, who are in Form Four this year, were very excited to attend the camp. Upon arrival, they were immediately whisked off to the seminar room where they were given a briefing on the rules and regulations at the campsite by the facilitators. Then, they were put into groups of five and asked to erect their own tents.

Luckily for my group, we had the President of the NCC Club with us. In no time, he had instructed us on how to put up the tent. Unfortunately, some of the other groups were struggling with their tents and seeing their dismal efforts some of us decided to help them. Apparently, this was the first test of our teamwork skills and fortunately, many of us passed with flying colours. After dinner, we had a group dynamics activity, where we had to come up with names, logos and jingles for our groups.

The second day of the camp started off with an early morning exercise session at 5.30am. The two energetic facilitators, Tina and Ashraf, took us through a rigorous exercise routine. Many of us who barely exercise knew what to expect over the next few days – muscle cramps. After the one-hour aerobic session, we jogged through Ghatkopar locality, which was a pale shadow of its daytime hustle and bustle. The early morning exercise was invigorating and refreshing. We had enough time for a quick shower and breakfast, before we took part in more group activities.

The highlight of the camp was a night hike in the surrounding jungle. The facilitators led us deep into the jungle and made us sit all by ourselves. The half hour spent alone was aimed at making us brave and resilient. Though many of us were initially hesitant and skeptical about this activity, it was indeed an insightful experience.

On the final morning, we had a hearty breakfast, which was followed by a feedback session. During this session, we were given the opportunity to voice our feelings and opinions regarding the camp. Many of the participants gave constructive feedback on what the camp had taught them. We learnt about the importance of teamwork, consideration, tolerance and understanding. Most importantly, we learnt that good leadership is responsible leadership.

Reported by,
Neelam Chindhe
Editor

9.8 NEWSPAPER REPORT

A news report is a factual account of an event. It is meant to tell the reader about the details of something that has happened. News reports are an efficient way to report the events taking place locally and around the world.

The structure of the news report is as follows:

1. **Headline**
 - a. Catches your attention
 - b. Sums up the story
2. **Byline**
 - a. Writer's name
 - b. Writer's Specialty, e.g. sports, food, crime, current events
3. **Dateline**
 - a. Where the story begins
 - b. The day and time of the story
 - c. The sources of the news.
4. **Lead Para**
 - a. The opening section
 - b. Gives most important information
 - c. Should answer most of the 5W's
5. **Body**
 - a. Supplies detail
 - b. Most important details come first
 - c. Simple true statements
6. **Quotation**
 - a. What someone actually said
 - b. Adds accuracy
 - c. Adds "at the scene" feeling

**Read the following news report from the leading English Daily:
SpaceX launches rocket that can be re-used 10 times
Sat To Also Give Communication Boost to India
Tampa:**

SpaceX on Friday blasted off its newest and most powerful Falcon 9 rocket, known as the Block 5, carrying the first high-orbit communications satellite for Bangladesh and marking a leap

forward in re-usability for the California-based aerospace company.

The satellite will offer video and communications coverage over India, Bangladesh and its territorial waters in the Bay of Bengal, as well as Nepal, Bhutan, Sri Lanka, the Philippines, and Indonesia.

The rocket is designed to require far less maintenance and refurbishment between flights, and is certified to carry humans to space later this year when Space X launches its Dragon crew capsule to the International Space Station.

The Block 5 Falcon 9 rocket's main goal for its maiden mission was to propel a communications satellite for Bangladesh, called Bangabandhu Satellite-1, to a geostationary transfer orbit roughly 35,000km above Earth. "In the continuous advancement of Bangladesh another milestone is added today," said Bangladesh



PM Sheikh Hasina in a video address aired on Space X's launch webcast. "With the launch of Bangabandhu-1, we are hoisting our national flag into space."

The rocket is built to re-fly up to 10 times with minimal refurbishment, Space X CEO Elon Musk told reporters ahead of the launch. AFP

The Falcon 9 lifting off from at Cape Canaveral in Florida on Friday. The rocket, also certified to carry humans to space later this year when Space X launches its Dragon capsule, is carrying a communications satellite for Bangladesh.

Source: Times of India Dated 18th May, 2018.

9.9 POINTS TO REMEMBER

- The reports contain facts and figures.
- Reports are significant as they have become the part business set up.
- Reports should be precise, accurate, relevant, in simple language, concise, grammatically accurate, have unbiased recommendations and attractive presentation.
- The layout of the report varies from purpose to purpose.
- Eyewitness report is written in first report.
- News report is written with definite format.
- Activity report is a progressive report.

9.10 CHECK YOUR PROGRESS

1. Explain the concept of a report? Why is the significance of report writing to modern business organisation?
2. How do you organise a report logically?
3. What are the different forms of report writing? Explain them.
4. Bring out the salient features of an Ideal Report.
5. What is a Activity Report? What purpose does it serve the organisations?
6. You are team leader of your bank. Your bank has introduced new deposit scheme. Draft a activity report to be submitted to the Manager.
7. Draft the half yearly progress report of a training of your students at NCC camp for new recruits of to your battalion of which you have been appointed to train them.
8. The workers in a large industry have been asking for a rise in wages and housing accommodation. They are protesting for long. Write news report on it.



INTERPRETING TECHNICAL DATA

UNIT STRUCTURE

- 10.0 Objectives
- 10.1 Introduction
- 10.2 Types of Charts & Graphs
 - 10.2.1 Table
 - 10.2.2 Line Graph
 - 10.2.3 Bar Chart
 - 10.2.4 Flow Chart, Map, Diagram
- 10.3 Presenting the Data in a single Paragraph
- 10.4 Some solved questions
- 10.5 Lets Sum Up
- 10.6 Glossary
- 10.7 Unit End Exercises

10.0 OBJECTIVES

- To acquaint the learner with different types charts, graphs etc. used in visual representation of data.
- To inculcate the ability & skills to read and interpret the maps, charts, graphs and other variants of data representation.
- To make the learner competent to write a paragraph describing and analysing the map, chart, graph etc.

10.1 INTRODUCTION

The word 'data' is derived from the Latin language. It means 'anything that is given'. According to Oxford Encyclopedic English Dictionary data are "known facts or things used as a basis for inference or reckoning." These dictionaries also state that even though data is the plural form of datum, it is often treated as a singular collective noun. Data can be presented by means of tables, charts, and graphs. These supplement the information presented through words. They are able to represent broad trends in a clear and concise manner. Moreover maps, charts, graphs and tables have a great deal of visual appeal. Hence they allow a quick understanding of the basic facts. Since they illustrate concurrent trends they also help to predict possible future occurrences. When

multiple factors are represented together, they help in bringing about a comparative analysis.

10.2 TYPES OF CHARTS AND GRAPHS

Table

A table is a collection of figures, facts or other information arranged in columns and rows. The readers locate the information they need by reading across a row, and down a column. Because a table displays its information in rows and columns, it can be useful for juxtaposing data in two or more dimensions for easy comparison and contrast.

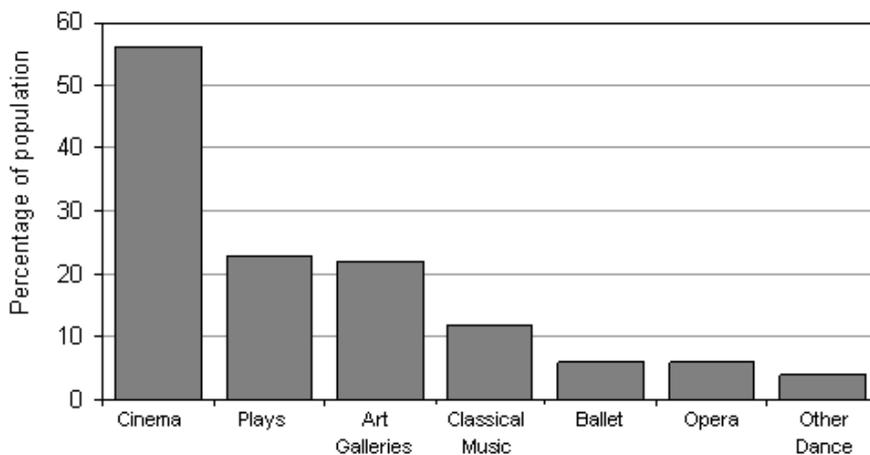
Line Graph

A graph is usually straight or curved line/s drawn between a vertical line and a horizontal line to connect a series of points representing the varying values of two or more related things. It, thus, primarily shows the relationship between two sets of figures or two variables. The fixed lines — horizontal and vertical are used as reference points known as axis, each representing one set of figures or one variable.

Bar Chart

Bar charts consist of a series of horizontal or vertical bars drawn parallel to each other along a scale of measurement. Each bar can represent a different item or the same item at different times, and the scale can be either a scale of percentage or one of absolute quantities. Therefore, bar graphs are useful for showing comparisons between the figures for the same item for different periods of time or for different items for the same period of time.

Attendance at different types of cultural event, Britain 1999-2000



Source: www.statistics.gov.uk

F

low Chart, Map, Diagram.

Not all charts represent quantitative information. For example, to illustrate the stages of a process, point out locations, give directions, or show relationships. This can be done this by using flow charts, diagrams, and maps.

We have made you aware of the communication of information by means of tables, charts and graphs, so that you can interpret them in the exam and write a paragraph describing and analysing them.

10.3 PRESENTING DATA IN A SINGLE PARAGRAPH

Most pieces of writing require more than one paragraph. Mastering the art of writing just a single paragraph requires planning and precision. The elements that make a good paragraph are, the topic sentence, the function of different sentences in the development of the topic, thematic coherence, the use of linking and cohesive devices; and the use of all these factors in description and analysis of the given data.

The topic sentence:

It describes the graph/chart. It starts with, "The graph/chart represents"

Inference:

The topic sentence should be followed by the inference drawn by the learner. Since this is actually the last part of the interpretation, it would be preferable for the learner to have used rough work or rough draft. The rough draft should firstly list the observations and then reach the inference. In the fair answer, however, the inference follows the topic sentence. The inference should clearly mention the trend or trends as shown by the data. For e.g. "The consumption of packaged milk increased sharply over an 'X' period." If there are two or more factor involved the inference can compare their individual trends. For e.g., "The consumption of packaged milk has shown a sharper rise than loosely sold milk."

Illustrations:

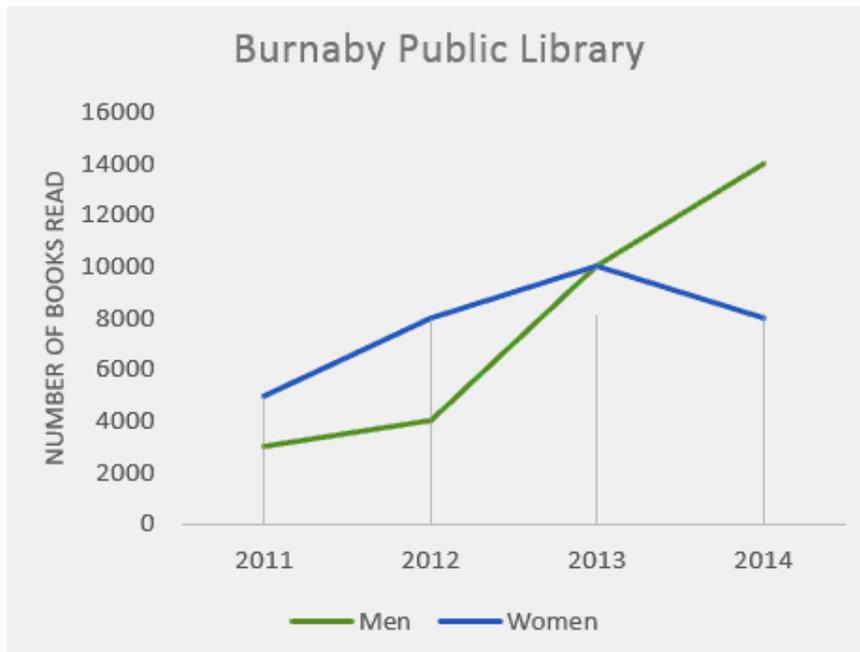
They are detailed observations about the factors, in quantifiable terms i.e. in numbers should follow the inference. This should clearly mention, maximum, minimum, average, range etc. as applicable.

Concluding remark:

This can be different from the inference. The learner may write a general statement as per his or her understanding of the topic, that extends the scope of the data given. Else, repeat the inference in other words.

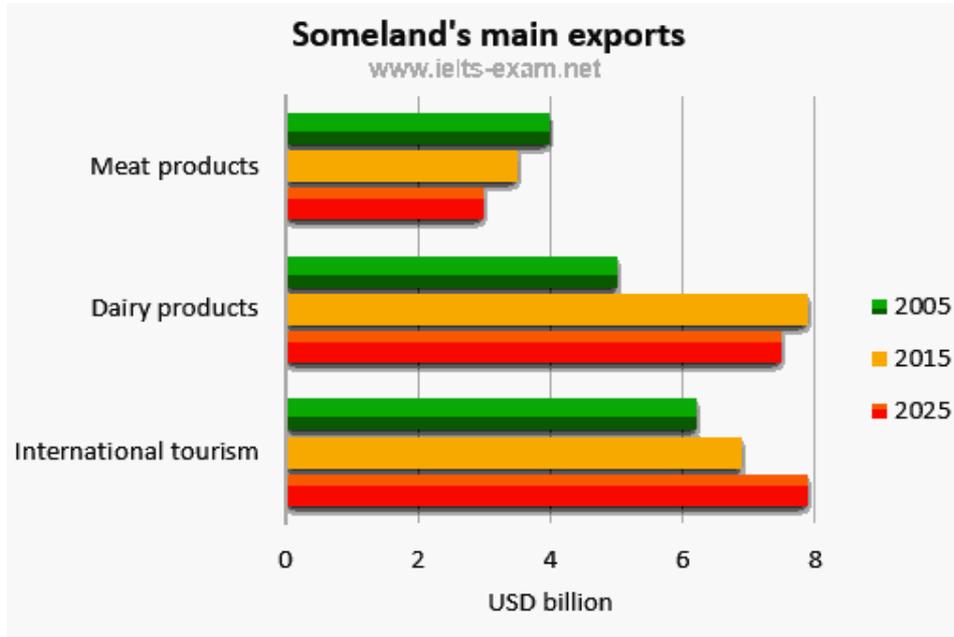
10.4 SOLVED EXAMPLES

Write a paragraph on the information shown by the Line graph. Include the main features and make comparisons wherever relevant.

**Model Answer**

The graph gives information about Burnaby Public Library between 2011 and 2014. It shows how many library books people read over this four-year period. As can be seen from the graph, there were different trends for men and women. The number of books read by men increased steadily between 2011 and 2012, from about 3000 to 4000. After that, the number rose dramatically to 14000 books in 2014. This was the highest figure in the period. Women started off reading more books than men, but their numbers followed a different pattern. Between 2011 and 2012, there was an increase of 3000 from 5000 books to 8000 books, and then a gradual rise to 10000 books in 2013. However, in 2014, their numbers fell back to 8000 again. Overall, there was a strong upward trend in the number of books read by men. Although women read more books than men in 2011, their reading fell to below the level of men in 2014.

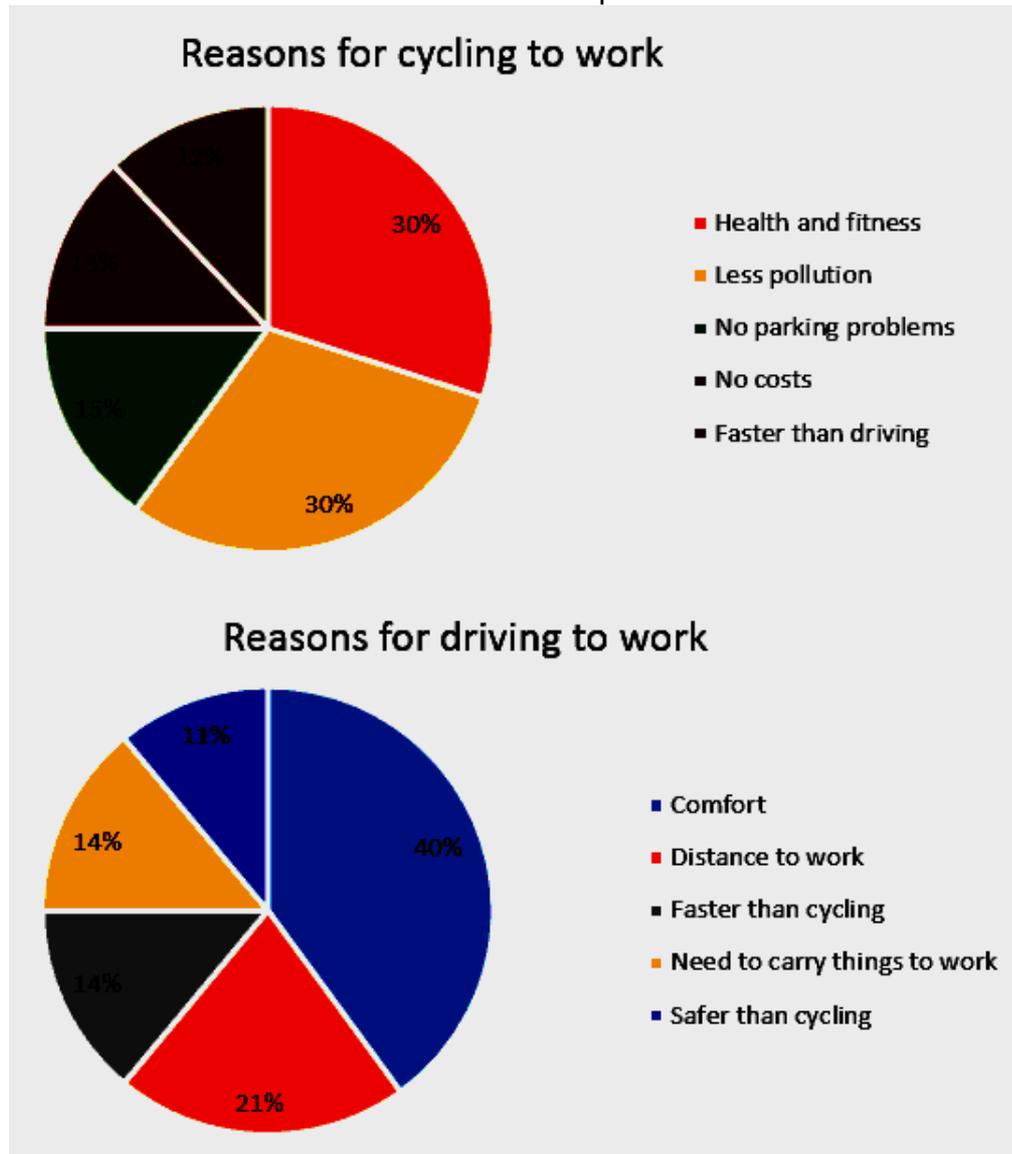
Write a paragraph on the information shown by the Bar chart. Include the main features and make comparisons where relevant.



Model answer

This bar chart illustrates the performance of Someland's primary exports in 2005 and 2015. It also indicates future projections for 2025. According to the data, it seems likely that international tourism will become the dominant industry, although dairy exports will remain strong. In 2005, we can see that tourism was the greatest exports earner of the three industries, with revenue standing at just over \$6 billion. This figure has increased slightly, so that now, in 2015, it has reached almost \$7 billion. It is estimated that international tourism will continue to grow, so that by 2025, it will be earning around \$8 billion for the country. In 2005, dairy exports were worth around \$5 billion, but since then there has been a dramatic increase, and sales for this year are approximately \$8 billion. Experts are predicting that exports in this area may fall slightly, so a figure of \$7.5 billion is expected for 2025. Meat products are the third key industry in Someland, but sales have dropped since 2005 and now stand at \$3.5 billion. It is expected that sales will continue to decrease in the future.

Write a paragraph on the information shown by the Pie charts. Include the main features and make comparisons where relevant.



Model answer

The first chart shows the reasons why some people in the UK prefer to cycle to work. Conversely, the second chart gives reasons for those who choose to go to work by car. The highest percentage of those who favour cycling say that this is because riding a bicycle to work is healthier than driving. 30% of them gave this as a reason. The same amount of people, 30% say that they cycle to work because it causes less pollution. 13% of people cycle to work because it is cheaper than driving. Surprisingly, a similar amount of people said that they cycled to work because it is faster than travelling by car. In contrast to this, the percentage who prefer to travel by car because it is more comfortable is 40%. The two least important reasons for going to work by car, with 14% and 11% respectively, is that people need to carry things to work and that it

is safer than cycling to work. Finally, 16% say they prefer driving because it is faster than cycling. This contrasts with the cyclists who ride to work because it is faster than driving. In general, it seems that the majority of people who cycle to work do this for health and environmental reasons. By contrast, those who travel by car want to have a more comfortable journey over longer distances.

10.5 LETS SUM UP

- Facts and figures in the form of a collection are known as data.
- Data can be visually represented through tables, charts, maps, diagram etc.
- One such visual representation of data shall be given in the examination.
- Learner shall be expected to write a paragraph describing and analysing it.
- The paragraph should begin with a topic sentence and end with a conclusion.
- Ideas should be arranged logically such that cohesion and understanding is enabled.
- Give adequate illustrations wherever required.
- An inference specifying the trend/s as seen in the data should be clearly mentioned in the paragraph.

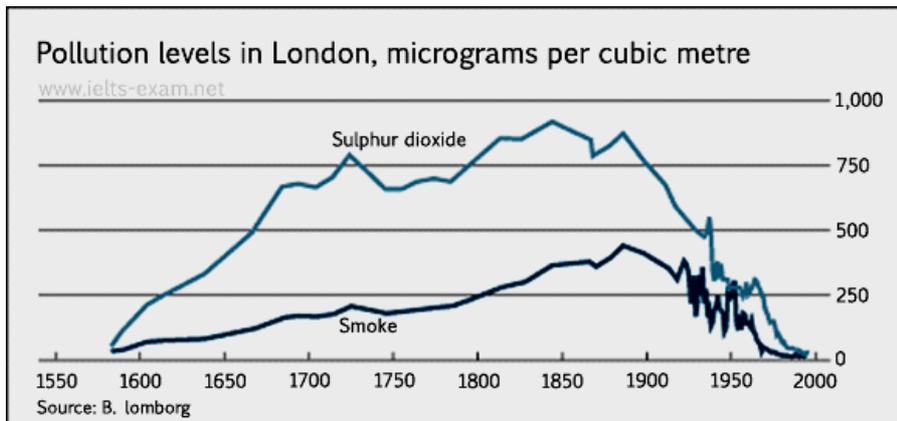
10.6 GLOSSARY

- Axis : A line on a graph to show the position of a point. (e.g. vertical Y axis; horizontal X axis)
- Bar Charts : A mathematical picture in which different amounts are represented by thin vertical or horizontal rectangles, which have the same width but vary in height or length.
- Charts : Information given in the form of graph, diagram or pictures.
- Columns and Rows : A column is a vertical block of words or numbers while in a row the words or numbers are given horizontally next to each other.
- Graphs : A picture, which shows how one or more set/s of information or variable amounts are related usually by lines or curves.
- Flow Charts or Flow Diagrams: Show the stages of a process.

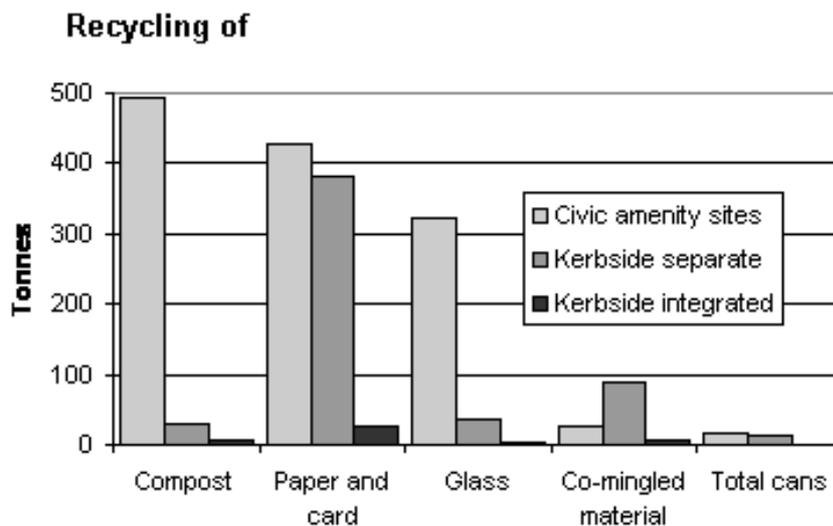
- Symbols : A sign, which is used to represent something else.
- Tables : An arrangement of fact and numbers in rows and columns.

10.7 UNIT END EXERCISES

Q.1. Write a paragraph on the information shown by the Line graph. Include the main features and make comparisons where relevant.

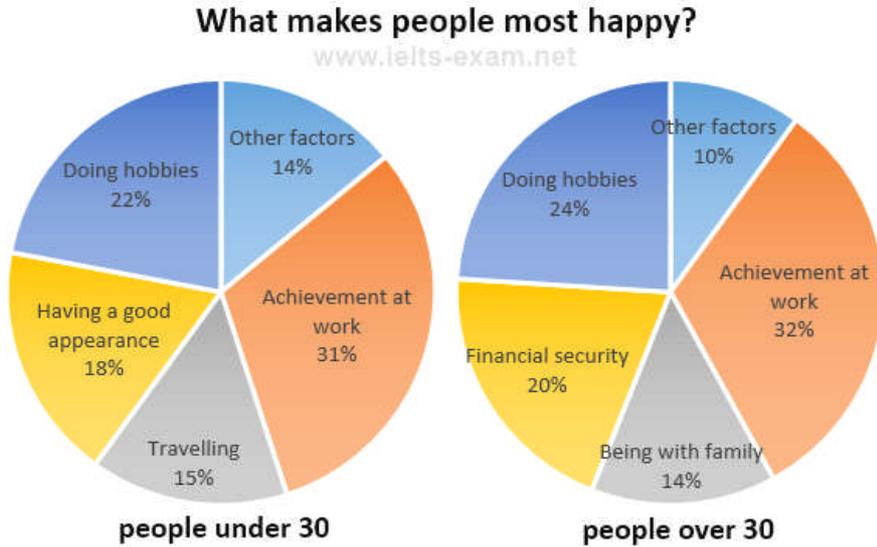


Q.2. Write a paragraph on the information shown by the Bar chart. Include the main features and make comparisons where relevant.



Source: Department of Environment, Transport and the Regions

Q.3. Write a paragraph on the information shown by the Pie charts. Include the main features and make comparisons where relevant.



Source: <https://www.ielts-exam.net/IELTS-Writing-Samples/ielts-writing.htm>



ESSAY WRITING

UNIT STRUCTURE

- 11.0 Objectives
- 11.1 Introduction
- 11.2 Warm up exercises
- 11.3 Types of essays
- 11.4 Steps in writing an essay
- 11.5 Let us sum up
- 11.6 Keywords
- 11.7 Exercises

11.0 OBJECTIVE

In this unit, we will learn ‘What is essay writing?’ The warm up exercises will start the process of learning about essay writing. The paragraph writing exercises will help to develop proper paragraphs. There are various types of essays. We will study various steps in essay writing. After understanding these steps, we study to how to develop major ideas in an essay and logically connect paragraphs. We will also study how to conclude an essay. After studying this unit, we will be able to write essays in the best possible way.

11.1 INTRODUCTION ESSAY WRITING

An essay is a detailed analysis, description or presentation of views on a topic. It may be written for various purposes. Basically, it is a dialogue. Thus, essay writing is a very complex academic activity. It is not only complex but a time consuming process for the beginners. Practice and vision will help us to write a most perfect essay. It is important to consider all important aspects of topic before writing an essay. We have to be rational and judicious while selecting our ideas to be included in our essay. Complexity of selecting major ideas makes essay writing assignment difficult for many learners. To present our ideas in style in our essay, we have to use the most appropriate words and phrases. We must include the core concepts and themes in our essay composition that gives a concrete material on a topic which discusses and expresses a point from different angles to give substantial information.

An essay explains the matter in the best possible way. At times through examples are also used in an essay to make the idea(s) more clear. Considering the background and multi-dimensionality of the topic, we have to develop a strategy to give justice to the topic. In this strategic process, we need to explain the meaning of key terms. We have to define key terms. An excellent writer uses the questions to interpret the matter in a systematic way. Citations, phrases and quotations are also useful resources to be used in essay writing. We have to write an essay in one style. We must strive to give answers to the expected questions and provide recommendations to broaden the views. In essay writing, our style should be straightforward and direct. We should develop arguments and logically connect all paragraphs. We must include a brief summary of major ideas in conclusion of our essay.

An essay communicates and gives relevant information on a specific topic. To communicate and explain the facts and ideas of the topic, we should be rational. We have to check for the appropriateness of the points and language that we are using to write our essay. Since our essay reaches to the mass, it should be legally and morally correct. We must respect all cultures and maintain the etiquettes of writing culture. According to the reader's background and need of the subject we must understand and focus on our purpose of essay writing. Thus, answer the question, why am I writing this essay? Our writing means the content and style should be proper. So answer the question how should I write my essay? And accordingly design the structure of your essay. While designing the structure of your essay, try to find the answer of 'In which style, that is how, are you writing this essay? This process will help us write our essay in the most appropriate tone and write impersonally. As it is a difficult task, one needs to undergo a stringent training to excel the skills of essay writing.

11.2 WARM UP EXERCISES

As we have discussed, essay writing is a complex process. We will begin with warm up exercises to go ahead.

Sentence Writing:

Let us start with the basics of writings. We already know how to frame correct sentences. Frame one sentence for following each word. Try to frame sentences by using different sentence structure patterns such as simple, compound, complex, compound and complex, sentence in active or passive voice, positive or negative sentence, question, exclamatory, direct and indirect sentence. Write good and clear sentences. Also try to frame shorter as well as lengthy sentences.

Words Class, fuel, feminism, education, practice, corruption, devotion, music, dance, classical singing, scholar, politician, world, environment, school, doctor, practice, product, god, literature, Summer, winter, promise, friend, cheater, defense, offense

Paragraph Writing:

In essay writing, paragraph writing is important. Essay is written in paragraphs in minimum three paragraphs. Thus, we must do the practice of writing the paragraphs. A standard paragraph has approximately minimum three sentences. Considering the need of the topic this number varies. We should avoid writing lengthy paragraphs.

We should develop one idea in one paragraph. It makes our essay more impressive and concrete. To write perfect paragraph practice is required. To hone our skills, you are requested to write paragraphs on following topics in five to eleven sentences. This practice will help you to present your ideas in a best possible way. Take a specific or most important point of view and try to develop a good paragraph. Make it clear, short and self-dependent and complete.

Training Culture Student Writing Career
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This practice of writing paragraphs brings to our notice that there are many sides of a topic. We can classify these sides and accordingly we can write the paragraph. There is possibility of giving different information in different paragraph. It proves that there are many types of essay writing. We will study this below.

11.3 TYPES OF ESSAY

We have studied that an essay is written many ways depending on the purpose. In an essay writing we analyze, explain, discuss, describe, contradict, cross question or narrate something about the topic. Broadly speaking following are three major types of essays.

1. Describing or descriptive essay
2. Narrative (creative) essay
3. Analyzing essay

Describing or descriptive type of essay writing is elementary. In this type of essay writer writes how (s)he did this or found these elements or reading or explanation. Narrative essay writing is a creative process to present the ideas. The analyzing essay writing is an academic writing. We will study this type of essay writing in detail.

11.4 STEPS IN ESSAY WRITING PROCESS

As we have studied earlier, essay writing is a process. Following are general steps in writing an essay.

1. To select topic

Our essay depends on the topic under consideration. At this, you are asked to write an essay on a topic with which you are familiar. We need to be alert and read about all important events and ideas. If we fail to understand the topic our essay will be wrong. Thus, We must select the topic with which we are comfortable and know certain judicious facts and data.

2. To formulate ideas

This step is important in essay writing. In this step we collect major ideas related to the topic. A comprehensive thought process is needed in this step. We have to select the best and most apt ideas. We should not focus redundant or irrelevant ideas. It will help to formulate best ideas related to the topic.

3. To develop topic/thesis statement:

Based on the topic and formulated ideas, we should develop a statement on the topic.

This statement presents the theme of the topic. It helps to create a framework of our essay. It reflects our view on this topic. Basically, it has the right observation that supports purpose. This statement is helps reader to understand the subject of essay, the main idea to be developed in the essay and possible (re)sources or evidences that are to be presented in the essay.

Assume that we are writing an essay on reading. We may begin with a sentence like: Reading books is important for students.

We might feel that it is a very good beginning of our essay. But for experts it is an abstract i. e. vague statement as it sounds as a common statement. Thus, it is not a professional and proper statement.

Also note that thesis statement should not be a declaration, a fact, a question and a quotation as these do not cover the points that are required to write a proper thesis statement.

For example:

“I will discuss the need of reading for students.”(Declaration)

“Reading improves standard of students.” (Fact)

“Will reading improve standard of student?” (Question)

Mr. ABC says, "Reading is important in student's life."
(Quotation) We should try to rewrite this statement by using following claims:

Why is reading important for students? How will it help the students?

Which books should be read by students?

With the help of these questions try to frame the statement with the help of following points:

Reading books...important...students...because it helps...to improve...

4. To prepare the first draft

Thesis statement gives us the direction of writing the essay. Based on this statement we must prepare our first draft of essay. During this process we should try to include maximum appropriate points related to the subject. It is our first impression of the topic.

5. To check for appropriateness and be judicious

Our first draft is also known as rough draft. It includes maximum points related to the topic. It might include maximum points related to the topic. But in this step, we should be judicious and exclude those points, explanations, data, quotations and other elements that are redundant. We must try to reframe the ideas that are not clear in the first draft and use appropriate words, statements, questions and citations if required. We must try for logical and reasonable sequence of our essay.

6. To check for the introduction and conclusion:

It is observed that after updating first draft, essay writer feels uncomfortable with introduction and conclusion. As data is finalized, discussion is comprehensive, it direct writer to reconsider introduction and conclusion of the topic. Based on internal discussion of the text, we have to reframe, if needed, our introduction and conclusion.

7. To give finishing touch

Essay writing is a systematic process. Above cited process takes the essay writer through various updates. Accordingly, essay writer changes the pattern of writing. It is at this stage, the essay writer should think critically about his/her essay and give a finishing touch which will make essay complete, concrete and clear.

Technically, these steps are known as **prewriting, writing and rewriting**. Now we will study these steps in detail.

Prewriting:

This step is very important in the process of essay writing. In this process, we have read and understand various aspects of a topic. We have to analyze and explain these elements. This

process helps us to refer the most perfect material on this topic. While reading, we have to make notes, and design a plan of writing our essay. It gives us proper directions to analyze or explain the material or discuss the topic in the best possible way. The relevance that we get through this step focuses more on bringing originality and presents our arguments rationally.

Writing:

We have to write our essay in minimum three paragraphs. First paragraph introduces the topic. Second paragraph discusses the topic in detail. Third and remaining paragraphs will discuss in the detail remaining points and in last paragraph conclude the discussion in detail.

First paragraph develops or introduces the topic with thesis statement. It presents background of the topic and direction in which discussion will lead. It further discusses various points to be covered in discussion. It also indicates the conclusion. We should try to organize all the points logically. It prepares a space to discuss in detail and support the main ideas.

In second paragraph and remaining paragraphs we should adopt a policy. We may use examples to explain our ideas. In this task, to go ahead, we may use the words for example, for instance, to illustrate. If we have to present the issues in chronological order, we can use, first, second, next, finally, furthermore, in addition, also, moreover, furthermore, in addition, also, moreover and so on. We might have to present the contradictory ideas. In this task, we may use terms such as on the other hand, in contrast, although, however. If we have to present similar ideas, we may use words such as likewise, similarly. While discussing or analyzing, we might have to present the exceptions. In this task, we may use the words however, nevertheless, but, yet, still.

As discussed in detail, we might have to emphasize on certain points. We can use words like, above all, finally. To focus more on specific points, we may use words such as in other words, in essence, briefly and so on. In the process of essay writing, we might have to (re)examine. In this task we can use words such as to test, it is important. When we come to the section of conclusion, we can use words such as to sum up, to conclude, in conclusion, in for these reasons, etc.

Body of essay (Second paragraph) second sentence of second paragraph may be topic sentence which should be a major point of the topic. It might contain quotation or statistics. Further, it should link to the following paragraph.

Conclusion:

Concluding paragraph of an essay is a shorter paragraph of minimum four substantial sentences. It must create desired impact

on reader so that (t)he(y) can take action henceforth. We should not use any new point in this section. Summary writing skills will help to write this paragraph in a better way. It is a logical extension of the body. We need to restate our thesis statement skillfully in this section. This paragraph is sum total of our view on the topic of the essay.

11.5 LET US SUM UP

In this unit, we have studied about essay writing. Essay writing is an academic activity. It is a complex and time consuming process. An essay explains the matter in the best possible way. It gives answers to the expected questions and provides recommendations to broaden the views on topic. An essay should be written straightforward and direct style where arguments are logically connected in different paragraphs.

11.6 KEYWORDS

Essay : A short piece of writing

Paragraph: A distinct section of a piece of writing, usually dealing with a single theme and indicated by a new line, indentation, or numbering.

Sentence: A set of words that is complete in itself, typically containing a subject and predicate, conveying a statement, question, exclamation, or command, and consisting of a main clause and sometimes

Describe: give a detailed account in words of.

Analyze: Examine (something) methodically and in detail, typically in order to explain and interpret it

Explain: what is meant by a word, text, concept, or action

11.7 EXERCISES

1. Write an essay on following topics: Education in India
2. Importance of Higher education Corruption
3. Marriage Institution Status of women in India Distance Education Uniform
4. Coaching Classes: Need or Fashion Friendship Press



STORY WRITING AND DIALOGUE WRITING

UNIT STRUCTURE

- 12.0 Objectives
- 12.1 Introduction
- 12.2 Story Writing
 - 12.2.1 Think About Your Reader
 - 12.2.2 Three-act Structure
 - 12.2.3 An Attention-grabbing Opening
 - 12.2.4 Extended Metaphors
 - 12.2.5 Interesting Details About Setting and Location
 - 12.2.6 Editing
 - 12.2.7 And Finally... Record your Ideas
- 12.3 Dialogue Writing
- 12.4 Check your Progress

12.0 OBJECTIVES

1. To make the students aware of the art of story writing
2. To introduce the students dialogue writing.
3. To prepare them to do the practice of preparing for the examination.

12.1 INTRODUCTION

This unit will make learners familiar with the concept of story writing and dialogue writing. Creative thinking and creative writing, involves use of imagination in organized way. It is important to be creative in communication. We usually think that imagination means to to be without restriction. However, imaginative and creative writing his planned and structured activity. Also one can learn this skill and perfect it by practice.

12.2 STORY WRITING

STORY WRITING

Dear friends as you know the syllabus, you have to write either a short story with the help of given points, or a dialogue on a given topic. This unit will ensure to perfect you in writing both. Read the unit neatly and follow the hints given below.

Creative writing by definition, involves being 'creative': making things up, letting your imagination run wild. Writing dialogues and short stories is about being factual and objective, communicating ideas and arguments in the clearest way possible and attempting to enhance the reader's knowledge, rather than their imagination.

1. Think about your reader

With creative writing, as with any kind of writing, your reader is your most important consideration. You need to know and understand whom you're writing for if you're to do a good job of keeping them interested. Let's think for a moment about the kind of person you're writing for when you're writing an essay and what you need to do to write specifically for them:

Teachers or university lecturers – they're going to be marking your essay, so it needs to answer the question effectively. They've set the question and they probably have a pretty good idea of how you're going to answer it – so be original and unpredictable; catch them by surprise with an unusual approach or structure.

They're going to be reading many other responses to the same question – so they may well be bored by the time they get to yours. Keep them interested!

They're probably going to be pressed for time – so they won't have time to reread badly written passages to try to understand what you're getting at. Keep your writing easy to read, succinct and to the point.

What all these points boil down to is the importance of keeping your reader interested in what you have to say. Since creative writing is all about holding the reader's interest, there must be some lessons to be learned from it and techniques that can be applied within the more limited style constraints of the academic essay. We'll now turn to what these are.

2. Three-act structure

The three-act structure is a writing device used extensively in modern writing, including for film and television dramas. These

'acts' aren't as distinct as acts in a play, as one follows seamlessly on from another and the audience wouldn't consciously realise that one act had ended and another began. The structure refers to a plotline that looks something like this:

Set-up – establishes the characters, how they relate to each other, and the world they inhabit. Within this first 'act', a dramatic occurrence called an 'inciting incident' takes place (typically around 19 minutes into a film) involving the principal character. They try to deal with it, but this results in another dramatic occurrence called a 'turning point'. This sets the scene for the rest of the story.

Confrontation – the turning point in the previous 'act' becomes the central problem, which the main character attempts to resolve – usually with plenty of adversity thrown their way that hampers their efforts. In a murder mystery, for example, this act would involve the detective trying to solve the murder. The central character – with the help of supporting characters – undergoes a journey and develops their knowledge, skills or character to a sufficient degree to be able to overcome the problem.

Resolution – the climax of the story, in which the drama reaches a peak, the problem is overcome, and loose ends are tied up.

This structure sounds all very well for made-up stories, but what has it got to do with a story writing? The key similarities here are:

The central argument of your story is the equivalent of the main character.

The essay equivalent of the set-up and resolution are the introduction and conclusion.

The inciting incident in a story encourages you to get to the point early on in the story.

The equivalent of character development in the second act is developing your argument.

So, applying the three-act structure to a story gives you something like this:

Set-up – the introduction. This establishes what you're talking about, setting the scene. The 'inciting incident' could be the introduction of evidence that contradicts a common theory, or the highlighting of a central disagreement in how something is interpreted.

Confrontation – you discuss the different problems surrounding the topic you're writing about. You develop the argument using various bits of evidence, moving towards an overall conclusion.

The Conclusion- You summarise and resolve the argument with your own opinion, by coming down on one side or the other, having weighed up the evidence you've discussed. You could perhaps tie up loose ends by offering an alternative explanation for evidence that doesn't sit with your conclusion.

Using this structure keeps you focused on the central point, and stops you from waffling, because everything you write is working towards resolving your argument. The use of the inciting incident in the first 'act' encourages you to get to the point early on in your essay, thereby keeping the reader interested. The principles of good plot-writing are centred around the connection between different events that show cause and effect, and this central tenet of the three-act structure has obvious parallels with the way in which essays work through presenting evidence in support of arguments.

3. An attention-grabbing opening

A murder mystery novel might start with the murder and then establish the build-up in flashbacks. An oft-spouted piece of advice in creative writing is to use an attention-grabbing opening. One way of doing this is to start with a 'flashback', which could disrupt the chronology of events by transporting the reader directly back to the midst of the action, so that the story begins with maximum excitement. In a murder mystery, for instance, the writer might skip a slow build-up and instead use the murder itself to form the opening of the novel, with the rest of the story charting the efforts of the detective to uncover the perpetrator and perhaps telling the events prior to the murder in a series of flashbacks.

4. Extended metaphors

Creative writing often makes use of extended metaphors. For example, when Shakespeare wrote the passage in *Romeo and Juliet* referring to "It is the East, and Juliet is the sun!" he was using an extended metaphor. With this in mind, it's time to revisit a point we made in a previous article about writing more original essays, in which we argued that, rather than battling on with trying to explain a complex concept in a straightforward way, it might be easier to use an analogy to convey the meaning by drawing comparisons, which people find easier to understand. A metaphor is a kind of analogy, so the similarities with creative writing are strong here. In our previous article we used the example of radioactive decay. An analogy for this is the pressure with which water escapes from a hole in a bucket. It does so exponentially, just as radioactive substances decay exponentially. In both instances, the rate of a consumptive process depends on how much there is left of

whatever is being depleted, which results in an exponential rate of decay. This concept is so much easier to explain using the analogy of water flowing from a hole in a bucket, as you give your reader something familiar to visualise in order to explain a concept with which they are unfamiliar.

5. Interesting details about setting and location

Another way of keeping your reader interested is to bring your essay to life with details about setting and location, just as creative writers do. Essays can become quite dry if you focus solely on the academic problems, but you can make them more interesting by peppering them with details. This may not work quite so well for a scientific essay, but it's certainly relevant for some humanities subjects, in particular English literature, history and archaeology. For example, an essay about the Roman emperor Augustus could mention that he lived a famously modest lifestyle, quoting details from Roman writers and archaeological evidence that support this: Suetonius mentions his "low bed" (interesting because of what it says about accepted standards of Roman beds!) and coarse bread and cheese diet, and the relatively small and non-lavish remains of his house on the Palatine Hill in Rome back up the idea of his having lived a modest life.

Incidental details like these can actually prove to be more significant than you initially realise, and you can use them to build your argument; in the case of Augustus, for example, his modest lifestyle is particularly important when seen in the context of Rome's troubled history with kings. As he gradually acquired more power and became Rome's first emperor, he had to avoid coming across as being too 'regal', and the little details we know about his way of life are significant in light of this. So, not only have you brought your essay to life, but you've raised an interesting point, too.

6. Editing

Few writers get it right first time. Once you've written a first draft, read through it and think about whether the order of your points is optimal and whether what you've written actually makes sense. It's easy in the age of computers to chop and change – you can simply copy and paste part of your essay into another part where it might fit better, and then make minor changes to your wording so that it flows. After you've finished editing, have a final read through and check that you're happy with the wording. Don't forget to proofread to ensure that your spelling and grammar is impeccable!

7. And finally... record your ideas

Creative writers swear by having a notebook with them at all times, ready to jot down any ideas that suddenly spring to mind.

You can adopt the same principle for your essay-writing, because you never know when the inspiration might strike. Have a think about your essay topic when you're out and about; you'd be surprised what occurs to you when you're away from your normal place of study.

As you can see, there are more similarities between two apparently unrelated kinds of writing than you might have realised. It is, of course, possible to go too far with the creative writing idea when you're essay-writing: literary devices aren't always appropriate, and your story still needs to retain objectivity and conform to the more formal conventions of academic writing. But there are certainly techniques to be borrowed from creative writing that will help your story stand out from the crowd and give your teacher or lecturer a welcome break from the monotony of story marking.

2. Dialogue Writing:

Realistic dialogue written well can advance a story and flesh out characters while providing a break from straight exposition. Writing realistic dialogue does not come easily for everyone, though, and few things pull a reader out of a story faster than bad dialogue.

It takes time to develop a good ear for dialogue, but following some simple rules and avoiding some obvious pitfalls can make a huge difference.

Listen to How People Talk

Having a sense of natural speech patterns is essential to good dialogue. Pay attention to the expressions people use and the music of everyday conversation by paying attention to the way people talk. Note how people can maintain conversations without complete sentences and sometimes by even finishing others' sentences. Eavesdropping is not a crime, so go ahead and listen to how people communicate with one another.

Don't Be 100 Percent Realistic

People talk in stops and starts, and they pause with nonsense words like "um" and "er." Frequently they talk over one another. As much as you're trying to emulate realistic speech patterns, the dialogue still needs to be readable. Alfred Hitchcock said a good story is, "life with the dull parts taken out." This very much applies to dialogue. A transcription of a conversation would be boring and confusing, so give readers only what matters. Edit out filler words and unessential commentary that doesn't contribute to the plot in some way.

Don't Give Too Much Information at Once

It should never be obvious to readers that they're being fed important facts. Let the story unfold naturally. Readers can be trusted to remember details from earlier in the story, so you don't have to rush to tell them everything all at once. People who know each other leave a lot unsaid, so exposition still will be necessary to share some important facts.

Break up Dialogue with Action

Remind readers that your characters are physical human beings by grounding their dialogue in the physical world. Such details also help break up the words on the page. It can be as simple as referencing that characters are standing on the deck of a cabin cruiser. Long periods of dialogue are easier for readers when broken up by descriptions. The same holds true for long periods of descriptions, they need to be broken up with dialogue.

Don't Overdo Dialogue Tags

Veering too much beyond "he said/she said" only draws attention to the tags—and you want readers focused on your compelling dialogue, not your ability to think of synonyms for "said." You also need to trust that readers will be able to follow the conversation without attribution after each statement when it is part of a back-and-forth conversation between characters.

Stereotypes, Profanity, and Slang

Be aware of falling back on stereotypes, and be sure to use profanity and slang sparingly or you risk distracting or alienating your readers. Anything that takes readers out of the fictional world that you're working hard to create should be avoided.

Read Widely

Pay attention to why things work or don't work when you're reading. Take the time to note examples of when you are taken out of a story's action and then try to identify why? Where did you stop believing in a character? Or, when did the character really jump off the page, and how did the dialogue help accomplish that? Again, note when this happens and try to identify what the writer was doing to achieve this. In other words, start reading like a writer.

Punctuate Dialogue Correctly

The rules for punctuating dialogue can be confusing. Many writers need help getting them right; especially in the beginning. Take some time to learn the basics. A reader should get lost in your prose. You may have written beautiful dialogue but you don't want the reader stumbling over it because it's hard to follow due to missing or misplaced commas.

Cut to the Chase

Cutting greetings and other small talk is a great place to start paring down your dialogue. If you omit all the hellos and goodbyes, you get your characters into the scene faster and allow them to start telling your story through language and action.

Keep It Short

Try to keep each instance of dialogue to one sentence. When you get to the second sentence, it's likely your character has become an "explainer," delivering expository information instead of acting as a dynamic, believable character.

Any time you find yourself giving a character multiple sentences of dialogue, ask yourself if there's a natural way to put all the important information into one sentence. Or, see if it can be broken up and inserted into a few different places in the conversation. You can also see if another character can deliver some of the information.

Let It Flow

When you write the first draft of a scene, let the dialogue flow. Pour it out like cheap champagne. You can make it sparkle later, but first, you have to get it down on paper. This technique will allow you to come up with lines you probably would never have thought of if you tried to get it right the first time.

Be an Improvisational Actor

In the privacy of your own home, improvise a scene as though you are both characters in the scene. If the two characters are in conflict, start an argument. Allow a slight pause as you switch, giving yourself time to come up with a response in each character's voice.

3. Check your progress

1. Write a brief dialogue between you and a stranger who meets you in a train while traveling to a hill station.
2. Write a short story with the points given bellow.
 - i. You receive pocket money Rs. 1000 from your father
 - ii. You are thrifty by nature-you don't want spending unnecessarily
 - iii. Savings
 - iv. You invest in Mutual funds with the help of a friend's father
 - v. gift your father a motor bike after four years

