

FYBA
ENGLISH (COMP. ENGLISH)
COMMUNICATION SKILLS IN
ENGLISH
SEMESTER I
SUBJECT CODE : UBA 1.2

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**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
(2Credits) 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) 09lectures

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.)

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

Suggested Topics for Tutorials: (for both semesters)

- a) Group Discussions
- b) Mock Interviews
- c) Fundamentals of Grammar
- d) Debates /Speeches
- e) Book / Film Reviews
- f) Vocabulary and Language Games
- g) Picture Composition
- h) 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) 10marks
- b) Do as Directed: (Unit1: b-g) 10marks
- Q.2 Comprehension of an unseen passage (Unit2) 20marks
- Q.3 Letters (2 out of 3) (Unit3) 20marks
- Q.4 Interpretation of technical data based on the model given (Unit4) 20marks
- Q.5 Essay (250-350 words) (1 out of 3)(Unit5) 20marks

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 Arnold, 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*. 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, Cambridge House, 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 (DavidMcMurrey)
- 6) <http://www.bbc.co.uk/>
- 7) <http://www.pearsoned.co.uk/AboutUs/ELT/>
- 8) <http://www.howisay.com/>
- 9) <http://www.thefreedictionary.com/>

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Unit - 1

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 'n' 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.

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. 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,

Soldier's Field

Memorial stadium

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 helps 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... sono 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 dinned*= 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 paly, 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



Unit - 2

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 conformation 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



Unit - 3

COMPREHENSION OF AN UNSEEN PASSAGE

UNIT STRUCTURE

- 3.0 Objectives
- 3.1 Introduction
- 3.2 Concept of Comprehension
- 3.3 Understanding Ideas, Facts, Arguments, Tone, Vocabulary in context
- 3.4 Strategies to answer
- 3.5 Sample Passages from journalism, management and commerce
- 3.6 Let us sum up
- 3.7 Glossary
- 3.8 Exercises

3.0 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.

3.1 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

3.2 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.

3.3 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.

3.4 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.

3.5 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

3.6 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



Unit - 4

OFFICIAL CORRESPONDENCE

UNIT STRUCTURE

- 4.0 Objectives
- 4.1 Introduction
- 4.2 Basic Principles of Business Communication
- 4.3 Parts of a Letter
- 4.4 Layouts of Letter
- 4.5 Types of Letter
- 4.6 Lets Sum Up
- 4.7 Unit End Exercises

4.0 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.

4.1 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.

4.2 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.

4.3 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,
Navaraji 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 Witten 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 aboveinside 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 paced 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.

4.4 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.

a) The Full Block / Complete Block/ Block Format

It is called so because all the elements are arranged in blocks without any indentation. In this format, every part of the letter begins directly from the left hand margin. They are separated from each other by double spacing. In body of the letter, paragraphs are separated from each other by single spacing. Punctuation is used only in the body of the letter.

Layout of Full Block Form

(Heading)

(2 spaces)
------(date)

(2 spaces)

------(Inside Address)

(2 spaces)
------(Salutation)

(2 spaces)

------(Body of letter)

(2 spaces)
----- (Complimentary Close)

(2 or 4 spaces)

----- (Signature Block)

b) The Modified Block Format

This is a modified form of the Full-block format. In this format, the date line, complimentary close and signature block are aligned at the centre or right hand margin. A comma is put after the date, house number, in complimentary close and signature block.

c) The Semi Block Format

It is similar to modified block format, except that the first line of each paragraph in the body of the letter, is indented.

4.5 TYPES OF LETTER

A business letter is written by an individual to organization, or by an organization to its various stakeholders for business related purposes. Business letters aim to receive or convey information, in order to initiate some kind of action from their receivers. Based on the purpose of letter writing, business letter came to be grouped into various types such as, enquiry letters, order letters, complaint letters, claim and adjustment letters, credit

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.moderntraders.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

4.6 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.

4.7 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.



Unit - 5

INTERPRETING TECHNICAL DATA

UNIT STRUCTURE

- 5.0 Objectives
- 5.1 Introduction
- 5.2 Types of Charts & Graphs
 - 5.2.1 Table
 - 5.2.2 Line Graph
 - 5.2.3 Bar Chart
 - 5.2.4 Flow Chart, Map, Diagram
- 5.3 Presenting the Data in a single Paragraph
- 5.4 Some solved questions
- 5.5 Lets Sum Up
- 5.6 Glossary
- 5.7 Unit End Exercises

5.0 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.

5.1 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.

5.2 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.

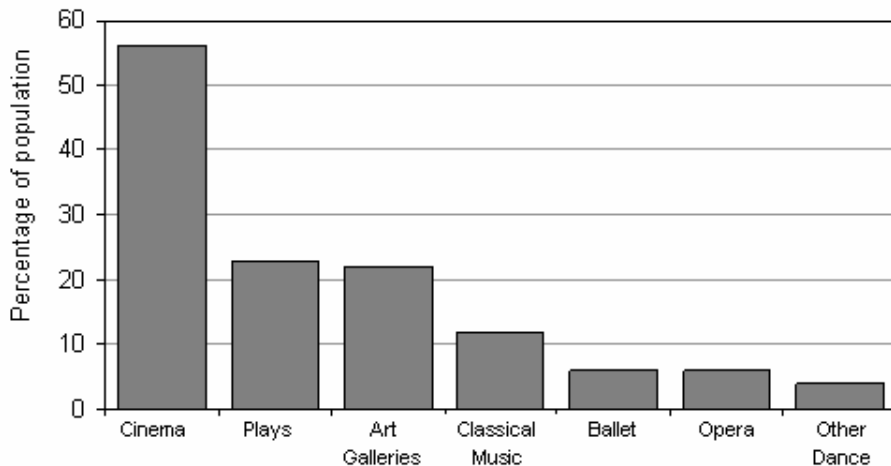
Line Graph

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.

5.3 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:

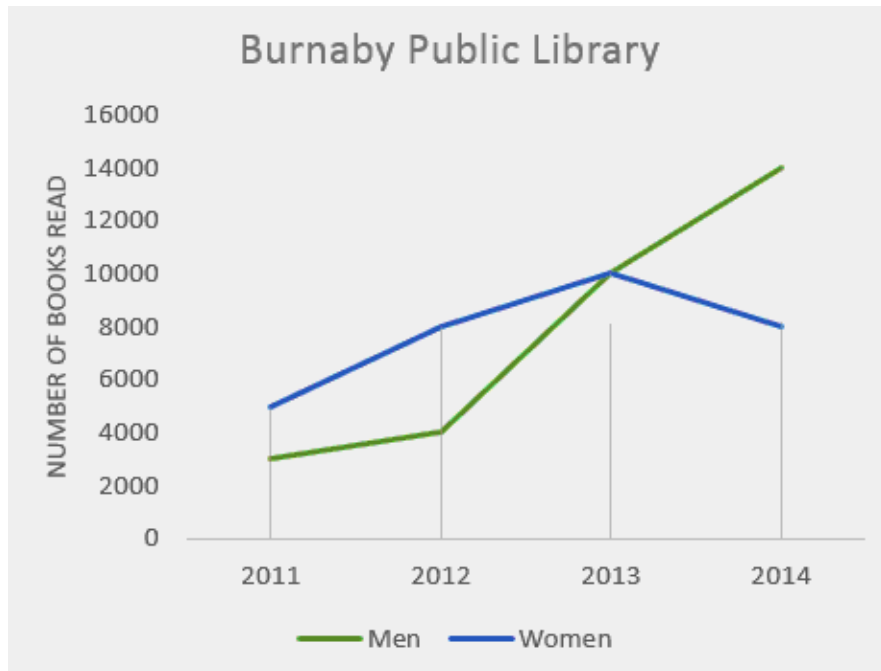
They are detailed observations about the factors, in quantifiable terms i.e. in numbers should follow the inference. This should clearly mention, maximum, minimum, average, range etc. as applicable.

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.

5.4 SOLVED EXAMPLES

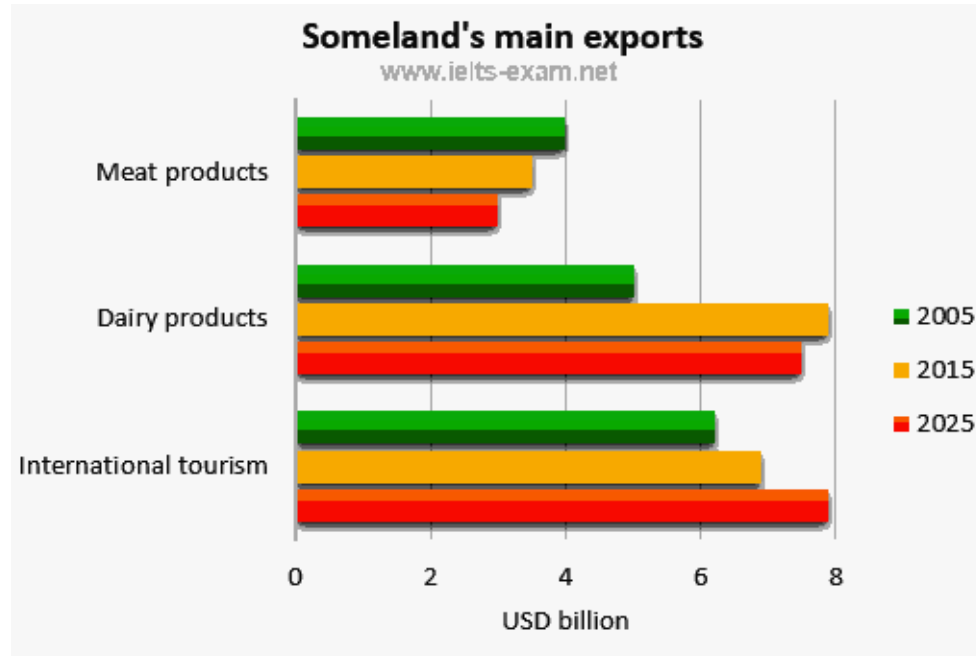
Write a paragraph on the information shown by the Line graph. Include the main features and make comparisons wherever relevant.



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.

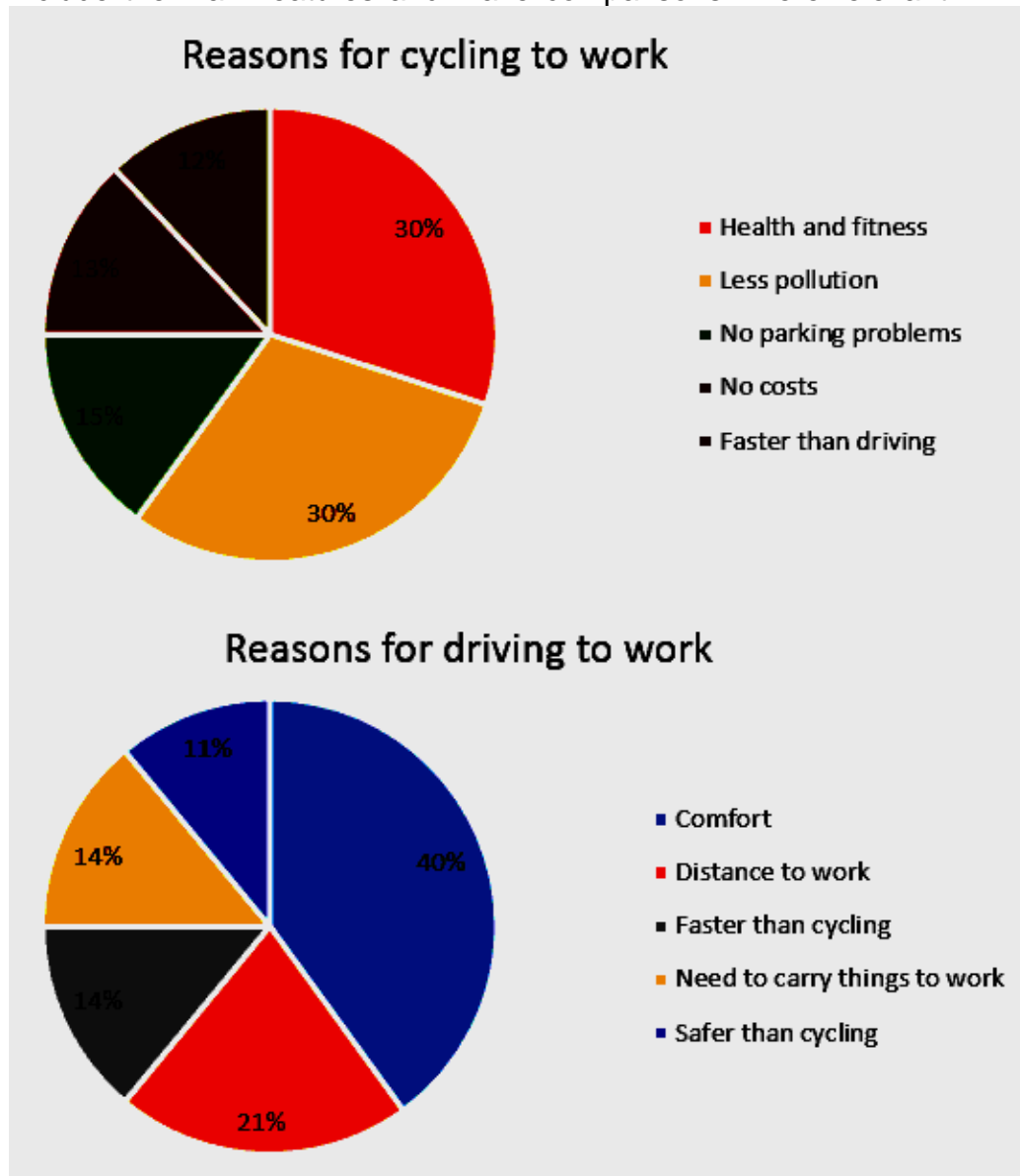
Write a paragraph on the information shown by the Bar chart. Include the main features and make comparisons where relevant.



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.

5.5 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.

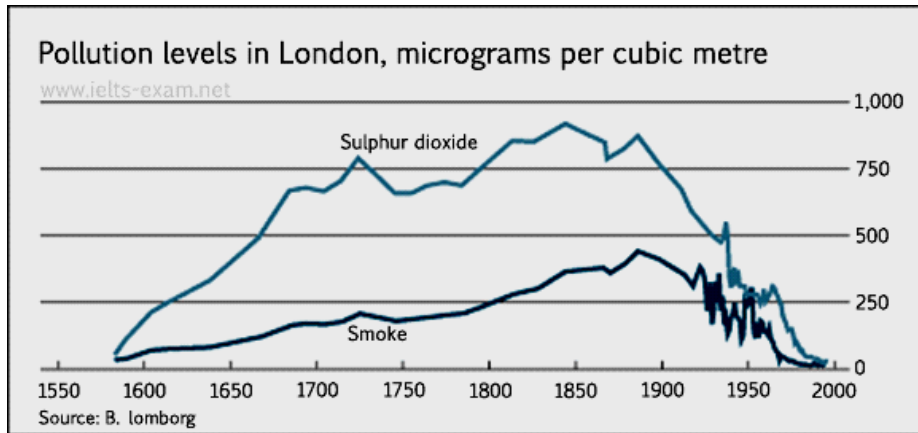
5.6 GLOSSARY

- 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.

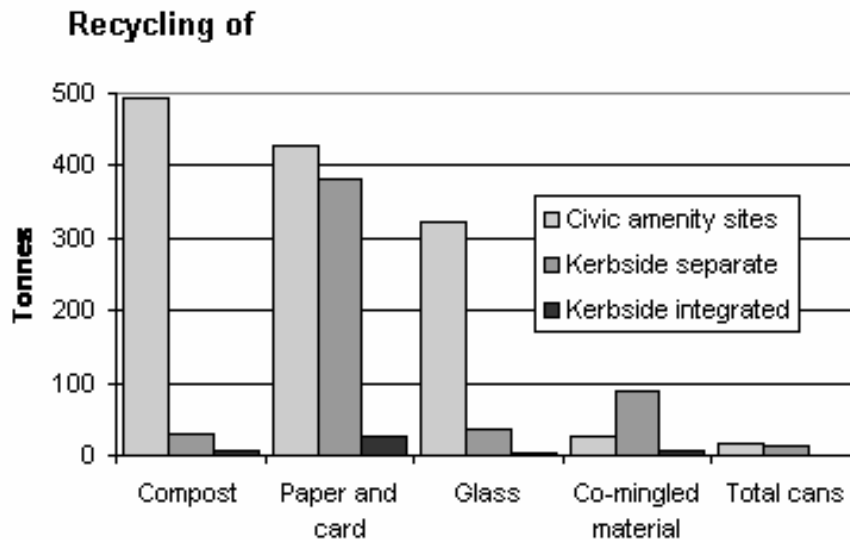
- Symbols : A sign, which is used to represent something else.
- Tables : An arrangement of fact and numbers in rows and columns.

5.7 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.

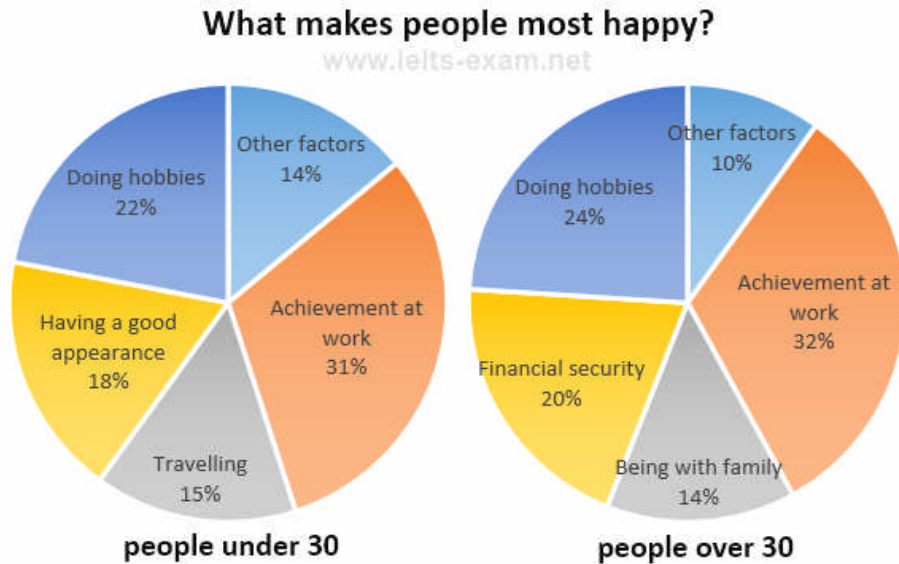


Q.2. Write a paragraph on the information shown by the Bar chart. Include the main features and make comparisons where relevant.



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>



Unit - 6

ESSAY WRITING

UNIT STRUCTURE

- 6.0 Objectives
- 6.1 Introduction
- 6.2 Warm up exercises
- 6.3 Types of essays
- 6.4 Steps in writing an essay
- 6.5 Let us sum up
- 6.6 Keywords
- 6.7 Exercises

6.0 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.

6.1 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.

6.2 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
Professional Life Cricket
Friend College Marriage Holidays

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.

6.3 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.

6.4 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.

6.5 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.

6.6 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

6.7 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

