

ENGLISH

for Technical Professionals

WITH LAB MANUAL

Kulbhushan Kumar



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FOREWORD

Engineering has played a very significant role in the progress and expansion of mankind and society for centuries. Engineering ideas that originated in the Indian subcontinent have had a thoughtful impact on the world.

All India Council for Technical Education (AICTE) had always been at the forefront of assisting Technical students in every possible manner since its inception in 1987. The goal of AICTE has been to promote quality Technical Education and thereby take the industry to a greater heights and ultimately turn our dear motherland India into a Modern Developed Nation. It will not be inept to mention here that Engineers are the backbone of the modern society - better the engineers, better the industry, and better the industry, better the country.

NEP 2020 envisages education in regional languages to all, thereby ensuring that each and every student becomes capable and competent enough and is in a position to contribute towards the national growth and development.

One of the spheres where AICTE had been relentlessly working from last few years was to provide high-quality moderately priced books of International standard prepared in various regional languages to all it's Engineering students. These books are not only prepared keeping in mind it's easy language, real life examples, rich contents and but also the industry needs in this everyday changing world. These books are as per AICTE Model Curriculum of Engineering & Technology – 2018.

Eminent Professors from all over India with great knowledge and experience have written these books for the benefit of academic fraternity. AICTE is confident that these books with their rich contents will help technical students master the subjects with greater ease and quality.

AICTE appreciates the hard work of the original authors, coordinators and the translators for their endeavour in making these Engineering subjects more lucid.

(Anil D. Sahasrabudhe)

Acknowledgement

The author is grateful to AICTE for their meticulous planning and execution to publish the technical book for Engineering and Technology students.

I sincerely acknowledge the valuable contributions of the reviewer of the book Prof. Anjana Tiwari, for making it students' friendly and giving a better shape in an artistic manner.

This book is an outcome of various suggestions of AICTE members, experts and authors who shared their opinion and thoughts to further develop the engineering education in our country.

It is also with great honour that I state that this book is aligned to the AICTE Model Curriculum and in line with the guidelines of National Education Policy (NEP) -2020. Towards promoting education in regional languages, this book is being translated in scheduled Indian regional languages.

Acknowledgements are due to the contributors and different workers in this field whose published books, review articles, papers, photographs, footnotes, references and other valuable information enriched us at the time of writing the book.

Finally, I like to express my sincere thanks to the publishing house, M/s. Khanna Book Publishing Company Private Limited, New Delhi, whose entire team was always ready to cooperate on all the aspects of publishing to make it a wonderful experience.

Kulbhushan Kumar

Preface

This textbook caters to the language specific needs of the students pursuing technical and professional courses at UG level. It is an introduction to the teaching of academic writing for teachers who have second language students in their classes. The objective of this book is to facilitate the practice of the four major study skills (Listening, Speaking, Reading and Writing) along with their sub-skills and provide the necessary gradual release of responsibility from teachers to students. The book also includes suggestions/ links for practical resources that can be drawn in the academic writing classroom.

Like an old story of ‘Six Blind Men and the Elephant’, many educationalists emphasis on the limber trunk, some of them on tail, few on legs and rest on its sides, the ears and the tusks. Therefore, this textbook is designed to help learners to see the whole elephant—the big picture—and consistently implement what they know themselves having to teach academic writing but have not had any particular training in this area. It also offers an outline account of the most important and central grammatical constructions and categories in English. The focus here is mainly on the needs of our primary intended learners: current and future classroom teachers, and so my emphasis is on analysis of written English, and I devote particular attention to those grammatical features that come up frequently when commenting on student writing. I believe that this book will not only meet the needs of the target group, but also be found equally useful by all those working towards improving their language and communication skills.

Kulbhushan Kumar

Outcome Based Education

For the implementation of an outcome-based education the first requirement is to develop an outcome-based curriculum and incorporate an outcome-based assessment in the education system. By going through outcome-based assessments evaluators will be able to evaluate whether the students have achieved the outlined standard, specific and measurable outcomes. With the proper incorporation of outcome-based education there will be a definite commitment to achieve a minimum standard for all learners without giving up at any level. At the end of the programme running with the aid of outcome-based education, a student will be able to arrive at the following outcomes:

- PO-1. Engineering knowledge:** Apply the knowledge of mathematics, science, engineering fundamentals, and an engineering specialization to the solution of complex engineering problems.
- PO-2. Problem analysis:** Identify, formulate, review research literature, and analyze complex engineering problems reaching substantiated conclusions using first principles of mathematics, natural sciences, and engineering sciences.
- PO-3. Design/development of solutions:** Design solutions for complex engineering problems and design system components or processes that meet the specified needs with appropriate consideration for the public health and safety, and the cultural, societal, and environmental considerations.
- PO-4. Conduct investigations of complex problems:** Use research-based knowledge and research methods including design of experiments, analysis and interpretation of data, and synthesis of the information to provide valid conclusions.
- PO-5. Modern tool usage:** Create, select, and apply appropriate techniques, resources, and modern engineering and IT tools including prediction and modelling to complex engineering activities with an understanding of the limitations.
- PO-6. The engineer and society:** Apply reasoning informed by the contextual knowledge to assess societal, health, safety, legal and cultural issues and the consequent responsibilities relevant to the professional engineering practice.
- PO-7. Environment and sustainability:** Understand the impact of the professional engineering solutions in societal and environmental contexts, and demonstrate the knowledge of, and need for sustainable development. s
- PO-8. Ethics:** Apply ethical principles and commit to professional ethics and responsibilities and norms of the engineering practice.
- PO-9. Individual and team work:** Function effectively as an individual, and as a member or leader in diverse teams, and in multidisciplinary settings.

- PO-10. Communication:** Communicate effectively on complex engineering activities with the engineering community and with society at large, such as, being able to comprehend and write effective reports and design documentation, make effective presentations, and give and receive clear instructions.
- PO-11. Project management and finance:** Demonstrate knowledge and understanding of the engineering and management principles and apply these to one's own work, as a member and leader in a team, to manage projects and in multidisciplinary environments.
- PO-12. Life-long learning:** Recognize the need for, and have the preparation and ability to engage in independent and life-long learning in the broadest context of technological change.

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Course Outcomes

The course will enable the students to

- CO-1:** Describe the best practices to build vocabulary.
- CO-2:** Demonstrate effective writing skills for professional purposes.
- CO-3:** Recognize mechanics of grammar.
- CO-4:** Develop efficient communication skills for employment.
- CO-5:** Learn unique qualities of professional writing skills.
- CO-6:** Apply public speaking for both, formal and informal occasions.

MAPPING OF COURSE OUTCOMES WITH PROGRAMME OUTCOMES

Course Outcomes	Expected Mapping with Programme Outcomes (1- Weak Correlation; 2- Medium correlation; 3- Strong Correlation)											
	PO-1	PO-2	PO-3	PO-4	PO-5	PO-6	PO-7	PO-8	PO-9	PO-10	PO-11	PO-12
CO-1	1	2	1	2	2	2	2	1	3	3	3	3
CO-2	1	2	1	1	1	2	2	1	3	3	3	3
CO-3	1	2	1	1	1	2	2	1	3	3	3	3
CO-4	1	2	1	1	1	2	2	1	3	3	3	3
CO-5	1	2	2	1	1	2	2	2	3	3	3	3

Guidelines for Teachers

To implement Outcome Based Education (OBE) knowledge level and skill set of the students should be enhanced. Teachers should take a major responsibility for the proper implementation of OBE. Some of the responsibilities (not limited to) for the teachers in OBE system may be as follows:

- Within reasonable constraint, they should manipulate time to the best advantage of all students.
- They should assess the students only upon certain defined criterion without considering any other potential ineligibility to discriminate them.
- They should try to grow the learning abilities of the students to a certain level before they leave the institute.
- They should try to ensure that all the students are equipped with the quality knowledge as well as competence after they finish their education.
- They should always encourage the students to develop their ultimate performance capabilities.
- They should facilitate and encourage group work and team work to consolidate newer approach.
- They should follow Blooms taxonomy in every part of the assessment.

BLOOM'S TAXONOMY

Level		Teacher should Check	Student should be able to	Possible Mode of Assessment
	Creating	Students' ability to create	Design or create	Mini project
	Evaluating	Students' ability to Justify	Argue or defend	Assignment
	Analyzing	Students' ability to distinguish	Differentiate or distinguish	Project/Lab Methodology
	Applying	Students' ability to use information	Operate or demonstrate	Technical Presentation/ Demonstration
	Understanding	Students' ability to explain the ideas	Explain or classify	Presentation/Seminar
	Remembering	Students' ability to recall (or remember)	Define or Recall	Quiz

Guidelines for Students

Students should take equal responsibility for implementing the OBE. Some of the responsibilities (not limited to) for the students in OBE system are as follows:

- Students should be well aware of each UO before the start of a unit in each and every course.
- Students should be well aware of each CO before the start of the course.
- Students should be well aware of each PO before the start of the programme.
- Students should think critically and reasonably with proper reflection and action.
- Learning of the students should be connected and integrated with practical and real life consequences.
- Students should be well aware of their competency at every level of OBE.

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1

Vocabulary Building

UNIT SPECIFICS

Vocabulary Building, Suffixes, Prefixes, Root Words, Word Formations, Synonyms, Antonyms, Standard Abbreviations.

RATIONALE

The ability of an individual to improve on his linguistic competence is dependent on his reading skills, mastery of the rules of grammar and the development of the vocabulary. Hence, English language teachers ought to impart to their students not only the knowledge to acquire more words but to explain how these words function and how they are pronounced. The meaning of every new word should be explained to students rather than just providing a dictionary definition for the word. In this way, improving language and literacy skills will help them to be more successful academically and communicatively.

PRE-REQUISITES

Words are the instruments by means of which people grasp the thoughts of others and with which they do much of their own thinking. They are the “tools of thought”. So, your learning speed will increase as your vocabulary grows. At least sixty minutes a day of concentrated study on a regular basis can bring about a rapid improvement in your vocabulary skills, which in turn can increase your ability to communicate by writing, conversing, or creating speeches. Acquiring a large vocabulary, in return will benefit you in all walks of life and will enable you to understand others’ ideas in a better way.

UNIT OUTCOMES

- U1-O1: Acquire the concept of word formation.
- U1-O2: Augment standard English grammar and mechanics.
- U1-O3: Enhance vocabulary through the study of word parts and root structure.
- U1-O4: Identify the meaning of words with common prefixes and suffixes.
- U1-O5: Demonstrate their understanding of synonyms and antonyms in active learning.

MAPPING OF COURSE OUTCOMES WITH THE PROGRAMME COURSE OUTCOMES

Course Outcomes	Expected Mapping with Programme Outcomes (1 – Weak Correlation, 2 – Medium Correlation, 3 – Strong Correlation)											
	PO-1	PO-2	PO-3	PO-4	PO-5	PO-6	PO-7	PO-8	PO-9	PO-10	PO-11	PO-12
CO-1	1	2	1	2	2	2	2	1	3	3	3	3
CO-2	1	2	1	1	1	2	2	1	3	3	3	3
CO-3	1	2	1	1	1	2	2	1	3	3	3	3
CO-4	1	2	1	1	1	2	2	1	3	3	3	3
CO-5	1	2	2	1	1	2	2	2	3	3	3	3

INTERESTING FACTS

Vocabulary is a matter of word-building as well as word-using.

-- David Crystal

English is a language rich in vocabulary, but some words may surprise you—and may be just what you were looking for! Editors from the Oxford English Dictionary have estimated that about 4,000 new words are added to the dictionary every year. That means a new word after about every two hours!

Now when you know many things of English language, it's time to get back to learning many more new things i.e. your groundbreaking trip from known to the unknown world of English.

Be sure to taste your words before you spit them out.

-- Anonymous

1. VOCABULARY BUILDING

English is such a language where there is no one to one correspondence between the letters of the alphabet and the sounds they represent. A child who learns that the letters -ch in the words -chin and -charm have to be pronounced in a certain way will get into trouble if he pronounces the same two letters -ch in the words -machine, -chemistry, -chandeliers, -chest etc. The letter -c represents different sounds in the words -capsule and -cease. The letter -g is pronounced differently in -gun and -gem. The letter -j in -jug is pronounced like the letter -g in -germ. The letters -gh are pronounced differently in -cough, -ghost, -bough; -f in -fun, -ff ' in -coffee, -ph in -physics or -phone are pronounced exactly alike! The letter -l in -film is pronounced whereas it is not pronounced at all in -palm and -calm. The word -cycle must be pronounced as -sysisl (साइसिल) or -kykil (काइकिल) and the word -judge must be pronounced as (जुडजे) or (जुडगे) and not as (जज) (दजदज). How many unnecessary letters are there in the English word -queue. In English, therefore, one letter of the alphabet stands for more than one sound and, conversely, the same sound is represented by different letters of the alphabet.

If you go back to your school days English classes, you would recall that the curriculum of English subject was never complete without reading of lessons, comprehension, and dictation



sessions. The curriculum was thoughtfully planned to build a strong vocabulary of students. A rich vocabulary is an advantage, a skill that stays with you all through your life. It is a word-stock, a set of familiar words that you usually develop with age and experience. Vocabulary serves as a valuable but ultimate tool during communication and acquiring knowledge.

Following are some of the tools used by linguistics or teachers of English for improving reading, writing, speaking and listening skills of students while teaching/studying English language.

1.1 THE CONCEPT OF WORD FORMATION

According to Merriam Webster—the definition of word formation is “The formation of words in a language by the process of derivation and composition”.

So, word formation is the creation of new word or words. In another way, word formation is a process of creating new longer, more complex words from the smaller and simpler existing words. This formation of new words ranges from prefixation or suffixation, blending to compounding forms (combining two words to create a new word). Compounding is the most common type of word formation in most languages of the world.

One distinctive property of human language is its creativity that means the ability of a native speaker of that language to produce and understand new forms in his/her language.

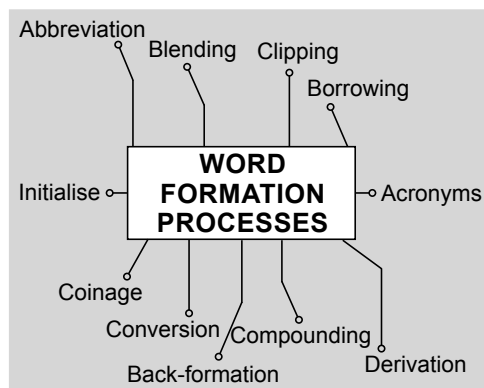
Word formation increases the importance of any language and helps maintain the vitality of that language. A language can die in absence of word formation process. On the other hand, word formation is a process that gives birth to many new words through existing elements of language after following certain patterns or rules.

In the area of Linguistics, word formation refers to the ways in which new words are formed on the basis of morphemes or other words.

1.1.1 Process of Word Formation

In order to create or form new words, different types of word formation processes are employed. English language is a store house of new coined words because the resources of this language have been borrowed from various other languages. So, many new words have been coined or continued to be coined from the old ones, and have thus added a new pile to the existing store house of words. There are number of methods of word formation:

1. Derivation (Affixation and Prefixation)
2. Acronyms or abbreviations
3. Back formation
4. Borrowing
5. Blending
6. Coinage
7. Conversion or functional shift
8. Compounding
9. Clipping



1.1.1.1 Derivation (Affixation and Prefixation)

Affixation: It is a most common type of derivation which covers both, prefixation and suffixation to a root word or existing base.

Prefixation: Prefixation is the adding of a prefix to a word. It is a set of letters generally added to the beginning of a root word to modify its meaning. Several prefixes serve to make the new words, the opposite or nearly to the opposite of their original meaning.

Prefixes	Definition	Example
Auto-	Self	Is this a manual or an auto -driven car?
Dis-	Not, Opposite of	His behaviour towards me was dis graceful.
Ex-	Former, Older	He is Ex -Vice Chancellor of this University.
Mis-	Wrong or Wrongly	There was some mis understanding in between the couple.
Post-	Later	She is doing her post -graduation from Oxford University.
Pre-	Before	The problem with many things is the pre conceived idea we have about them.
Semi-	Half	He was edged out of the semi -final by his younger rival.
Sub-	Under	We all live in a black sub marine.
Re-	Again	The critic gave the show a good re view.
Un-	Not	His handwriting is just an un tidy scrawl.

Suffixation: Suffixation is a morphological process in which new words are formed by adding an affix to the end of a root. A suffix can make new word in any of the two ways:

I. Inflectional II. Derivational

I. Inflectional Suffixes: Inflectional Suffixes never change the meaning of its original word. The basic meaning of the word remains same. Look at these examples:

Suffix	Grammatical Change	Original Word	Suffixed Word
-ed	Past tense, past participle	work	Lata worked Lata has worked
-en	Plural (irregular)	child	Children are playing under the tree.
-en	Past participle (irregular)	eat	She has eaten her meal.
-er	Comparative	small	He is smaller than his brother.
-est	Superlative	young	He is the youngest in his family.
-s	Plural	car	He has a liking for new cars.
-s	3rd person singular present	drive	She drives the car.
-ing	Continuous/progressive	change	He is changing his uniform.

II. Derivational Suffixes: Under Derivational suffixes, a new word has a new meaning and is usually a different part of speech, but this new meaning is related to the old meaning. The main purpose of a suffix is to show what class of word it is e.g. noun, verb adverb or adjective. There are several hundred derivational suffixes.

Common suffixes and examples are:

📁 Noun suffixes

📁 Verb suffixes

📁 Adverb suffixes

📁 Adjective suffixes

Noun Suffixes

Suffix	Meaning	Example
-al	Act or process of	Refusal, emotional, educational, vocational, national
-acy	State or quality	Legacy, piracy, aristocracy, legitimacy, illiteracy
-dom	Place or state of being	Kingdom, freedom, stardom, boredom, wisdom
-ty, -ity	Quality of	Responsibility, respectability, clarity, gravity, density
-ment	Condition of	Payment, element, armament, monument, shipment
-ness	State of being	Illness, fatness, fitness, awareness, calmness
-ship	Position held	Authorship, censorship, kinship, township, ownership
-sion, -tion	State of being	Collision, supervision, invasion, decision, abrasion abduction, addition, rotation, education, ambition

Verb Suffixes

Suffix	Meaning	Example
-s, -es	Forms the third person singular for most verbs	Goes, runs, thinks, constructs, writes
-ed	Past tense of verb	Asked, talked, walked, dared, opened
-ing	The quality of material, an activity	Building, hearing, seeing, suffering, swimming
-ate	To become	Negate, update, cremate, imitate, abrogate
-en	To become	Broaden, frighten, sharpen, strengthen, lengthen
-fy, -ify	To make or become	Terrify, modify, typify, pacify, liquefy
-ize, -ise	To become	Civilize, emphasize, hypothesize, capsize, oversize

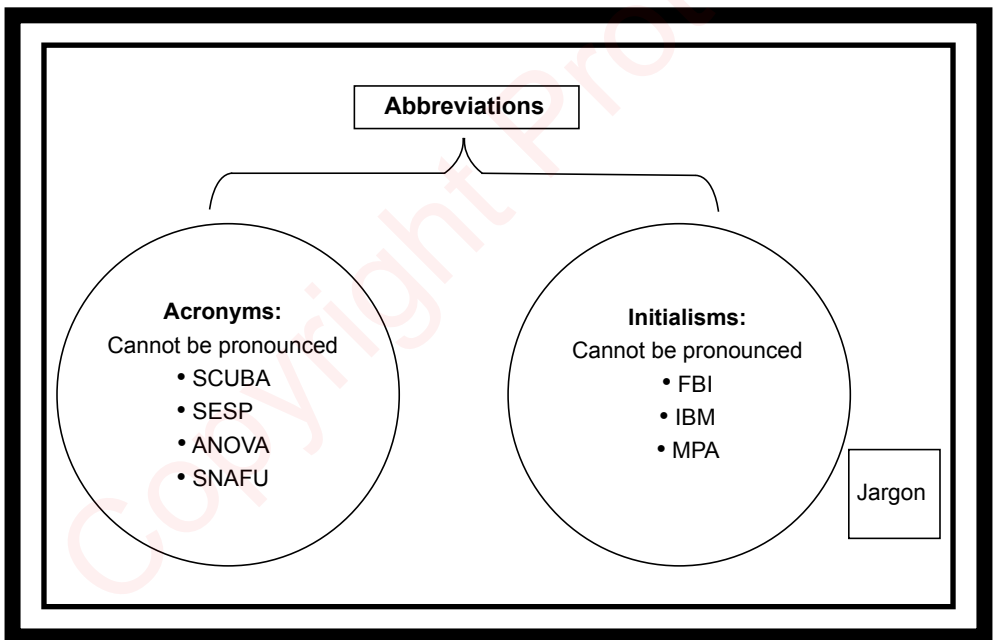
Adverb Suffixes

Suffix	Meaning	Example
-ly	In what manner, quality of	Brotherly, cowardly, elderly, quickly, scholarly
-ward(s)	Specifies direction	Backward, forward, homeward, eastward
-wise	In what manner or direction	Clockwise, lengthwise, otherwise, likewise, edgewise

Adjective Suffixes

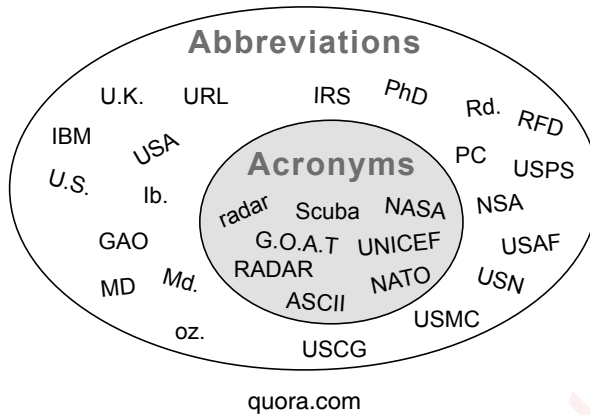
Suffix	Meaning	Example
-able, ble	Possible, capable of	Readable, manageable, adorable, breakable, debatable
-al	Relating to	Artificial, brutal, emotional, logical, spatial
-en	Made of or resembling	Earthen, golden, leaden, waxen, wooden
-ic	Having the characteristics of or relating to	Acidic, heroic, ironic, magnetic, mythic, nostalgic
-less	Lack of, without	Endless, powerless, meaningless, emotionless, thoughtless
-ful	Full of, characterized by	Beautiful, careful, graceful, mournful, respectful
-ive	Tending to	Sensitive, selective, beehive, amusive, abusive
-ous	Possessing, characterized by, full of	Advantageous, cautious, famous, glamorous, religious

1.1.1.2 Acronyms or Abbreviations



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Acronym and Initialisms: Acronyms or initialisms are the abbreviations which are formed from the initial components in a sentence or a word but are pronounced as a single word. The initials or abbreviations are written in capital letters and no full stops are used. A common acronym for example, is NASA which stands for National Aeronautical and Space Administration. In order to formulate the acronym NASA, we select first letter of each of the words in the phrase N-National, A-Aeronautical, S-Space and A-Administration. So, the collection of N+A+S+A forms a new word, NASA.



I. List of some common Acronyms:

NATO	North Atlantic Treaty Organization
AIDS	Acquired Immune Deficiency Syndrome
OPEC	Organization of the Petroleum Exporting Countries
SPA	Society of Professional Accountants
RADAR	Radio Detecting And Ranging
SCUBA	Self-Contained Underwater Breathing Apparatus
LASER	Light Amplification by the Stimulated Emission of Radiation
PIN	Personal Identification
FEMA	Federal Emergency Management Agency
YOLO	You Only Live Once
POTUS	President Of The United States
SEAL	Sea Air Land
SWAT	Special Weapons and Tactics
UNICEF	United Nations International Children's Emergency Fund
DOB	Date Of Birth
HR	Human Resources
ATM	Automated Teller Machine
UFO	Unidentified Flying Object
ASAP	As Soon As Possible
HIV	Human Immunodeficiency Virus
IQ	Intelligence Quotient
FBI	Federal Bureau of Investigation
NASA	National Aeronautics and Space Administration
SWOT	Strength, Weakness, Opportunity, Threat

II. Abbreviation

In our day to day life, we use hundreds of common abbreviations. As, shortened forms of words are not acceptable in your formal writing, you better need to know about these when you are writing so that you can proof read your writing for correct usage of every word. Let's take a look at some of the popular types of abbreviations with meaning in English.

FTE	Full-time Employee	PM	Post Meridiam (afternoon)
OTP	On The Phone	AD	After the Year 0
HQ	Headquarters	BC	Before the Year 0
B2B	Business to Business	BVT	Bilingual Vocational Training
B2C	Business to Customer	EFL	English as a Foreign Language
SEO	Search Engine Optimization	EGP	English for General Purposes
FB	Facebook	ELT	English Language Teaching
SEM	Search Engine Marketing	ESL	English as a Second Language
SMM	Social Media Marketing	ESLP	English as a Second Language Programme
SMS	Short Message Service	ESOL	English for Speakers of Other Languages
ICU	Intensive Care Unit	IEP	Intensive English Programme (Usually University Programme)
ITU	Intensive Therapy Unit	SAP	Student Assistance Programme
CMO	Chief Marketing Officer	TEFLA	Teaching English as a Foreign Language to Adults
CFO	Chief Financial Officer	TEIL	Teaching English as an International Language
CEO	Chief Executive Officer	TESL	Teaching English as a Second Language
PA	Personal Assistant	TYLE	Teaching Young Learners English
AM	Ante Meridiam (before noon)	VESL	Vocational English as a Second Language

Acronyms and abbreviations

- Acronyms and abbreviations [also called 'initialisms'].
- **Definition:** In this type of word-formation, a group of words representing a concept or the name of an organization is reduced of their *initial letters* which are then treated as a word.
- In the case of **abbreviation**, the reduced form does not result in well-formed syllables and so cannot be pronounced as a word. Rather, the letters are sounded out independently.
- In the case of **acronyms**, contraction delivers initial letters that constitute well-formed syllables and the string forms a perfectly normal word.

<https://www.google.com/search?q=images+of+Acronyms%2C+abbreviations>

III. **Contractions**

A contraction is an abbreviation where the middle of the word or words has been cut out. They are the shortened words that use an apostrophe to combine two words into one. Proper use of contractions can help you master the English language. Contraction words are made out of common words and there are approx. over 90 standard contractions.

i. **When should contractions be used?**

There are no firm grammar rules restricting the use of contractions, but they are normally omitted from formal writing like academic essays, business proposals, reports or professionally written documents.

In informal writing like blog posts, texts, personal emails etc., contractions are more freely used as the writer sees fit.

Contractions are most commonly used in spoken English, under casual conversation and often occur naturally.

ii. **Contractions with -Auxiliary Verb and with -not**

Contraction Word	Base Words	Example
Aren't	are not	Aren't you coming?
Can't	cannot	We can't publish your work at this time.
Couldn't	could not	I was so excited that I couldn't sleep.
Didn't	did not	He didn't know.
Doesn't	does not	He doesn't want to go.
Don't	do not	Don't worry about the past.
Hadn't	had not	I hadn't thought of that.
Hasn't	has not	He hasn't responded yet.
Haven't	have not	I haven't got a clue.
Isn't	is not	This book isn't worth reading.
Mustn't	must not	I mustn't get too upset.
Mightn't	might not	I mightn't do it next year.
Needn't	need not	You needn't worry about that today.
Oughtn't	ought not	You oughtn't to try driving at night.
Shan't	shall not	I shan't be able to come to your party.
Shouldn't	should not	It shouldn't be hard to dig in this sand.
Should've	should have	You should've thought of that before you jumped.
Wasn't	was not	He wasn't kidding.
Weren't	were not	They weren't afraid.
Won't	will not	I won't let anything hurt you.
Wouldn't	would not	He needed glasses, but he wouldn't admit it.
(The contraction for not is n't)		

iii. Common Contractions in English

AM

Contraction Word	Base Words	Example
I'm	I am	I'm the Captain.

ARE

Contraction Words	Base Word	Example
You're	You are	You're funny.
We're	We are	We're family.

Contraction Words	Base Word	Example
They're	They are	They're going to the store.
Who're	Who are	Who're you?

HAVE

Contraction Words	Base Word	Example
I've	I have	I've had too much fun.
You've	You have	You've been a good friend.
We've	We have	We've been to the park.
They've	They have	They've been on the swings.
Could've	Could have	He could've caught a cold.
Would've	Would have	We would've worn a coat.
Should've	Should have	She should've put on a hat.
Might've	Might have	I might've asked another question.
Who've	Who have	Who've you spoken to?
There've	There have	There've been a number of calls today.

IS, HAS

Contraction Words	Base Word	Example
He's	He is/ has	He's a nice boy.
She's	She is/ has	She's a nice girl.
It's	It is/ has	It's a nice day.
What's	What is/ has	What's for dinner?
That's	That is/ has	That's good news.
Who's	Who is/ has	Who's cooking tonight?
There's	There is/ has	There's no food in the house.
Here's	Here is/ has	Here's a bunch of takeout menus.
One's	One is / has	One's plenty

WILL or SHALL

Contraction Words	Base Word	Example
I'll	I will	I'll see you soon.
You'll	You will	You'll be on time, right?
She'll	She will	She'll be late.
He'll	He will	He'll be early.
It'll	It will	It'll be here soon.
We'll	We will	We'll see you later.
They'll	They will	They'll get there first.
That'll	That will	That'll be great.
There'll	There will	There'll be lots to see.
This'll	This will	This'll be fun.
What'll	What will	What'll we do?
Who'll	Who will	Who'll be there?

WOULD, HAD

Contraction Words	Base Word	Example
I'd	I would/ had	I'd like a glass of water.
You'd	You would/ had	You'd prefer juice?
He'd	He would/ had	He'd like a soda.
She'd	She would/ had	She'd like milk.
We'd	We would/ had	We'd like it soon.
They'd	They would/ had	They'd like something to eat.
It'd	It would/ had	It'd be difficult.
There'd	There would/ had	There'd be a little delay.
What'd	What would/ had	What'd you expect?
Who'd	Who would/ had	Who'd have known?
That'd	That would/ had	That'd be great.

1.1.1.3 Back Formation

In English, back-formation is the method of creating new word/s after removing actual or the supposed affixes from another word. It is a term that describes the way certain words are formed and refers to the words themselves, so back-formations result from back-formation. It acclimates an existing word by removing its affix, generally a suffix e.g. nation from national, bulk from bulky, beg from beggar etc.

Back formation

- A word of one type (usually a noun) is reduced to a word of a different type (usually a verb) through widespread use.
 - to donate from donation
 - to opt from option
 - Other examples: pronounce (< pronunciation), resurrect (< resurrection), enthuse (< enthusiasm).
- **Hypocorism:** from a longer word we form a single syllable word and add –y or –ie. (e.g. television-telly, vegetable-veggie, moving picture-movie)

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i. List of English Back-Formations

Adsorb	from adsorption
Advisor	from advisory
Beg	from beggar
Contracept	from contraception
Destruct	from destruction
Escalate	from escalator
Free-associate	from free association
Gamble	from gambler
Greed	from greedy
Housekeep	from housekeeper
Intercept	from interception
Jell	from jelly
Kidnap	from kidnapper
Legislate	from legislator
Multimillion	from multimillionaire
Notate	from notation
Obligate	from obligation
Proofread	from proofreader
Quantitate	from quantitative
Self-destruct	from self-destruction
Taxon	from taxonomy
Typewrite	from typewriter

1.1.1.4 Borrowing or Loan Words

“She is going to her new bungalow near the jungle wearing a khaki shirt carrying red bangles bought from the bazaar”.

The above sentence in English has a large number of borrowed or loanwords from other languages — bungalow, jungle, khaki, bangles and bazaar.

These are loanwords that are borrowed from a foreign language (Hindi and Urdu) with no modification. English has developed into a global language after borrowing many words from Latin, Greek, French, German, Spanish, Scandinavian and South Asian among other languages. Those words are often called “loanwords”, especially if they were added to English recently.

Word Formation : Borrowing

Borrowing

This is the taking over of words from other languages. It is the transmission of forms from one language to another. Borrowing is another source of word formation in English.

For example: *sofa* (Arabic), *tycoon* (Japanese and *Voguri* (Turkish)

English economic, technical analysis and some particular domains rely heavily on loanwords.

For example: *garage* from French, *concerto* from Italian and *Kantor* from Dutch

English has become an important Borrowing source in more recent times, particularly for Middle-East countries.

youtube.com

Nowadays, people use all sorts of words without even realizing the origin of those words they are using. Every kind of English writing, even from fiction or story writing to poetry and cook books, to newspapers and magazines, they contain thousands of words that have been adopted from various foreign languages by the writers who are constantly in search of new words.

The charisma of most borrowed or loan words is that they merge tactfully into a language, helping it develop, grow and flourish.

1. List of Borrowing or Loan Words

The following list of English words of foreign origin includes some notable surprises from a number of languages:

Language	Examples
Latin	Agriculture, language, justice, science, forum, circus, opium, religion, apostle, city
French	Art, dance, jewel, painting, ballet, government, brigade, infantry, grenade, beef
Greek	Phobia, academy, muse, odyssey, democracy, comedy, tragedy, history, data
German	Kindergarten, poodle, noodle, pretzel, sauerkraut, lager, zeppelin, delicatessen

Italian	Opera, piano, broccoli, spaghetti, parmesan, pesto, viola, pizza, cappuccino
Spanish	Canyon, tornado, tortilla, barricade, guitar, alligator, coyote, junta
Dutch	Cruise, dock, avast, freight, dyke, yacht, landscape, sketch, cookie, gin
Scandinavian	Ski, fjord, saga, sauna, maelstrom, slalom
Japanese	Karaoke, samurai, kimono, sushi, tsunami, kamikaze, geisha, judo, jujitsu, soy
Arabic	Alcohol, harem, lute, algebra, zero, zenith, giraffe, gazelle, sultan, caravan, mosque
Portuguese	Albino, dodo, emu, fetish, tempura
Sanskrit	Avatar, karma, mahatma, swastika, yoga
Russian	Borscht, czar/tsar, icon, vodka, glasnost
Maori	Kiwi, mana, moa, waka
Hindi	Bangle, bungalow, juggernaut, jungle, khaki, pajamas, shampoo, chapatti
Hebrew	Sapphire, babble, maven, abacus, behemoth, jubilee, sabbatical, sabbath amen
Persian	Chess, checkmate, check
Malay	Ketchup, amok
Urdu	Chintz, bungalow, cheroot, cot, many overlaps with Hindi
Irish	Boycott, brogues, clock, dig (slang), hooligan
Afrikaans	Apartheid, commando, trek, aardvark, meerkat, wildebeest
Chinese	Dim sum, chow mein, tea, kowtow, tai chi, kung-fu
Turkish	Kaklava, coffee, kiosk, ottoman
Norwegian	Berserk, gun, ransack, slaughter, hell, husband, skill, bug, reindeer, dirt
African origins	Banana, bongo, banjo, jazz, chimpanzee, goober, impala, jumbo, mamba, zebra

1.1.1.5 Blending

Blending refers to joining the beginning of one word and the end of another to make a new word with a new meaning. For example, smog from smoke and fog, and brunch from breakfast and lunch are suitable examples of blends.

These blend words in English language are sometimes also called portmanteaus. In the process of blending at least one word should be shortened and that can be done by a simple omission of a part or overlapping sounds or letters. One example of an overlapping word blend is “Hinglish”, which is an informal mix of spoken English and Hindi. Blends can also be formed through the omission of phonemes. The blend ‘Eurasia’ is formed by taking the first syllable of “Europe” and adding it to the word “Asia”.

Blend Words

Blend words are words formed from a combination of two or more other words. Here are some examples of blend words:

Word	Formation	Definition
ballute	balloon + parachute	A small inflatable parachute
tangemon	tangerine + lemon	A hybrid fruit
turducken	turkey + duck + chicken	Chicken stuffed into duck into turkey
bascart	basket + cart	A wire basket on wheels
cafetorium	cafeteria + auditorium	A room for use both as a cafeteria and an auditorium
stagflation	stagnation + inflation	Increases in the costs of goods with low demand
tigon	tiger + lion	A room for use both as a cafeteria and an auditorium

You can find similar words in the SpellPundit Spelling modules.

powershow.com

I. Some of the Blend Words in English Language

By using the first part of the first word and the last part of the second word:

Brunch	breakfast + lunch
Camcorder	camera + recorder
Email	electronic + mail
Globish	global + English
Newscast	news + broadcast
Oxbridge	Oxford + Cambridge
Slanguage	slang + language
Webinar	web + seminar

By using the first parts of two words:

Amerind	American + Indian
Avgas	aviation + gasoline
Cosplay	costume + play
Cyborg	cybernetic + organism
Hazmat	hazardous + material
Modem	modulator + demodulator
Pokémon	pocket + monster
Sitcom	situation + comedy

By using the total of the first word and the last part of the second word:

Blacktress	black + actress
Bookazine	book + magazine
Civilogue	civil + dialogue
Deskfast	desk + breakfast
Dramality	drama + reality
Foodoholic	food + alcoholic
Staycation	stay + vacation
Sunbrella	sun + umbrella

By using the part of the first word and total of the second word:

Animutation	animation + mutation
Architourism	architecture + tourism
Automagic	automatic + magic
Cheaster	Christmas + Easter

1.1.1.6 Coinage

Coinages are the words that have been coined or invented by speakers of a language. If these speakers are prominent, these words become part of the vocabulary of the community around them. Today, coinages are common and spread fast because of the mass media and they appear virtually in all social domains of our society.

Word building models of word coinage

The word building level of the language can be considered as a special resource of *expressiveness*. In modern English new words are coined by means of *affixation*, *word compounding*, *contraction and conversion*. However, only those means of word coinage which provide **novelty* force** have stylistic marking.

1. **Affixation** is still predominant in coining new words. Suffixes and prefixes of *Latin or Greek origin* (*pro-*, *anti-*, *super-*, *quasi-*, *post-*, *ex-*,) traditionally create coinages of *literary-bookish* character, e.g. *anti-census campaign*; *the pro-choice vs pro-life debate permeates politics*; *quasimilitary*, etc.



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I. List of Coinage Words

The following list of words provides some common coinages found in everyday English:

Oxbridge	Oxford + Cambridge
Eduainment	education + entertainment
Medicare	medical + care

Paratroops	parachute + troops
Motel	motor + hotel
Camcorder	camera + recorder
Blog	web + log
Podcasting	iPod + broadcasting

II. Some More Common Coinages Found in Everyday English

1.	Aspirin	7.	Escalator
2.	Heroin	8.	Band-aid
3.	Factoid	9.	Frisbee
4.	Google	10.	Kerosene
5.	Kleenex	11.	Laundromat
6.	Linoleum	12.	Nylon

1.1.1.7 Conversion or Functional Shift

A conversion or functional shift is a move in the use of a word from one grammatical function to another. This is in case when a noun becomes a verb or so. Shakespeare used the functional shift quite often in his plays, which is why so many of his sayings and phrases are still widely used.

CONVERSION

- ⊙ Conversion/functional shift is a highly productive process of word formation.
- ⊙ In English, it is possible to form a new word from an existing word without any change in form.
- ⊙ E.g.
- ⊙ They will be at the party
- ⊙ They like to party
- ⊙ You must finish your plate, It is a must

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I. Examples of Nouns that also Serve as Verbs

Here are some examples of nouns that also serve as verbs:

Noun to Verb

Bottle	The wines are bottled after three years.
Butter	She keeps buttering up to the Chancellor.
Book	Let's book the flight.
Hug	The girl hugged the cat.

Storm	He was able to sail through despite the storm.
Watch	Please watch the presentation ceremony.
Scare	I scare easily when I see a tiger.
Object	I object to the use of the bad word.

Verb to Noun

Hit	He made the winning hit.
Cheat	Jaish is such a cheat and liar and always believe in winning the game unfairly.
Drink	Hard drinks are not good for health.
Break	Break your old record and achieve a new one.
Visit	Go to visit someone who is sleeping empty stomach.
Respect	Show your respect to someone you love.
Promise	Keep a promise only if you can fulfill.
Dream	May all your dreams come true!

Adjective to Noun

Final	He failed his history final.
Crazy	A bunch of crazies live there.
Green	The green tea is good for health.
Skimpy	Skinny people are not necessarily healthy.
Giant	The little child was playing with a giant monster.
Hairless	Hairless dogs look very ugly.
Rich	The rich should help the poor.
Unemployed	The unemployed are losing hope.

Adjective to Verb

Empty	It's your turn to empty the trash.
Dirty	Take off your shoes to keep from dirtying the floor.
Wild	The dog became wild.
Long	The langur monkey's tails are long.
Furious	I became furious with my classmate.
Awesome	The cold coffee of this cafeteria, smells awesome!
Great	That shirt looks great on you.
Short	The distance from office to my client was short.

1.1.1.8 Compounding

Compounding is the procedure of relating two words (free morphemes) to create a new word which is commonly a noun, a verb, or an adjective. These are written sometimes as one word

(sunglasses), sometimes as two hyphenated words (life-threatening), and sometimes as two separate words (indoor stadium). For example, 'moon' and 'light' are two different words, but when merged together, they form another new word, 'moonlight'.

Compounding

- A compound noun is made up of more than one word and functions as a noun.
- They are often written as two words (e.g. bank account, tin opener, answering machine etc.)
- Usually the main stress is on the first part of the compound. (e.g. alarm clock, tea bag, bus stop, etc.)
- but they can be written also as a unique word:
–*skateboard, whitewash*

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I. Types of Compound Words

There are three types of compound words:

Closed Compound Words: These words are written as a single word, such as haircut, newspaper, grandmother, snowball, mailbox, grandmother, railroad, sometimes, inside, upstream, basketball, anybody, outside, cannot, skateboard, everything, grasshopper etc.

Open Compounds: These words are written as separate words such as high school, living room, school bus, peanut butter, no one, ice cream, real estate, high school, living room, sweet tooth, hot dog, grand jury, post office, full moon, cave in etc.

Hyphenated Compounds: A hyphen is used in between two words, such as well-known, second-rate, merry-go-round, two-fold, check-in, father-in-law, seventy-two, long-term, up-to-date, mother-in-law, one-half, over-the-counter.

These hyphenated compound words are most commonly used when the words being joined together are combined to form an adjective before a noun.

For example: forty-foot lawn, full-time worker, on-campus teaching, state-of-the-art infrastructure, family-run business etc.

These hyphenated compound words become open compounds when they are placed after the word they describe.

For example:

- The lawn has forty feet.
- The worker is full time.
- The teaching is all on campus for fresh students.

- d) The infrastructure of this college is truly state of the art.
 e) The business is still family run.

1.1.1.9 Clipping Words

Clipping is the word formation process in which a word is reduced or shortened without changing the meaning of the word. Clipping differs from back-formation in that the new word retains the meaning of the original word.

Types of Clipping

Clipping predominantly affects nouns. In English there are few verbs that are used in their clipped forms as: <rev> revolve, <prep> prepare, <phone> telephone, and few adjectives as <comfy> comfortable, <mizzy> miserable and more rarely adverbs and preposition. Whatever kind of clipped words, there are four types of English clipping: **back clipping, fore-clipping, middle-clipping, and complex clipping (In addition to truncation).**

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Mainly, there are four types of clippings:

- I. **Back clipping** or apocopation is the most common type in which the beginning is retained and the back half of the word is deleted. The unclipped original may be either a simple or a composite as in -gas from -gasoline and -ad from -advertisement. Some other examples are:

Cable	Cablegram
Doc	Doctor
Exam	Examination
Fax	Facsimile
Gym	Gymnastics, gymnasium
Memo	Memorandum
Pub	Public house
Pop	Popular music

- II. **Fore clipping** or aphaeresis is removing the beginning of a word and retaining the final part as in -gator from -alligator. Some other examples are:

Net	Internet
Varsity	University
Phone	Telephone
Plane	Aero plane
Burger	Hamburger
Copter	Helicopter

III. Middle clipping is retaining only the middle of a word getting rid of the beginning and ending parts, as in -flu from -influenza. Some other examples are:

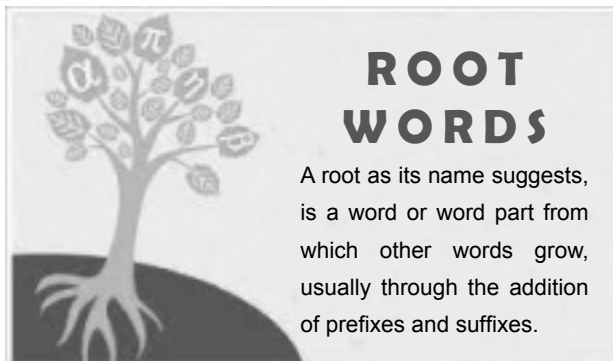
Fridge	Refrigerator
Tec	Detective
Polly	Apollinaire
Jams	Pajamas
Shrink	Head-shrinker
Prescription	Prescription

IV. Complex clipping is removing multiple parts from multiple words as in -sitcom from -situation comedy. Some other examples are:

Cablegram	Cable telegram
Forex	Foreign Exchange
Grandma	Grand mother
Op art	Optical art
Navicert	Navigation certificate
Photo-op	Photo opportunity
Garbo	Garbage man
Govvy	Government-run or sponsored

1.2 ROOT WORDS FROM FOREIGN LANGUAGES AND THEIR USE IN ENGLISH

A root word is a word or part of a word that can formulate the basis of new words through the addition of prefixes, bases and suffixes. Therefore, learning root words in English is not only helpful to fetch good marks in the verbal ability section of competitive exams but also help to hone up the English vocabulary skills in general. Learning just one root word can help you understand several words in English. So, by learning just 20 or 30 root words, we can expand our English vocabulary to include hundreds of new words. Therefore, root words in English are a powerful method to learn numerous words at the same time.



Most English root words came from the Greek and Latin languages. The root of the word -vocabulary for example, is -voc, a Latin root meaning ‘word’ or ‘name’. Let’s explore various other root words in English, their combination and different new words formed by them.

1.2.1 Greek Root Words

The table below defines and illustrates 50 of the most common Greek roots:

S. No.	Root Word	Meaning	Examples
1.	acr-	height, summit, tip	acrobatics, acromegaly, acronym, acrophobia
2.	aesthet-	feeling, sensation	aesthetics, anaesthetic
3.	agr-	field	agronomy
4.	andr-	male, masculine	androgen, android
5.	anem-	wind	anemometer
6.	anthrop-	human	anthropology, anthropomorphic
7.	archae-, arche-	ancient	archaeology or archeology, archaic
8.	arist-	excellence	aristocracy
9.	arthr-	joint	arthritis, arthropod
10.	astr-	star, star-shaped	asterisk, astrology, astronomy, disaster
11.	bar-	weight, pressure	barograph, barometer
12.	bibl-	book	bible, bibliography
13.	bio-	life	biography, biology, biosphere, bioluminescent
14.	chrom-	color	chromium, chromosome, monochrome
15.	chron-	time	chronic, chronology, chronometer
16.	cine-	motion	cinema
17.	cosm-	universe	cosmic, cosmonaut
18.	cub-	cube	cubic, cuboid
19.	cycl-	circular	bicycle, cycle, cyclone
20.	dem-	people	demagogue, democracy

1.2.2 Latin Root Words

The table below defines and illustrate some of the most common Latin roots:

S. No.	Root Word	Meaning	Examples
1.	acu-	sharp	acupuncture, acute, acutifoliate
2.	ac-	sharp or pointed	acupuncture
3.	agri-, -egri-	field	agriculture, peregrine
4.	amic-, -imic-	friend	amicable, inimical
5.	ann-, -enn-	year, yearly	anniversary, annual, biannual, millennium
6.	ben-	good, well	benefit, benignity

7.	bi-	two	binary, binoculars, bigamy, biscotti
8.	cad-, -cid-, cas-	fall	accident, cadence, case
9.	carn-	flesh	carnal, carnival, carnivore
10.	clar-	clear	clarity, declaration
11.	decim-	tenth part	decimal, decimate
12.	dent-	tooth	dental, dentifrice, dentures
13.	dict-	say, speak	contradict, dictate, dictation, dictionary, edict, predict
14.	don-	give	condone, donation
15.	ed-, es-	eat	edible
16.	ex-, e-, ef-	from, out	exclude, extend, extrude
17.	fac-, fact-, -fect-	make	defect, factory, manufacture
18.	gran-	grain	granary, granite, granola, granule
19.	grav-	heavy	aggravation, grave, gravity
20.	herb-	grass	herbal, herbicide

Latin and Greek Root Words

- a = without
- auto = self
- bio = life
- carni = flesh
- chemo = chemical
- de = away from
- eco = house
- herb = plant
- hetero = other
- -ology = study of
- omni = all
- photo = light
- phyte = plant
- -troph = feeder
- -vore = one who eats
- -zoa = animal



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Greek/Latin Root Words

The table below defines and illustrates some of the most common Greek/Latin roots:

S. No.	Root Word	Meaning	Examples
1.	calc-	stone	calcite, calcitrant, calcium, calculate, calculus, chalciothere, chalk, recalcitrant
2.	carcin-	cancer (disease)	carcinogenic, carcinoma
3.	chord-	cord	chordata
4.	ego-	self, I (first person)	egocentric, egocentrism, egoism, egoistic, egomania, egomaniac
5.	olecran-	skull of elbow	olecranon

6.	brachi-, brachio-	arm	brachiferous, brachial artery, brachiocubital
7.	mus-	mouse	musophobia
8.	aer-	air, atmosphere	aeronautics, aerosol
9.	torn-	turn, rotate	tornado, tournament, turn
10.	sapphir-	a precious stone	sapphire, sapphirine

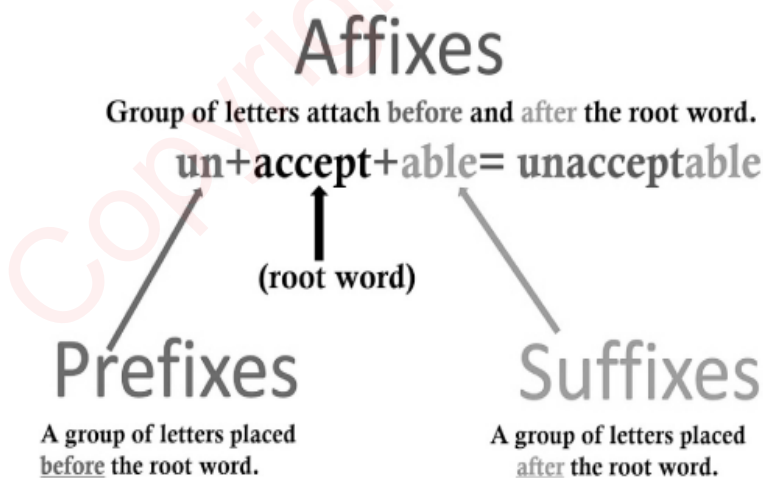
1.2.3 Benefits of Learning Root Words

Think about any root word like fund-, or fus- which has a meaning to pour. When you add prefixes and suffixes to the root, you can create many new words that all have something to do with pouring, such as diffusion, effusion, fusion, profuse, profusion, transfusion and effusive. It's like an 8-for-1 deal: you learn one root word, and you get eight words in return. And when you come across a less familiar word like scriptorium, you can recognize the root script, which in turn helps you in understanding the meaning of that word as well as spelling.

There are hundreds of possible root words to choose from, but it is better for you to choose effective root words as a beginner. As long as you become familiar with the meanings, you must recognize the root in other words, and then spelling will become easier for you.

1.3 ACQUAINTANCE WITH PREFIXES AND SUFFIXES FROM FOREIGN LANGUAGES IN ENGLISH TO FORM DERIVATIVES

English is a dynamic language which is growing constantly. Every day, many new words get their entry into the language whereas those words are borrowed from other languages. Many new words are also created when words or word elements, such as roots prefixes, and suffixes, are combined in new ways.



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Mastering prefixes and suffixes is like learning a secret code. Once you crack the code, you can not only spell words more correctly but also recognize and perhaps even define unfamiliar words. Therefore, before you use word parts, there are few things you need to know:

1. In most cases, a single word is built upon at least one root.

2. Words can have more than one prefix, root, or suffix.
 - a. Words can be made up of two or more roots (geo/logy).
 - b. Some words have two prefixes (in/sub/ordination).
 - c. Some words have two suffixes (beauti/ful/ly).
3. Words do not always have a prefix and a suffix.
 - a. Some words have neither a prefix nor a suffix (read).
 - b. Others have a suffix but no prefix (reading/ing).
 - c. Others have a prefix but no suffix (pre/read).
4. The spelling of roots may change as they are combined with suffixes.
5. Different prefixes, roots, or suffixes may have the same meaning. For example, the prefixes bi-, di- and duo - all mean -two.
6. Sometimes you may identify a group of letters as a prefix or root but find that it does not carry the meaning of that prefix or root.
For example, the letters -mis in missile are part of the root and are not the prefix mis-, which means 'wrong; bad'.

1.3.1 Prefixes

A prefix is a group of letters that you put at the beginning of a word to change its meaning. These letters are also called affixes which generally have no meaning by their own or as individual, but can form meaningful words by adding before the stems.

The origin of such words is tremendously complex, therefore, be very careful while using any prefix, because often what appears to be a prefix is not a prefix sometimes as for example, basics like -auto or bio-, are 'combining forms' and not prefixes.

While adding a prefix to a word, spelling of the original word or of the prefix should never be changed. In case of a proper noun, you should use a hyphen (-) when joining a prefix, as in Pro-Vice Chancellor, pro-communist, pro-claimant etc. Same way, there should always be a hyphen after the prefix self- as in self-confidence, self-image, self-centred or self-pity, and after the prefix ex- when it means former, as in ex-wife, ex-husband, ex-con, ex-Scientologist or ex-serviceman.

Here are some of the ways you can use prefixes in a word:

S. No.	Prefix	Meaning	Examples
1.	a-, an-	without, not	anesthetic, atheist
2.	ab-	away, from	abject, abscess
3.	bi-	two, twice	bicycle, bilingual, bifocals, bipolar
4.	co-, com-, con-	with, together	cooperate, co-worker, companion, concurrent
5.	dis-	not	disagree, disloyal
6.	eu-	good, normal	eugenics, eulogy
7.	ex-	former	ex-student, ex-wife
8.	fore-	before, superior	forecast, forehead
9.	hemi-	half	hemisphere
10.	intra-	inside, within	intracranial, intramural
11.	mal-	badly, wrongly	maladjusted, malfunction

12.	macro-	large	macrobiotic, macrocosm
13.	non-	not	non-alcoholic, non-stop, nonfatal, nonsense
14.	ob-, o-, oc-, op-	against, over, completely	object, occur, omit, oppose
15.	pseudo-	false	pseudo-intellectual, pseudo-scientific
16.	quad-	four	quadriplegic, quadrangle
17.	re-	again or back	reread, retype
18.	super-, supra-	above, excessive	superlative, suprarenal
19.	trans-	across, changing	transformation, transatlantic
20.	under-	not enough	undercooked, under-used

1.3.2 Suffixes

Suffixes go at the end of words. They change a word's meaning, and sometimes they change the word's part of speech. By learning suffixes, you can learn the meaning of hundreds of new words. For example, beauty+ful becomes beautiful, meaning full of beauty. Beauty is a noun, but beautiful is an adjective.

1.3.2.1 Suffixes that Make NOUNS

S. No.	Suffix	Meaning	Example
1.	-age	a result	wreckage
2.	-ance, -ence	an action or state	importance, independence
3.	-ant	a person	assistant
4.	-ee	a person	referee
5.	-ence	an action or state	difference
6.	-er, -or, -ian, -eer	a person who does something	teacher, doctor, comedian, engineer
7.	-ery	a type or place of work	bakery
8.	-ess	makes a feminine form	waitress
9.	-ful	as much as will fill	spoonful
10.	-ing	an action or result	painting
11.	-sion, -tion	a process, state or result	decoration, obsession, position, promotion
12.	-ism	a belief or condition	Judaism
13.	-ist	a person	florist
14.	-ment	an action or state	measurement, argument
15.	-acy	state or quality	democracy, accuracy

1.3.2.2 Suffixes that Make ADJECTIVES

S. No.	Suffix	Meaning	Example
1.	-able, -ible	capable of being	inflatable, edible, incredible, capable
2.	-en	made of	woolen

3.	-ful	full of	beautiful, playful, hopeful,
4.	-ible	ability	flexible
5.	-ish	a little	greenish, childish, sheepish
6.	-less	without	careless, homeless, hopeless
7.	-like	similar to, like	lifelike
8.	-ous, -ious	characterized by, having the quality of	joyous, religious, ridiculous
9.	-some	a tendency to	quarrelsome
10.	-able	able to be	inflatable
11.	-al	having to form of character of, pertaining the	national, thermal, herbal
12.	-ic, -ical	having the form or character of	comic, musical, classical, magic
13.	-ive	having the nature of	attentive, informative
14.	-ant	inclined to or tending to	vigilant, defiant, brilliant, reliant
15.	-ary	of or relating to	budgetary, planetary, military, honorary

1.3.2.3 Suffixes that Make ADVERB

S. No.	Suffix	Meaning	Example
1.	-ly	in the manner of	slowly, happily, softly
2.	-ward, -wards	in the direction of	backwards, towards, inward
3.	-wise	in relation to	otherwise, likewise, clockwise
4.	-ways	in a manner of	crabwise, otherwise,
5.	-fully	full of	hopefully, respectfully, successfully

1.3.2.4 Suffixes that Make VERB

S. No.	Suffix	Meaning	Example
1.	-ate	become	create, collaborate, cooperate
2.	-en	become	sharpen, loosen, strengthen
3.	-fy, -fy	make or become	satisfy, justify
4.	-ize, -ise	to cause or to become	realize, publicize, advertise
5.	-ed	past-tense version of a verb	laughed, climbed, called, missed
6.	-er	action or process, making an adjective	faster, bigger, fuller, longer
7.	-ing	verb form/present participle of an action	laughing, swimming, driving, writing

1.3.2.5 Words that have both Prefixes and Suffixes

Following are the words that have both prefixes and suffixes:

S. No.	Prefix	Root Word	Suffix
1.	un-	faith	-ful
2.	im-	moral	-ly, -ity

3.	un-	conscious	-ness
4.	en-	trust	-ed
5.	dis-	advantage	-s, ious
6.	em-	bitter	-ed
7.	im-	passion	-ate
8.	in-	access	-ible
9.	re-	play	-ed
10.	pre-	ordain	-ed
11.	anti-	capital	-ist
12.	anti-, dis-	establish	-ment, -arian, -ism
13.	counter-	revolution	-ary
14.	non-	conform	-st
15.	ir-	reverse	-ble

Prefixes & Suffixes



Suffix	Meaning	Example
-age	A result	Wreckage
-ance	An action or state	Importance
-ant	A person	Assistant
-ee	A person	Referee
-ence	An action or state	Difference
-er/or	A person	Teacher
-ery	A type or place or work	Bakery
-ess	Makes a feminine form	Waitress
-ful	As much as will fill	Spoonful
-ing	An action or result	Painting
-ion	A process, state or result	Decoration

Prefix	Meaning	Example
Anti-	Against	Antifreeze, antithesis
De-	Opposite	Decode, decompose
Dis-	Not, opposite of	Disconnect, disembark
Em-	Cause to	Embrace, encounter
Fore-	Before	Forecast, foresight
In-	In	Infield, infiltrate
Im-	In	Imbalance
Inter-	Between	International, interact
Mid-	Middle	Midday, midway
Mis-	Wrongly	Misfire, misunderstand
Non-	Not	Nonsense, nonexistent

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1.3.3 Infix

Infixes are inserted within the base form of a word, rather than at its beginning or end, to create a new word or intensify meaning. English language uses very few infixes, but a couple examples are

the plural-making as in words like cupsful and passers-by, and various swear words, like damn in informal constructions like guaran-damn-tee.

S. No.	Prefix	Root Word	Suffix
1.	-in	fix	-ing
2.	-in	fix	-ed
3.	-in	firm	-ity
4.	-in	firm	-ness
5.	-in	filter	-ation
6.	-dis	continu/e	-ation
7.	-dis	establish	-ment
8.	-mis	concept	-ion
9.	-un	believ/e	-able
10.	-un	comfort	-able

N.B. These are but a few out of many.

1.4 SYNONYMS, ANTONYMS, AND STANDARD ABBREVIATIONS

1.4.1 Synonyms

Synonyms are the words that have the same or nearly the same meaning as another in the same language. They are the words so close in meaning that in many contexts they are interchangeable. For example, the word 'definition' has other words, as answer, clarification, demarcation, interpretation, solution, rationale, diagnosis, denotation are all synonyms of one another; and are synonyms.

SYNONYMS AND ANTONYMS

WORD	SYNONYMS	ANTONYMS
Adult	grown person	child
After	following	before
Aggressive	hostile	passive
Always	all the time	never
Apparent	evident, obvious	hidden
Arrive	come	depart
Artificial	false, insincere	real, authentic
Authentic	genuine	false, artificial

WORD	SYNONYMS	ANTONYMS
Consecutive	successive	interrupted
Considerate	thoughtful	thoughtless
Contaminate	pollute	purify
Continue	go on	discontinue, stop
Convenient	suitable	inconvenient
Correct	right	wrong, incorrect
Courteous	polite	rude
Cozy	comfortable	uncomfortable

Synonyms are useful when someone is struggling to write something very important and is looking for just the right words. They are so significant that there is a whole reference work dedicated to them, called a thesaurus, which is a dictionary of synonyms!

You can get a better understanding of synonyms after understanding these three sentences:
 The small child was quickly eating an ice cream cone, which gave him a bad headache.
 The little kid was rapidly gobbling an ice cream cone, which gave him an awful headache.
 The youngster was speedily consuming an ice cream cone, which gave him a terrible headache.

The above three sentences share the same situation, but, Sentence No. 2 and 3 give a better understanding because we have used synonyms for some of the dull words in Sentence 1. Words like 'rapidly', 'gobbling', 'awful', and 'terrible' are much more descriptive than 'quickly', 'eating', and 'bad'. They have the same meanings as Sentence 1, but stronger implications.

1.4.2 Types of Synonyms

Synonyms exist as parts of speech. Here are some examples:

- I. Verbs
- II. Nouns
- III. Adjective
- IV. Adverb

1.4.2.1 Verbs

S. No.	Verb	Synonyms
1.	Come	advance, approach, arrive, near, reach
2.	Go	depart, disappear, fade, move, proceed, recede, travel
3.	Hurry	rush, run, speed, race, hasten, urge, accelerate, bustle
4.	Hide	conceal, cover, mask, cloak, camouflage, screen, shroud, veil
5.	Move	go, creep, crawl, drag, walk, trail, rush, chase, accelerate, travel, glide
6.	Do	execute, enact, carry out, finish, conclude, accomplish, achieve, attain
7.	Have	hold, possess, own, contain, acquire, gain, maintain, believe, enjoy
8.	Use	employ, utilize, exhaust, spend, expend, consume, exercise
9.	Get	acquire, obtain, secure, procure, fetch, earn, catch, collect, gather
10.	Keep	hold, retain, withhold, preserve, maintain, sustain, support
11.	Put	place, attach, establish, keep, set aside, effect, achieve, do, build
12.	Take	hold, catch, seize, capture, acquire, choose, assume, occupy, consume
13.	Make	create, originate, invent, form, construct, design, fabricate, build develop, do, execute, compose, perform, accomplish, obtain, acquire
14.	Break	fracture, rupture, shatter, smash, wreck, crash, demolish, atomize
15.	Destroy	ruin, demolish, raze, waste, kill, slay, end, extinguish

1.4.2.2 Nouns

S. No.	Noun	Synonyms
1.	Anger	enrage, infuriate, arouse, nettle, exasperate, inflame, madden
2.	Calm	quiet, peaceful, stillserene, smooth, collected, detached, aloof
3.	Idea	thought, concept, conception, notion, opinion, plan, view, belief

4.	Story	tale, myth, legend, fable, narrative, epic, anecdote, record, memoir
5.	Strange	abnormal, bizarre, eccentric, odd, weird, atypical, different, irregular
6.	All	entire, full, total, whole, complete, totality, everything, everyone
7.	Fear	fright, dread, terror, dismay, anxiety, scare, awe, horror, panic
8.	Love	like, admire, esteem, fancy, care for, adore, worship, appreciate
9.	Plan	plot, scheme, design, draw, map, procedure, device, method, blueprint
10.	End	stop, finish, terminate, conclude, halt, stay, conclude, finish, quit
11.	New	fresh, unique, original, unusual, novel, modern, current, recent
12.	Old	feeble, frail, ancient, worn, veteran, venerable, primitive, extinct
13.	Fear	fright, dread, terror, alarm, dismay, anxiety, scare, awe, horror, panic
14.	Happiness	satisfied, elated, joyful, cheerful, ecstatic, jubilant, gay, glad, blissful
15.	Love	like, admire, esteem, cherish, adore, treasure, worship, appreciate

1.4.2.3 Adjective

S. No.	Adjectives	Synonyms
1.	big	large, big, great, huge, bulky, enormous
2.	blank	empty, blank, bare, unfilled, hollow, void, unoccupied
3.	broad	wide, extensive, widespread, inclusive, comprehensive
4.	centre	middle, central, mid, internal, inside medium, interior
5.	cunning	clever, ingenious, shrewd, crafty, cunning, knowing
6.	dangerous	risky, unsafe, uncertain, dangerous, hazardous
7.	eatable	edible, appetizing, comestible, potable,
8.	false	untrue, false, incorrect, wrong, untruthful, fictitious
9.	fertile	fruitful, productive, fertile, prolific, successful
10.	gay	cheerful, happy, cheery, jolly, smiling, joyful
11.	glad	happy, exultant, contented glad, joyful
12.	hard	difficult, tough, grim, challenging, demanding
13.	high	tall, high, big, lofty, elevated, towering
14.	huge	huge, massive, giant, gigantic, colossal
15.	intelligent	clever, ingenious, shrewd, crafty, conning, knowing

1.4.2.4 Adverb

S. No.	Adjectives	Synonyms
1.	Attentively	with attention, attentively, closely, hard, keenly, steadily
2.	Carefully	with care, correctly, deliberately, delicately, laboriously, thoroughly
3.	Certainly	with certainty, unquestionably, surely, definitely, beyond
4.	Courteously	with courtesy, considerately, graciously, kindly, nicely, reasonably
5.	Clearly	with clarity, intelligibly, plainly, distinctly. with clarity, legibly
6.	Easily	with ease, effortlessly, comfortably, smoothly, skillfully

7.	Effectively	with great successfully, productively, fruitfully, usefully
8.	Efficiently	with great efficiency, ably, adeptly, dexterously, expertly, skillfully
9.	Enthusiastically	with enthusiasm, actively, anticipatorily, ardently, cordially
10.	Exactly	with exactness, precisely, entirely, absolutely, completely, totally
11.	Freely	with freedom, candidly, openly, voluntarily, willingly, advisedly
12.	Frequently	with great frequency, regularly, often, very often, usually, normally
13.	Intelligently	with intelligence, brilliantly, logically, rationally, reasonably
14.	Regularly	with regularity, always, as usual, customarily, frequently, habitually
15.	Regrettably	with regret, unfortunate, wrong, disappointing, distressing, shameful

1.4.3 ANTONYMS

Antonyms are words in the English Language that means ‘opposite or contrary’. The word antonym comes from Greek and means ‘against a name’. The Greek word -anti means opposite, while -onym means name. So, antonym means the opposite or contrary name but that makes a complete sense! Therefore, after studying some of the examples of antonyms you will be clear to a greater extent, for choosing the most appropriate word every time.

1.4.3.1 Types of Antonyms

Antonyms fall within the three categories, namely—

- I. Relational or Converse Antonyms
- II. Graded or Gradable Antonyms and
- III. Complementary Antonyms.

1.4.3.2 Relational or Converse Antonyms

Relational (Converse) antonyms are the sets of word pairs that have a relationship. A single word wouldn't exist without the other. They are like complementary antonyms, except that both must exist for them to be antonyms of each other. Let's understand this with the help of following examples:

Front	back, behind, backside, back end
Open	close, shut, bolt, latch, lock, blockade
Husband	wife, mistress, better half, love bird, consort
Hello	adios, sayonara, have a nice day, see you later
Wife	husband, spouse, partner, life long partner
Parent	child, offspring, kid, effect, outcome
Above	below, beneath, under, underneath
Night	day, light, brightness, daylight
Policeman	criminal, trespasser, swindler, burglar
Plug	socket, mouth, opening, hole, vent, aperture

1.4.3.3 Graded or Gradable Antonyms

Graded or Gradable antonyms are characteristically pairs of adjectives that can be qualified by adverbs such as very, quite, extremely etc.

So, for example, we can say: Your mobile is expensive or your mobile is cheap.

However, as expensive and cheap are gradable antonyms, we can also qualify how expensive or cheap the mobile is: Your mobile is incredibly expensive, extremely expensive, very expensive or really expensive.

In the same manner we can say: Your mobile is extremely cheap, awfully cheap, very cheap or certainly cheap.

Graded or Gradable Antonyms are as follows:

Smart	stupid, blunt, clumsy, ignorant, lethargic, naive, obtuse
Friendly	unfriendly, aloof, antagonistic, disadvantageous, disagreeable, harmful
Bright	dull, cloudy, dark, dim, depressing, dreary, dusky, gloomy, murky
Modern	old-fashioned, ancient, antiquated, obsolete, outdated, passe
Bland	brunette, dark, swart, dark-skinned or haired, tanned, brunet, dusky, browned
Violent	gentle, affectionate, docile, harmless, kind, mild, patient, peaceful, submissive
Chaos	order, manner, method, mode, regularity, rule, system
Reckless	cautious, careful, heedful, timid, thoughtful, provident, considerate, circumspect
Luxury	economy, frugality, parsimony, providence, prudence, sparing, thrift
Sweet	bitter, sour, fetid, offensive, stinking, nasty, inharmonious, repulsive

1.4.3.4 Complementary Antonyms

Complementary antonyms do not have any middle ground. They are pure opposites. The pair of words convey a direct opposite in meaning and cannot be graded. One best and well known example of Complementary Antonyms is the pair of words, -dead and -alive. One cannot use the words, -undead or beings like robots and scroungers, as living entities like persons, animals, or other individuals can either be dead or alive. If someone uses the word, -not-dead, that also means the same as -alive, and -not alive carries the same meaning as -dead.

Some other examples of complementary antonyms are:

Man	woman, animal, beast, brute, fauna, living creature, sentient being
Dead	alive, active, alert, animate, breathing, existing, live, lively, living, quick, vivacious
Absent	present, existing, existent, attentive, attendant, naturally occurring, ubiquitous
Exit	entrance, access, admission, approach, entrance, entry, ingress, inlet, opening
Question	answer, reply, response, solution, explanation, certainty, confidence
True	latter, succeeding, subsequent, posterior, modern, coming, future
Attack	defend, resist, repel, protest, support, aid, shield, uphold, vindicate, shelter
Former	latter, succeeding, subsequent, posterior, modern, coming, future

Depart	arrive, come, conform, stay, live, begin, come into being, come to life, exist
Extinguish	ignite, conserve, keep, perpetuate, preserve, sustain, uphold, implant, promote

1.4.4 Standard Abbreviations in English

An abbreviation is a reduced form of a word or phrase, such as ABC for American Broadcasting Company or OHP for overhead projector. The word abbreviation came from the Latin word -brevis meaning 'short'.

3

ABBREVIATIONS

MEASUREMENT ABBREVIATIONS

- Gal = Gallon
- Lb = Pounds
- Pt. = Pints
- Qt = Quarts
- G = Gram
- Kg = Kilogram
- Cm = Centimeter
- M = Meter
- mg = milligram
- mm = millimeter
- no = number
- oz = ounce
- sq = square
- vol. = volume

INTERNET ACRONYMS

- SMH = Shaking my head
- BRB = Be right back
- IMO = In my opinion
- CYA = Cover Your A** or See Ya
- DIKY = Do I Know You?
- IDK/IDKE = I Don't Know
- ILY = I Love You
- HBU = How About You?

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In another way, all type of text abbreviations, text slang, internet acronyms, SMS language and emoticons, are part of abbreviations. For instance, human beings are always looking for ways to simplify things in order to save some extra time and make the communication easier for everyone to understand. So, in their communication process, people mostly use abbreviations which are short forms of lengthy expressions.

1.4.4.1 Common Abbreviations in English

Abbreviation	Meaning	Abbreviation	Meaning
AM	Ante Meridian	Cc	Carbon copy
PM	Post Meridian	Bcc	Blind carbon copy
AD	Anno Domini	e.g.	Exempli gratia (for example)
BC	Before Christ	i.e.	id est (that is)
BCE	Before Common Era	RSVP	Repondez S'il Vous Plait (please respond)
Email	Electronic mail	PTO	Please Turn Over
Etc.	Et cetera	ROI	Return On Investment
CV	Curriculum Vitae	ESP	Email Service Provider

CCTV	Closed Circuit Television	HTML	Hyper Text Markup
CIA	Central Intelligence Agency	CMS	Content Management System
CNN	Cable News Network	SaaS	Software as a Service
GMT	Greenwich Mean Time	SEM	Search Engine Marketing
GPS	Global Positioning System	SEO	Search Engine Optimization
HP	Horsepower	TOS	Terms of Service
mph	Miles Per Hour	UI	User Interface
NB	Important, Notice This, Note Well	UX	User Experience
FB	Facebook	AFAIK	As Far As I Know
G+	Google +	AMA	Ask Me Anything
IG	Instagram	BAE	Before Anyone Else
LI	LinkedIn	BFF	Best Friends Forever

COURSE COMPETENCY

Vocabulary is an essential and pivotal element of language competence. Conducting effective vocabulary building in students poses a great challenge to a language trainer or a teacher of English especially in higher level classes. Vocabulary cannot be built effectively by studying vocabulary lists or cramming words. On the other hand, success cannot be reached by relying on learning by the way, i.e., by listening and reading alone. Therefore, to promote and to accompany successful vocabulary building in students not only means to facilitate memorization in them by using proven didactic methods but to promote functional vocabulary building through sensible methods.

In order to build a strong foundation for your vocabulary, this chapter helps you to understand the roots of words. Many words have a common root and a prefix or suffix that helps you determine what the meaning might be. You can also look for clearer ways given in this chapter, to express yourself instead of relying on clichés that may be difficult for others to understand or twist your meaning. Word associations given in this chapter will help you remember certain words or phrases. Consider using your expanded vocabulary to replace words you used frequently throughout the document. So, by editing your own writing, you can improve clarity, style and tone.

Questions

- Q. 1 Describe contractions; when should contractions be used? Support your answer giving some examples.
- Q. 2 Clarify the use of synonyms and antonyms. Do using synonyms and antonyms change the meaning?
- Q. 3 In what way, are root words derived from foreign languages? How do you find the roots of English words?
- Q. 4 List the words you use in English that come from other cultures and languages.
- Q. 5 Define the key terms such as word parts, root, prefix and suffix. Discuss their role in English.

Fill in the Blanks

Q.1 Complete the sentences by writing the correct prefix in the blank space.

dis- in- mis- re- un- under-

1. I just can't believe it! The story is _____ believable!
2. No, that answer is _____ correct. It is wrong.
3. Let's look at this information again. We should _____ view it before the test.
4. I saw Allison just a moment ago, but now I can't find her! It seems that she _____ appeared!
5. Oh, I'm sorry, I didn't hear you correctly. I _____ understood you.

Q.2 Fill in the blanks with the words opposite in meaning to those underlined.

1. What looks like a convenient shortcut may prove to be very _____ in the long run.
2. The teacher tried to make the student confident but he still looked very _____ .
3. He failed to qualify in the first two attempts but _____ in the third one.
4. He is brave but his brother is _____ .
5. An airplane consumes more fuel while ascending than while _____ .

Q.3 Complete the sentences by writing the correct suffix in the blank space.

1. Why did you look at me so (suspicious...)?
2. Kamla's parents were very upset by your (refuse...).
3. He is so (forget...) that he has even left the cooker on before he left.
4. Before going to sleep, give him a (spoon...) of that syrup.
5. I can't bear the pain of a (tooth...)! A headache isn't better!

Check Your Progress

OBJECTIVE QUESTIONS

Q.1 Select the most appropriate option out of the four given below:

- I. The process of combining the beginning of one word and the end of another word to form a new word:

(a) Borrowing	(b) Blending
(c) Clipping	(d) Derivative
- II. The process where syllables are omitted:

(a) Acronym	(b) Compounding
(c) Clipping	(d) Blending
- III. The process of reducing a word such as a noun to a shorter version and using it as a new word such as a verb:

(a) Backformation	(b) Blending
(c) Compounding	(d) Clipping
- IV. The process of forming new words by adding affixes:

(a) Borrowing	(b) Backformation
(c) Compounding	(d) Derivation

V. The process of combining two or more words to form a new word:

- | | |
|------------------------|----------------|
| (a) Compounding | (b) Derivation |
| (c) Blending | (d) Clipping |

Q.2 Select the most appropriate root word out of the four given below:

I. Find the root word out of the following: impatient.

- | | |
|-------------|----------|
| (a) imp | (b) pat |
| (c) patient | (d) tent |

II. Choose the word that means to lean, lie, bend.

- | | |
|----------|-----------|
| (a) card | (b) cline |
| (c) circ | (d) cosm |

III. Choose the word that means heart.

- | | |
|----------|------------|
| (a) cosm | (b) around |
| (c) card | (d) cog |

IV. Choose the word that means to rule, govern.

- | | |
|----------------|----------|
| (a) crat, crac | (b) cog |
| (c) cosm | (d) corp |

V. Choose the word which is most opposite in meaning to the word EMBRACE

- | | |
|-------------|----------------|
| (a) disobey | (b) contradict |
| (c) reject | (d) obscure |

VI. Give the antonym of MILITARY

- | | |
|--------------|--------------|
| (a) civil | (b) militant |
| (c) civility | (d) coup |

VII. Give the antonym of ORIENT

- | | |
|--------------|------------|
| (a) disorder | (b) fact |
| (c) conform | (d) casual |

VIII. What does RAM stand for?

- (a) Read Access Memory
 (b) Read Anywhere Memory
 (c) Random Access Memory

IX. What is the difference between a base word and a root word?

- (a) A base word can stand on its own and a root word cannot.
 (b) A root word can stand on its own and a base word cannot.
 (c) You can only add affixes to a base word, not a root word.
 (d) You can only add affixes to a root word, not a base word.

X. What is the meaning of the word prefix?

- (a) A word within a word
 (b) A group of letters put before a root word which changes its meaning
 (c) A group of letters put at the end of a root word which changes its meaning

CASE STUDY

The present case study is based upon word formation, where a word is given in question and the students have to choose that word from the given options, which can or cannot be formed from the letters of the given word. Sometimes, a set of English letters can be given in a jumbled order and the candidates are asked to arrange them in a meaningful order. In some situations, we are asked to choose particular letters from a word and arrange them to form a meaningful word. Under this case study, there are three types of questions based on the word formation which are generally asked in various competitive examinations.

Type 1: Word formation using letters from a given word – Under this exercise, a word has been given, followed by four other words. The student has to identify the word which can or cannot be formed by using the letters of main word.

Example: CHARACTER

- | | |
|------------|-------------|
| (a) TRACER | (b) CHARTER |
| (c) HEARTY | (d) CRATE |

Solution (c) By using the letters of the given word, HEARTY can't be formed because in the given word, letter -Y is absent

Type 2: Forming meaningful words using given letters -- Under this exercise, a word is being given and the students are required to form as many meaningful English words as possible from the given word, using each letter only once in each word.

Example: How many meaningful English words can be formed by using letters of the word ALEP?

- | | |
|-----------|---------------------|
| (a) One | (b) Two |
| (c) Three | (d) More than three |

Solution (c) Such meaningful words are PEAL, LEAP and PALE.

USE OF ICT

- Open Source like CEC (Under Graduate) SWAYAM, MOODLE, MOOCs platform NPTEL/NMEICT/any other Government initiatives & institutional (Learning Management System (LMS).
- Use of radio, TV, recorder, computer, audio, video, internet, YouTube, PPTs, mobile phones.
- Record the presentations and discussions to evaluate the communication skills.
- To evaluate written communication in the form of articles, reports, essays, stories etc. by using PPTs, and check them on Grammarly or other websites.

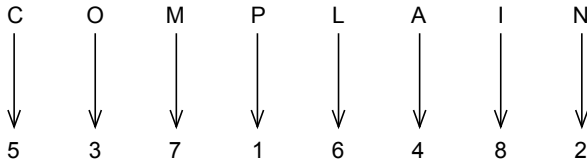
PRACTICAL EXERCISES

Practical I: Word formation by unscrambling letters -- Under this exercise, a set of English letters is given in a jumbled order. The student is asked to arrange these letters to form a meaningful word. Always try to place the letters according to the numbers provided in options rather than doing it on the basis of your vocabulary knowledge.

Example: Select the combination of numbers that form a meaningful word.

- | | |
|----------------------------|----------------------------|
| (a) 2, 7, 8, 6, 4, 3, 1, 5 | (b) 4, 7, 5, 2, 6, 8, 1, 3 |
| (c) 7, 1, 8, 5, 6, 2, 4, 3 | (d) 5, 3, 7, 1, 6, 4, 8, 2 |

Solution (d). The given letters, when arranged in the order of 5, 3, 7, 1, 6, 4, 8, 2, form the word COMPLAIN.



Practical II: Formation of meaningful word by adding letters/words in the given word(s) – Under this exercise, some words are given and the student has to either suffix or prefix same letter in each of the given words to make new meaningful words. It also includes questions based on forming two meaningful words by inserting a word in between the given word.

Example: Given below are some group of letters. Which of the options can be joined at the end of these letters to make them meaningful words?

LEN, SAN, WOR, SEE

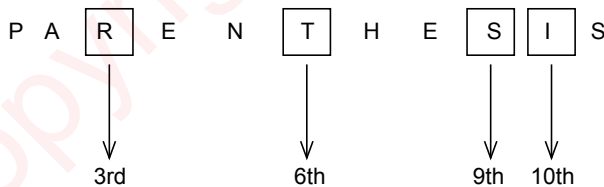
- | | |
|-------|-------|
| (a) A | (b) D |
| (c) B | (d) K |

Solution (b) Letter D is suffixed to the given words

Practical III: Forming word with selected letters of given word – Under this exercise, a word has been given and the candidate is required to make new meaningful words using letters at different positions like 1st, 2nd, 5th, 8th etc. of the given word.

Example: If it is possible to make only one meaningful word from the 3rd, the 6th, the 9th and the 10th letters of the word 'PARENTHESIS' using each letter only once, last letter of the word is your answer. If no such word can be formed, your answer will be 'X' and if more than one such word can be formed, your answer will be Y.

Solutions (a)



Since, 3rd, 6th, 9th and 10th letters are R, T, S and I respectively. Hence, a meaningful word STIR can be formed. Last letter of this word is R, so correct option is (a).

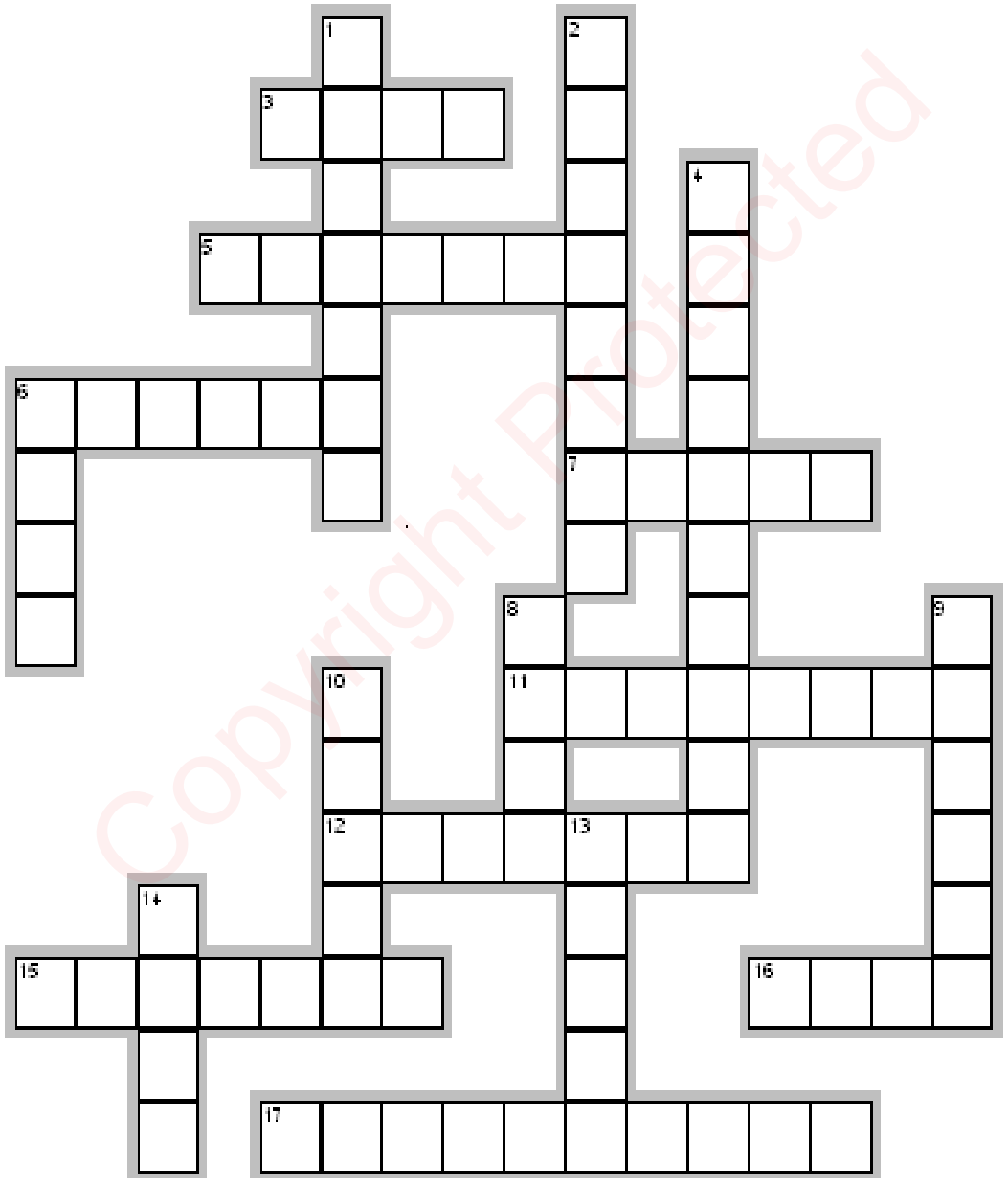
Video Resources

1. <https://www.youtube.com/watch?v=Vj640hLzANI>
2. https://www.youtube.com/watch?v=4-Q-BBh_0SM
3. <https://eduteach.es/videos/study-english/series-3/3-24-word-formation.html>
4. https://www.english-grammar.at/online_exercises/word-formation/word-formation-index.htm
5. <https://www.english-grammar.at/worksheets/language-in-use/word-formation-index.htm>

Summary Cross Word

Crossword puzzles are great for blending spellings as they help you to spell linked words correctly to be able to complete the task. Above all, they are an incredible tool for English learners and a great way to increase your exposure to old and new words.

Crossword Puzzle



Across

3. A group of musicians who play modern music together. (4)
5. The collective term for music, art, theatre, literature etc. (7)
6. A large, printed picture or notice put on a wall, in order to decorate a place or to advertise something. (6)
7. Several songs or pieces of music on a CD, a record etc. (5)
11. The people who sit and watch a performance at a cinema, theatre etc. (8)
12. A book, newspaper, etc. that is one of several that are the same and were produced at the same time. (7)
15. A television or radio station (= broadcasting company). (7)
16. A television or radio programme or performance. (4)
17. A very popular book that many people have bought. (10)

Down

1. A room or building which is used for showing works of art. (7)
2. A short period of time between the parts of a play, performance etc. (8)
4. When objects such as paintings are shown to the public. (10)
6. The story of a book, film, play etc. (4)
8. A person in a play or a film. (4)
9. A report in a newspaper, magazine or programme that gives an opinion about a new book, film etc. (6)
10. A view or picture of a film, play or show. (5)
13. A picture, especially on film or television or on a screen. (5)
14. All the actors in a film, a play or a show. (4)

Solution

Across	Down
3. BAND.	1. GALLERY
5. CULTURE	2. INTERVAL
6. POSTER	4. EXHIBITION
7. ALBUM	6. PLOT
11. AUDIENCE	8. PART
12. EDITION	9. REVIEW
15. CHANNEL	10. SCENE
16. SHOW	13. IMAGE
17. BEST SELLER	14. CAST

DESIGN INNOVATIVE PRACTICAL/ PROJECTS/ ACTIVITIES

Students should be initiated to design alternative Practical/ Projects/ Activities (as a group or individual).

Practical (Vocabulary Games and Activities)

1. Gap fill sentences
2. Mixed letters
3. Crosswords
4. Mixed sentences
5. Words' search

Mini Projects

Each student has to be assigned a topic as Mini-Project in the beginning of the semester. Student will prepare one short presentation of 5 minutes duration using various aids and tools e.g., charts, power point, graphics, models, simulations, dialogues, examples and illustrations, role plays etc. on topics like :

1. Word formation
2. Building vocabulary through root words
3. Word creation with prefixes and suffixes
4. Word guessing games
5. Using of synonyms, antonyms effectively in paragraphs

Know More

For vocabulary building, there are various techniques that can be taught to students so as to help them figure out the meanings of unknown words on their own. Because students learn most new words incidentally, through wide reading, so helping students to acquire a set of word-learning strategies is important to their vocabulary development. Key word-learning strategies include:

- Learn everything you can about your field.
- The use of word parts like prefixes, suffixes, roots, compounds, synonyms, antonyms to unlock a word's meaning and the use of context clues.
- Students must learn to define a word, recognize when to use that word, its multiple meanings, and spell that word.
- Efficient use of the dictionary.

2

Basic Writing Skills

UNIT SPECIFICS

Basic Writing Skills, Phrases and Clauses, Punctuation, Coherence.

RATIONALE

Writing is an essential job skill. It opens new doors and helps you work towards your goals and build your career. Writing is the primary basis upon which one's work, learning, and intellect is being judged. Writing provides students an avenue to learn rules applicable to grammar, spellings, punctuation and terrific vocabulary activities which are major parts of communication, and can also be improved upon when we learn how to use writing as means of expressing our ideas and messages clearly and directly to our audience.

Today, English is a powerful vehicle of communication that serves as a link language in a multicultural and multilingual society like India and also as a global linguistic mediator. So, developing a strong understanding of writing processes allows you to maintain clear communication and accurate documentation in any workplace.

PRE-REQUISITES

English sentences are made up of words and there are thousands of words in this language; writing them is the art of expressing ones views, ideas, and thoughts. Though writing English sentences seems easy while thinking about it, but many times, it results in unorganized and scattered pieces of information that often creates confusion or sends a wrong message.

Therefore, present course aims to heighten awareness of correct usage of English grammar in writing and speaking. At the end of the course, the students will learn how to improve their error free writing ability in English. The course will develop their awareness of the importance of English as a means of international communication.

UNIT OUTCOMES

- U2-O1: Consider writing as a constructive, meaningful process.
- U2-O2: Identify phrases, independent clauses, and dependent clauses.
- U2-O3: Demonstrate punctuation through correct usage.
- U2-O4: Compose logically organized paragraphs, sentences and transitions in documents.
- U2-O5: Recognize and incorporate basic grammar, mechanics and sentence variety in writing.

MAPPING OF COURSE OUTCOMES WITH THE PROGRAMME COURSE OUTCOMES

Course Outcomes	Expected Mapping with Programme Outcomes (1 – Weak Correlation, 2 – Medium Correlation, 3 – Strong Correlation)											
	PO-1	PO-2	PO-3	PO-4	PO-5	PO-6	PO-7	PO-8	PO-9	PO-10	PO-11	PO-12
CO-1	2	2	2	1	1	2	2	2	3	3	3	3
CO-2	2	2	2	2	2	2	2	2	3	3	3	3
CO-3	2	2	2	1	2	2	2	2	3	3	3	3
CO-4	2	2	2	2	2	2	2	2	3	3	3	3
CO-5	2	2	2	2	2	2	2	2	3	3	3	3
CO-6	2	2	2	2	2	2	2	2	3	3	3	3

INTERESTING FACTS

“If you want to be a writer, you must do two things above all others: read a lot and write a lot.”

-- Stephen King

Writing is a very important and powerful tool used in everyday life. Writing is used to store information, make a permanent record and for communication. It is a great way to teach, inform, entertain one’s behaviour and educate oneself. It also reflects the personality of an individual. Today, writing has become necessary in the academic, professional, technical, engineering, and scientific workplace. It is a teachable and practical skill that incorporates soft skills like communication, collaboration, and problem-solving with specific and targeted steps such as audience analysis, prewriting, topic development, and review. It also channelizes ones knowledge and facilitates to think better. Having excellent writing skills remain an important aspect of communication. This is because good writing skills will allow you to communicate your message with clarity and ease.

“It’s none of their business that you have to learn how to write. Let them think you were born that way”.

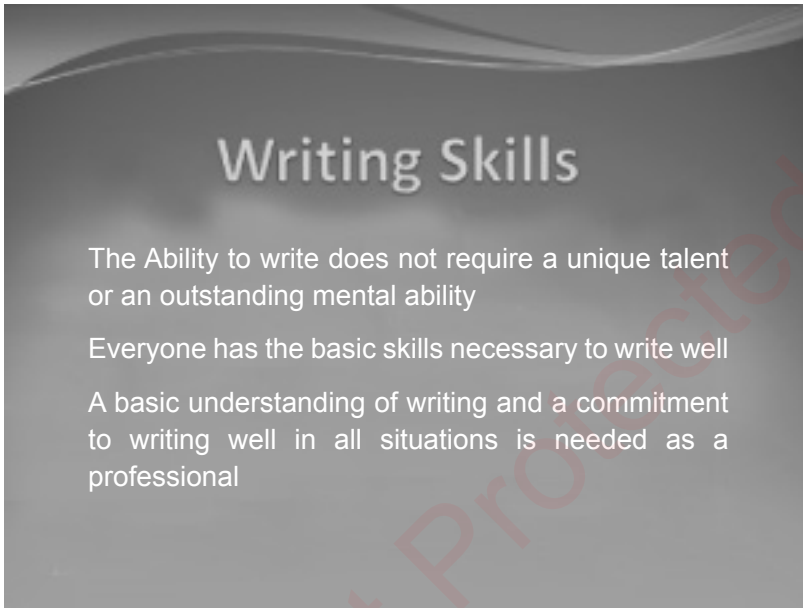
-- Ernest Hemingway

2. BASIC WRITING SKILLS

Writing and thinking are interwoven. Writing is a complex process that allows writers to explore thoughts and ideas, and make them visible and concrete. Thinking is the foundation of writing. Thinking is central to learning, so students who are able to make their thought processes concrete through writing enhance their learning capabilities. Writing is an expression. We express ourselves either through speaking or through writing. Writing gives us sufficient time to think, shape and present ourselves keeping in mind what we want to express. A good writer makes not only the best possible use of his own time but also makes his readers to go through the text willingly and with interest. Thinking and writing go together. A writer, who starts writing with reader-research, collecting and compiling recourses, arranging them and shaping them, is also thinking simultaneously. Writing process has various sub-processes. In writing one has to go back in order to go forward. It is a recursive process.

“If you want to be a writer, you must do two things above all others: read a lot and write a lot”.

-- Stephen King



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Writing encourages thinking and learning for the following reasons:

- a) Writing motivates communication
- b) Writing focuses and extends thought
- c) Writing makes thought available for reflection
- d) Writing is multi-sensory
- e) Writing is a process
- f) We decide what to write about and have our own reasons for writing



2.1 Sentence Structures

In English language, sentence structure is the basic arrangement of words in a sentence. It is a self-contained unit of meaning that flows from one word to the next, carrying the argument or point of view forward in a clear and concise manner. For this reason, describing how to put a sentence together is not as easy as explaining how to assemble a jet plane or how to launch a satellite. There are no easy procedures, but step-by-step instructions for crafting an effective sentence structure.


Every sentence includes a subject and a predicate. The subject informs who or what the sentence is about and verb and rest of the predicate gives information about what the subject does or is. If a sentence doesn't have a subject and a verb, it is not a complete sentence. For example in the sentence "Want to go", we don't know who "want to go".

Remember, clear, short sentences are preferable, and more effective, than long, complex ones.

2.1.1 Types of Sentences

In English, there are 4 types of sentences that students need to understand carefully.

FOUR SENTENCE STRUCTURES	
<p>1. Simple</p> <p>1 Independent Clause</p> <p><i>I kicked the ball.</i></p>	<p>2. Compound</p> <p>2 or More Independent Clauses</p> <p><i>I kicked the ball, and it hit Tom.</i></p>
<p>3. Complex</p> <p>1 Independent Clause & 1 or More Dependent Clauses</p> <p>Tom cried because the ball hit him.</p>	<p>4. Compound-Complex</p> <p>2 or More Independent Clauses & 1 or More Dependent Clauses</p> <p>Tom cried because the ball hit him, and I apologized immediately.</p>

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Mastering these four types of sentences will enable students to communicate themselves effectively. They are:

- Simple Sentences
 - Compound Sentences
 - Complex Sentences
 - Compound-Complex Sentence
 - Buy two shirts and get one free. (Compound sentence)
 - If you buy two shirts, you get one free. (Complex sentence)
 - Buy two shirts to get one free. (Simple sentence)
- a) Simple Sentence Structure:** A simple sentence contains one independent clause. It has a single subject followed by one verb or verb phrase. It expresses a single idea. It is not necessary that a simple sentence should be short. The subject can be a single word like “you” or “mother”, or it can be a double subject like “My brother and I”, or it can be multiple words describing a single person/object, like “This new computer really works well”.
- They all are vegetarian.
 - My brother and I went to the mall last night.
- We can add more meaning to the sentence by including qualifiers, objects, complements etc.

- i. They all are vegetarian and do not eat meat.
- ii. My brother and I went to the mall last night for purchasing some dresses.

b) Compound Sentences: A compound sentence has at least two independent clauses that have related ideas. The independent clauses can be joined by a coordinating conjunction (they are seven in number– for, and, nor, but, or, yet, so) or a semicolon. Independent clauses are two phrases that can stand alone as a complete thought. They are not dependent upon one another to express a complete thought, but they tie together similar ideas.

- i. You want to lose weight, yet you eat chocolates daily.
- ii. He went to the party, but his wife stayed home.

Joining the Independent Clauses in a Compound Sentence: In a compound sentence, the independent clauses are joined using one of the following methods:

- A conjunction with a comma (e.g., -and)
 - She is very smart, and she knows it.
- A semicolon
 - I like hot milk; it sends me to sleep at night.
- A colon
 - I think you'd enjoy the party: I don't mind if you stay home.
- A dash
 - I know you're here — I can smell your perfume.
- A conjunction with a semicolon (e.g. ; -and)

After the lights went out, I could hear you whispering; and I know you were talking about me.

Compound sentences are commonly used in speech and writing also. Here are few examples of compound sentences used by famous public figures:

- i. “Government does not solve problems; it subsidizes them”. - Ronald Reagan
- ii. “Tell the truth, work hard, and come to dinner on time”. - Gerald R. Ford
- iii. “You can put wings on a pig, but you don't make it an eagle”. - Bill Clinton

c) Complex Sentences: A complex sentence has a base of a complete sentence with a subject, verb, and words to complete the thought. Complex sentences add depth to our writing. They contain an independent clause that has the ability to stand alone as a sentence and at least one dependent clause. Writing a complex sentence is easy if you have a basic understanding of conjunctions and relative pronouns.

I learned English perfectly **because I studied very hard**.

“I learned English perfectly” is an independent clause as it would make a complete sentence on its own.

“**Because I studied very hard**” is a dependent clause, as it doesn't make a complete sentence on its own. It is ‘dependent’ on the first clause for the phrase to make a complete sense.

The structure for a complex sentence essentially looks like this:

- Dependent Clause + Independent Clause (comma splits the clause)
- Independent Clause + Dependent Clause (comma usually does not split the clause)

So, by using that structure we can easily form examples of complex sentences:

- Despite his advancing years, Tendulkar was still the best cricket player in the Indian team.
- Tendulkar was still the best cricket player in the Indian team despite his advancing years.

Remember, that sometimes, a complex sentence can contain more than one dependent clause. Here are some examples of those types of complex sentences:

Although the elections were over, and as people tend to have short memories, small parties were still divided over petty issues.

- d) Compound-Complex Sentences:** Compound-complex sentences are the most complicated sentences, as they contain at least two independent clauses (like a compound sentence) and at least one dependent clause (like a complex sentence). In compound-complex sentences, dependent clause can be at the beginning, middle, or at the end of a compound-complex sentence but punctuation follows the rules, strictly.

- My daughter doesn't like cartoons because they are deafening, so she doesn't watch them.

This sentence has one dependent clause and two independent clauses. The dependent clause "because they are deafening" cannot stand on its own as a complete sentence. As you've probably figured out, whereas, "My daughter doesn't like cartoons" and "she doesn't watch them" are the independent clauses and *can* stand as complete sentences on their own.

2.1.2 Some Examples of Transformation

1. Interchanging Simple Sentences into Compound Sentences:

- I. Simple : You must work hard to escape failure.
Compound : You must work hard or you will fail.
- II. Simple : In spite of hard work he failed.
Compound : He worked hard but he failed.

2. Interchanging Compound Sentences into Simple Sentences: (By using a Participle)

- I. Compound : The last bell rang and the students came out of their classes.
Simple : On ringing the last bell the students came out of their classes.
- II. Compound : She is intelligent but not diligent.
Simple : With all her intelligence she is not diligent.

3. Interchanging Simple Sentences into Complex Sentences:

- I. Simple : We heard of his failure.
Complex : We heard that he failed.
- II. Simple : He admitted his mistake.
Complex : He admitted that he had made a mistake.

4. Interchanging Complex Sentences into Simple Sentence:

- I. Complex : This proved that he was innocent.
Simple : This proved his innocence.
- II. Complex : I know he is an honest lad.
Simple : I know him to be an honest lad.

5. Interchanging Compound Sentences into Complex Sentences:

- I. Compound : Search his pocket and you will find your watch.
 Complex : If you search his packet, you will find the watch.
- II. Compound : Do your best. You will never regret.
 Complex : By doing your best, you will never regret.

6. Interchanging Complex Sentences into Compound Sentences:

- I. Complex : I am glad that he has recovered from illness.
 Compound : He had recovered from illness and I am glad of it.
- II. Complex : We can prove that the earth is round.
 Compound : The earth is round. We can prove it.

2.1.3 Four Functional Types of Sentences

There are four main types of sentences that can be distinguished by their function and purpose:



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- a) **Declarative Sentence:** A declarative sentence is a sentence that makes a statement – in other words, it declares something. This kind of sentence is used to share information – for instance, stating your point of view or a fact.
- If I had to choose, I would say that my favourite fruit is pineapple.
 - Lilly loves gardening, but her husband hates weeding.
- b) **Interrogative Sentence:** An interrogative sentence is a sentence that asks something. In other words, it's a question, that always end with a question mark (?) and this makes you easy to spot.
- When is the deadline?
 - What is the right way to iron a shirt?
- c) **Imperative Sentence:** Imperative sentences are used to issue a command or instruction, make a request, or offer advice. Basically, they tell people what to do. Such sentences usually end with a period but can occasionally end with an exclamation point. They are sometimes referred to as directives because they provide direction to whoever is being addressed.
- Don't eat all the cookies. (Request or demand)
 - Use oil in the pan. (Instruction)
- d) **Exclamatory Sentence:** The sentence which expresses some strong feeling or emotion such as sorrow, joy, surprise, wonder, contempt etc. is called exclamatory sentence.
- Oh! I forgot about the meeting.
 - What a strange person you are!

2.2 USE OF PHRASES AND CLAUSES IN SENTENCES

Clause	Phrase
<p>A group of words that contains a subject and a verb.</p> <p>Independent clause → makes sense on its own as a sentence. E.g. I went to school.</p> <p>Dependent clause → doesn't make sense on its own as a sentence. E.g. Although I wasn't feeling well, I went to school.</p>	<p>A group of words without a subject-verb component.</p> <p>Noun phrase e.g. best friend.</p> <p>Verb phrase e.g. was working.</p> <p>Adjective phrase e.g. very pretty.</p> <p>Adverb phrase e.g. really slowly.</p> <p>Prepositional phrase e.g. in the bin.</p>

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2.2.1 Definition of Phrase

A phrase is a group of words but without a subject or a verb, and there is no predicate. If we try to change the time or tense, we cannot because a phrase contains no word that can be changed. For example: “In the morning” or “Because of her impressive smile”.

2.2.2 Types of Phrases

There are six main types of phrases:

- Gerund Phrases
- Infinitive Phrases
- Noun Phrases
- Participle Phrases
- Prepositional Phrases
- Verb Phrases

2.2.2.1 Gerund Phrases

A gerund phrase is a phrase that consists of a gerund, its object, and any modifiers. It is a noun made from a verb root plus -ing (a present **participle**). A gerund phrase can act as a subject, object, or complement, while adding more details to the sentence.

Gerunds: -ing words used as nouns	
Used As:	Example:
Subject	<u>Reading</u> is relaxing.
Direct Object	She considered <u>quitting</u> .
Indirect Object	My mother spent her life <u>teaching</u> .

Some easy examples naming parts of the gerund phrase:

1. She likes **singing** songs in the shower.
Gerund: -singing
Direct object: -songs
Modifier: -in the shower
2. **Moving** quickly is the key to survival. (Object missing)
Gerund: -moving
Modifier: -quickly

2.2.2.2 Infinitive Phrases

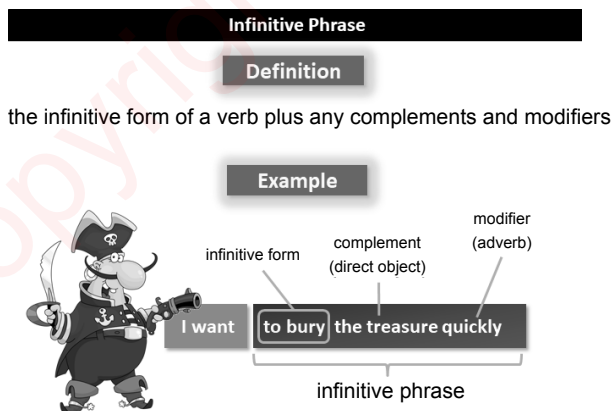
An infinitive phrase is the infinitive form of a verb along with any complements and modifiers. It is a group of words that uses an infinitive (**-to + verb**).

- To write (to + write)
- To sit (to + sit)
- To ride (to + ride)
- To move (to + move)

2.2.2.2.1 Types of Infinitive Phrases

Infinitive phrases can act in three different capacities:

- a) **Infinitive Phrase as a Noun**
- b) **Infinitive Phrase as an Adjective**
- c) **Infinitive Phrase as an Adverb**



a) **Infinitive Phrase as a Noun**

Infinitive Phrase answers the question “What”? when it works like a noun. Therefore, infinitive phrase will be the subject, which does the verb; or an object, which receives the action of the verb.

- To get top position is her goal. **What is her goal? (Subject)**
- Her job is to guide the students in English. **What is her job? (Object)**

b) Infinitive Phrase as an Adjective

An infinitive phrase when acts like an adjective, it describes a noun or a pronoun (subject and object) in that sentence.

- I need some newspapers to read during my journey. **Describes the newspapers**
- I wish I had a brother to play with me. **Describes the brother**

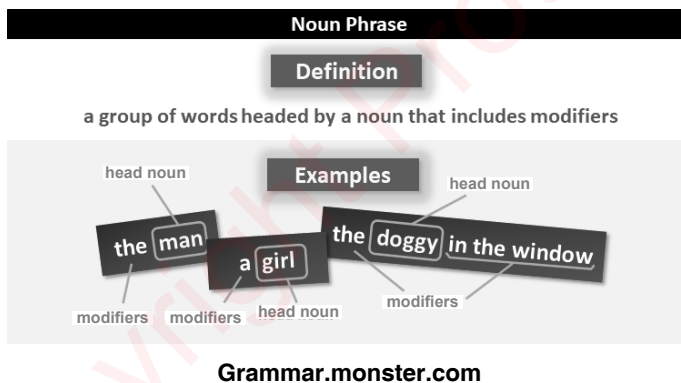
c) Infinitive Phrase as an Adverb

An infinitive phrase works like an adverb, and modifies the verb in a sentence when it works like an adverb. Adverbs answer questions like when where, why, how, and for what reason or purpose.

- I went home to take my lunch. **Why did you go home?**
- She sat down to take the exam. **For what reason did she sit down?**

2.2.2.3 Noun Phrases

Noun phrases are groups of words that function like a noun and act as subjects, objects, or prepositional objects in a sentence. They are simply nouns with modifiers and can act as subjects, objects, and prepositional objects.



2.2.2.3.1 The Structure of Noun Phrases

The structure of this noun phrase contains three sections:

1. Pre-modification
2. Head Noun
3. Post-modification

“The very tall French boy with a Golf stick”

Pre-modification

The	-	determiner
very	-	adverb (intensifying)
tall	-	adjective
French	-	pre-modifying noun

Head noun

boy

Post-modification

with a Golf stick	-	preposition phrase
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2.2.2.3.2 Some Examples of Noun Phrases

- i. Noun phrase as a subject: **The temple** was brightly decorated for the Deepawali.
- ii. Noun phrase as an object to the verb –saw: At Nalini’s house, I **saw a white rabbit**.
- iii. Noun phrase as an object to the verb –want: I **want a pair of new jeans** for Christmas.
- iv. Noun phrase as a prepositional object; preposition –in: Mahesh works **in an electronics shop**.
- v. Noun phrase with -car acting as an adjective for the noun –wash: **The car wash** was out of order.
- vi. Noun phrase as a participle: She kindly offered meal to **the beggar standing in scorching heat**.
- vii. Noun phrase as a “to-infinitive”: **The ability to help to others** is an important character attribute.
- viii. Noun phrase as a prepositional phrase; preposition –beside: He had to stand **beside the terribly irritated passenger**.
- ix. Noun phrase as an absolute phrase to the subject –she: She walked into the street, **her laughter carrying on the breeze**.

2.2.2.4 Participle Phrases

A **participle** phrase is a verb form that functions as an adjective by modifying nouns and pronouns. It can either be a present participle or a past participle that includes the participle, plus any modifiers and complements.

Participial Phrases

A participial phrase contains a participle and other accompanying words.

The participial phrase could have a present participle (ending in -ing) or a past participle (ending in -ed).

Example: **Acting quickly**, the girl caught the glass before it fell.

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Examples of participles:

- a) The **running** boy crashed into a car.
- b) The **crying** baby kept her parents up all night.

Running and **crying** are verbs but in the above sentences, they are not functioning as verbs rather functioning as adjectives. When we add words to these participles, we’re making participial phrases.

- a) **Running at high speed**, the boy crashed into a car.
- b) The baby, **crying loudly and continuously**, kept her parents up all night.

2.2.2.4.1 Types of Participial Phrases

There are two main types of participles in participial phrases:

a) Present Participial Phrases

Participles that end in *-ing* are present participial phrases. These phrases describe a condition that is happening at the same time as the action in the sentence, no matter what tense the rest of the sentence is in.

- a) She opened the mail, **trembling with excitement**.
- b) **Wearing a yellow hat and boots**, workers crossed the construction site.

b) Past Participial Phrases

Past participial phrases include participles in the past tense. This includes verbs that end in *-ed* and irregular verbs in the past tense. These phrases describe conditions that happened before the action in the sentence.

- a) She collected all the flowers **sliced by the gardener**.
- b) **Soaked from the rain**, the cat shook herself dry.

Past participial phrases that start with the word **-having** are known as perfect participial phrases and describe an action that has already finished.

- a) **Having worked all night**, she decided to stay home and take rest.
- b) My mother saw my point of view **having met the neighbours for herself**.

2.2.2.4.2 Recognizing a Participle Phrase:

A participle phrase begins with a present or past participle. If the participle is present, it ends in *-ing* and a regular past participle ends in an *-ed*. In order to avoid the mistakes, see this table:

Infinitive	Simple Present	Simple Past	Past Participle	Present Participle
to arise	arise(s)	arose	arisen	arising
to awake	awake(s)	awoke or awaked	awaked or awoken	awaking
to be	is, am, are	was, were	been	being
to bear	bear(s)	bore	borne or born	bearing
to beat	beat(s)	beat	beaten	beating

2.2.2.5 Prepositional Phrases

A prepositional phrase is a group of words that consists of a preposition, its object as a noun or a pronoun and any word that modifies the object (mostly a verb or a noun). The two kinds of prepositional phrases are called adverbial phrases and adjectival phrases, respectively.

Prepositional Phrases are...		
a preposition	+	noun / noun phrase
a preposition	+	adverb / adverb phrase
a preposition	+	~ing verb / ~ing verb phrase

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Some of the most common prepositions that begin prepositional phrases are **-to, -of, -about, -at, -before, -after, -by, -behind, -during, -for, -from, -in, -over, -under** and **-with**.

2.2.2.5.1 Identifying Prepositional Phrases

1. The vegetables **in that shop** are fresh and green.

In the above example, you should first find the preposition which is the word **-in**. So we now know that the prepositional phrase starts with the word **-in** (**-in that shop**).

2. Find the noun or pronoun that ends the prepositional phrase as “The vegetables **in**” and keep reading. We know that the word **-the** is an adjective, so the prepositional phrase doesn’t end there. The next word is **-shop**, a noun, and prepositional phrase ends with a noun. We, therefore, have our prepositional phrase:

The vegetables **in that shop** are fresh and green.

a) Examples of prepositional phrase that functions as an adjective.

- 1) This type of machine is **out of date**.
- 2) Both the countries were **at war**.

b) Examples of prepositional phrase that functions as an adverb.

- 1) The boys spent all their time **out of doors**.
- 2) **For a change**, it was a splendidly sunny day.

2.2.2.6 Verb Phrases

Verbs are the words, such as play, read, jump, run, eat, drink etc. that demonstrate any action. When combined with linking verbs, such as **-can, -must, -will, -ought to** etc., they form verb phrases. They include the helping verb and main verb in a sentence.

The cat **can smell** the rat in this room. (Verb phrase is **-can smell**)

She **has appeared** on screen as an actor. (Verb phrase is **-has appeared**)

Definition of Verb Phrase

A phrase consisting of verb and modifiers of verb is called a verb phrase. Auxiliaries, adverbs, direct object, indirect object, and adverbials are major verb modifiers. Verb phrases are important because they provide structures to construct meanings in terms of time and place.

2.2.2.6.1 Types of Verb Phrase

There are two types of verb phrase:

- a) **Finite Verb Phrase:** Under finite verb phrase, the head verb is finite and either comes in present or past form.
 - a) I go to college in the morning.
 - b) He did not show me the chocolate until I begged him.
- b) **Non-finite Verb Phrase:** Under non-finite verb phrases, the head verb is participle, gerund, or infinitive.
 - a) Teaching teaches the teacher.
 - b) By writing, one learns to write.

2.2.2.6.2 Functions of Verb Phrases

A verb phrase acts as an adverb or adjective and consists of a verb and its complements, which may be either modifiers or objects. It describes more information about the subject and perform following function:

- a) **As a Predicate of the Sentence**
 In the following sentences, the verb phrase comprises of the main verb and auxiliary verbs or helping verbs.
 - a) You **must wash** your hands before taking your meal.
 - b) The employee **is writing** his résumé.
- b) **As an Adverb or Adjective**
 A verb phrase with a single function can either act as an adverb or an adjective. The phrase would comprise of verb, modifiers, complements, or even objects.
 - a) This year, we can afford **to buy a brand new car**.
 - b) Doctor opened the window **to let in the fresh air**.

2.2.2.7 Clauses

A clause is a group of words with a verb and a subject whereas a phrase does not have a verb and subject. A clause can act as a noun, an adjective, or an adverb. A clause, therefore, contains a single verb group.

There are different types of clauses that can be used to develop sentences. Let's take a look at some of these types and discuss how they are important in our writing.

1. **Independent Clause**
2. **Dependent Clauses**
3. **Relative Clause**
4. **Noun Clause**

2.2.2.7.1 Independent (or Main) Clause

An independent clause is a group of words that can stand alone as a sentence. It has both a subject and a verb and forms a complete thought. They make clear communication possible, whether we are writing or speaking. Independent clauses are used in all types of complete sentences: simple, compound, complex and compound-complex. All require at least one independent clause.

- i. **A simple sentence** (with one independent clause): “The child sleeps”.
- ii. **A compound sentence** (with two independent clauses): “Child sleeps and the mother knits”.
- iii. **A complex sentence** (with one independent clause and at least one dependent clause): “When child sleeps, mother reads”.
- iv. **A complex-compound sentence** (with at least two independent clauses and one dependent clause) is: “Child sleeps, and because no one is at home, mother knits”.

Independent clauses can stand alone, or they can be joined with other clauses also to make more complex sentences.

2.2.2.7.2 Dependent (Subordinate) Clause

A dependent clause is a clause that cannot stand alone; it depends on another clause to make it a complete sentence. It is easy to recognize a dependent clause because it starts with a subordinate conjunction. Some of the subordinate conjunctions that you may already know **are -because, -although, -where, and -after** that may represent time, cause and effect, and contrast.

It is important to remember that a dependent clause is not a complete thought.

Every night before I go to bed

This is not a complete thought and therefore not a sentence in English. “Every night before I go to bed...” what happens? This idea must be joined with an independent clause to be grammatically correct. So, to complete the sense, you must attach the dependent, or subordinate, clause to an independent, or main, clause like: “Every night before I go to bed, I brush up my teeth”.

The sentence now has a complete sense and it makes us understand that “I brush up my teeth every night before going to bed”.

There are three main types of dependent clauses: adjective clause, adverb clause and noun clause.

(A). Adjective Clause: An Adjective Clause describes or gives more information about a noun and tells us which one, what kind of, or how many. Adjective clauses begin with words such as -that, -when, -where, -who, -whom, -whose, -which, and -why. (with the adjective clause as bold):

- a) Fruit **that is grown organically** is expensive.
- b) Students **who are intelligent** get good grades.

(B). Adverb Clause: An adverb clause is a group of words that is used to change or qualify the meaning of an adjective, a verb, a clause, another adverb, or any other type of word or phrase with the exception of determiners and adjectives that directly modify nouns. An adverb clause describes or gives more information about the verb-tells us when, where, how, to what extent, or under what condition something is happening.

Example: When we went to the zoo, we saw many crocodiles and wild cats.

(“...when we went to the zoo” is an adverb clause. It contains the subject -we and the verb -went. The clause modifies the verb -saw.)

(c). Noun Clause: A noun clause functions as a subject, subject complement, direct object, or object of a preposition. Noun clauses are not modifiers, so they are not subordinators like adjectives and adverbs, and they cannot stand alone. They must function within another sentence pattern, always as nouns. They usually begin with a relative pronoun like -that, -which, -who, -whoever, -whomever, -whose, -what, and -whatsoever. They can also begin with the subordinating conjunctions like -how, -when, -where, -whether, and -why.

My greatest asset is that I am a hard worker.

(“...that I am a hard worker” is a noun clause. It contains the subject -I and the verb -am. The clause acts as a predicate nominative in the sentence, identifying -asset.)

2.2.2.7.3 Relative Clause

A relative clause is one kind of dependent clause. It has a subject and verb, but can't stand alone as a sentence. It is sometimes called an “adjective clause” because it functions like an adjective—it gives more information about a noun. A relative clause always begins with a “relative pronoun”, which substitutes for a noun, a noun phrase, or a pronoun when sentences are combined.

We usually use relative pronoun (e.g. who, that, which, whose and whom) to introduce a defining relative clause. In the examples given below, the relative clause is in bold.

a) They are the people **who want to buy our house**.

b) Here are some computers **which have been affected**.

(A) Restrictive Relative Clauses: Restrictive relative clauses give information that defines the noun. Use -that or -which for non-human nouns and -that or -who for human nouns.

a) I like the painting **that hangs in your drawing room**. OR

b) I like the paintings **which hang in your drawing room**.

(B) Non-restrictive Relative Clauses: Non-restrictive relative clauses tell you something about a preceding subject, but they do not limit, or restrict, the meaning of that subject. A non-restrictive relative clause can modify a single noun, a noun phrase, or an entire proposition.

Example: My parents are thinking of opening a restaurant. My parents are the excellent cook.

‘My parents’ is already a clearly defined noun, so the second sentence becomes a non-restrictive relative clause.

My parents, who are the excellent cook, are thinking of opening a restaurant.

(C) Reducing Relative Clauses: Reduced relative clauses are shortened versions of relative clauses. They are also known as reduced adjective clauses. They usually modify a noun or noun phrase in the sentence as in this example, where the word ‘table’ is being modified:

The table **that he bought** was for his kitchen.

In this reduced clause, ‘that’ is no longer used:

The table **he bought** was for his kitchen.

2.2.2.7.4 Noun Clause

A noun clause is a subordinate clause that functions like noun. Like other clauses, a noun clause has a subject and a verb but cannot stand on its own. Noun clause generally answers the question ‘what’ and frequently begins with -that, -which, -who, -whom, or -whose. Other words that introduce noun clauses are ‘wh-question’ words, -if, or -whether. It usually answers the question ‘who’ or ‘what’.

a) We have been told **that the exam will start this week**. (We have been told what?)

b) **Who wins the tournament** remains unknown. (What remains unknown?)

2.2.2.8 Types of Noun Clause

There are two common types of noun clauses

- a) Noun clauses derived from statements, *verb + that clause*
- b) Noun clauses derived from questions, *wh-question* and *yes/no questions*

1. **Noun Clauses from Statements “Verb + that”:** All noun clauses from statements are introduced by the subordinate conjunction *-that*. The sole function of *-that* is to link a noun clause to the main clause of the sentence.

Example:

- a) They could not accept **that they had done something bad.**
 - b) The teacher understood **that the students lack basic math skills.**
2. **Noun Clauses from Wh-question words:** The *wh-question* words introduce noun clauses derived from information questions.

-Wh Question

Noun Clause

- a) Where is the airport? She asked **where the airport is.**
- b) Who is your friend? **We don't know who your friend is.**

Noun clauses from *yes/no questions* are introduced by *-whether* or *-if*.

Yes/No Question

Noun Clause

- a) Do you like it? I am going to buy, **whether you like it or not.**
- b) Will this plan work? We are uncertain **whether or not this plan will work.**

2.2.2.9 The Forms and Functions of Noun Clauses in English

Noun clauses perform nine grammatical functions in English grammar:

1. Subject
2. Subject Complement
3. Direct Object
4. Object Complement
5. Indirect Object
6. Prepositional Complement
7. Noun Phrase Complement
8. Adjective Phrase Complement
9. Appositive

1. **Subject:** When a noun clause begins with a sentence, it functions as the subject of a sentence or the verb that comes after it.
 - a) **Whatever happens to her** is none of my business.
 - b) **How you choose to settle the dispute** is entirely your responsibility.
2. **Subject Complement:** A subject complement is a word, phrase, or clause that follows linking verb and describes the subject of a clause.
 - a) The truth was that the moving company took away all your furniture.
 - b) My question is whether you will sue the company for losses.
3. **Direct Object:** Direct objects are words, phrases and clauses that follow and receive the action of transitive verbs.

- a) Some teachers had been wondering if they chose the right career.
 - b) I would hate for you to get sick.
4. **Object Complement:** Object complements are defined as words, phrases, and clauses that directly follow and describe the direct object.
- a) His teacher considers his biggest mistake that he is always late in class.
 - b) The committee has announced the winner whoever wrote the best essay.
5. **Indirect Object:** An indirect object is word, phrase, or clause that indicates to or for whom or what the action of an intransitive verb is performed.
- a) The judge will give what I hope some negotiation during her decision.
 - b) The teachers have given that most of the students do not support their own cause.
6. **Prepositional Complement:** A prepositional complement is a word, phrase, or clause that directly follows a preposition and completes the meaning of the prepositional phrase.
- a) Children sometimes quarrel about what is flimsy and unnecessary.
 - b) The students agreed on the best route to follow to the school.
- Both finite and non-finite noun clauses can function as prepositional complements.
7. **Noun Phrase Complement:** Noun phrase complements are words, phrases, and clauses that complete the meaning of a noun. Noun clauses function as noun phrase complements.
- a) The claim that the earth is flat was once widely believed.
 - b) My problem is the fact that you are always late for work.
8. **Adjective Phrase Complement:** Nouns clauses also function as adjective phrase complements. Adjective phrase complements are words, phrases, and clauses that complete the meaning of an adjective.
- a) My brother is angry that someone dented his new car.
 - b) I am sad that my father is ill.
9. **Appositive:** Appositives are defined as words, phrases, and clauses that describe or explain another noun phrase.
- a) That man, whoever is he, tried to steal some library books.
 - b) Your question, whether you should wear the blue dress or pink one, is frisky in the situation.

2.3 Importance of Proper Punctuation

Good punctuation follows the rhythms of speech, telling the reader to pause at the right points and to organize the information in the document. It reduces misunderstandings and makes the writing clear. Proper punctuation is a necessity in written English. It gives the reader an understanding of the meaning of the text and the idea revealed by an author.

2.3.1 Why is Punctuation Important?

Correct punctuation helps you articulate the ideas clearly, accurately and in understanding of your message. It gives your text a logical structure and also indicates your strong communication skills, which are valuable in any professional correspondence for employers.

In business writing also, accurate use of punctuation is very important for two major reasons:

- a. Your writing represents you, and
- b. Accuracy contributes to clear communication.

Errors in punctuation or grammar can easily lead to miscommunication and error in action. Czar Alexander the third (Emperor of Russia, King of Poland) had once sentenced a man to certain death by writing on the warrant

Pardon Impossible, to be sent to Siberia.

His wife, Czarina Maria, saved life of that man, by changing position of comma as shown in this sentence- **Pardon, impossible to be sent to Siberia.**

And the authorities set the man free.

The comma is considered a real villain among marks of punctuation. Wrong placement of comma can give different meaning to sentence depending upon where it is placed:

- **All fields are closed. No trespassing violators will be prosecuted.**
- **All fields are closed. No trespassing, violators will be prosecuted.**

Here also, the first sentence declares that, 'the non-violators of the rule will be prosecuted' while the second sentence means 'violators of the rule will be prosecuted'. Some other notorious examples:

- a) Let us eat, daddy &
- b) Let us eat daddy.
- a) Hang him, not let him free &
- b) Hang him not, let him free.

These examples show how important it is to use punctuation marks at their right place.

2.3.2 List of Punctuation Marks



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In general, there are 14 punctuation marks in English Grammar:

1. The Period or Full Stop (.)
2. The Question Mark (?)
3. The Exclamation Mark (!)
4. The Comma (,)
5. The Slash or Oblique (/)
6. The Semicolon (;)
7. The Colon (:)

8. The Apostrophe (‘)
9. The dash (-en dash (–) -em dash (—))
10. Brackets ([], {}, ())
11. The Hyphen (-)
12. Quotation Marks/Speech Marks (“ ” , ‘ ’)
13. Ellipsis (...)
14. Capital Letters (Army, Pilot)

Some additional punctuation marks are:

- | | | |
|---------------------------------|----|--------|
| 1. Ampersand | -- | (&) |
| 2. Asterisk | -- | (*) |
| 3. At Sign | -- | (@) |
| 4. Bullet | -- | (•) |
| 5. Degree Symbol | -- | (°) |
| 6. Number Sign | -- | (#) |
| 7. Percent Sign | -- | (%) |
| 8. Underscore Symbol | -- | (_) |
| 9. Copyright Symbol | -- | (©) |
| 10. Registered Trademark Symbol | -- | (®) |
| 11. Trademark Symbol | -- | (™) |
| 12. Indian Rupee Sign | -- | (₹) |
| 13. Dollar Sign | -- | (\$) |
| 14. Pound | -- | (£) |
| 15. Euro | -- | (€) |

Now let us study these punctuation marks in detail:

- a) Period or Full Stop:** Following are the three major principal uses of period or full stop:
- To indicate the end of a sentence:
I asked him whether he could tell me the way to Red Fort.
 - Use a period at the end of an indirect question:
The teacher asked why Shivangi had left out the easy exercises.
 - After certain abbreviations of names, titles, degrees:
D.S.P., W.H.O., M.B.B.S., Govt., St., Admin. etc.
We never use full stop after a Roman numeral that is part of a name - King Henry the VIII
- b) Question Mark:** The question mark is used to communicate that a sentence is a direct question like:
What kind of mobile do you have?
Why didn't my package arrive?
- c) Exclamation Mark:** An exclamation mark added at the end of a sentence shows emphasis. Depending on the meaning of the sentence, it can indicate anger, happiness, excitement, or any other strong emotion like:
I'm so happy to see you!
I can't wait to go to Paris!

- d) The Comma:** The comma (,) is mainly used to separate two sentences joined by a conjunction:
Harshit enjoys playing chess, but he also has other interests.
Use a comma to separate introductory phrases and clauses from the main parts of sentences:
Besides being a good chess player, Harshit is an exceptional cricketer and has won many trophies.
- Use a comma to separate items in a series:
Harshit is a golfer, speller, writer and organizer.
Use a comma to separate phrases and clauses that aren't a part of the main sentence:
Harshit, a great organizer, enjoys helping others become better organized.
 - Use a comma to separate adjectives in a series:
These are clear, simple, easy-to-understand guidelines.
 - Use a comma to set off transitional words from the rest of the sentence:
Furthermore, she has never committed any mistake when on duty.
 - Use a comma to set off the names of people addressed in a sentence:
Well, Jack, you will never achieve your goal with these attitudes.
 - Use a comma to separate titles and degrees from the names they're associated with:
We'll now listen from Mr Mohanti, our M.D.
 - Use a comma to separate items in dates, addresses and geographical locations:
VS Naipaul published his first book 'The Mystic Masseur', in 1957, in London.
 - Use a comma to separate certain words like however, moreover, in addition to, in short, in fact, of course, firstly, secondly etc.:
It was raining heavily. However, she was determined to go to office.
 - Use a comma to separate spoken part of the text from the unspoken part:
"The picture was really interesting", students exclaimed.
 - Use a comma when words or phrases are used in direct address:
"Sir, I'm terribly sorry to be late".
 - Use a comma after the words like Yes, No, Oh, Ah etc.:
Yes, we all agree with you.
- e) Slash or Oblique:** Slash (/) also known as Oblique or Solidus is used in the following ways:
- Use a slash, as substitute for -or which indicates a choice:
The sexes, male/female, should have equal chance in sports.
 - Use a slash when an abbreviation involves shortening two words or a compound word:
care of (c/o) - Look out for the package we sent you **c/o** Harshit Raghav.
air conditioning (a/c) - The house was terribly hot as the **a/c** was broken.
 - Use a slash to show alternative elements, words or phrases:
I am Dr/Chief/Mrs/Mr/Ms/Miss
Please place unwanted clothes/ toys/ books in the box.
 - Use a slash to separate poetic lines in poetry:
If music be the food of love, play on, /Give me excess of it, that, surfeiting, /The appetite may sicken and so die.

- Use a slash to Denote -to or –between:
He graduated in the academic year 2019/2020.
 - Use a slash to write dates using only numbers such as December 25, 2025. When writing dates with only numbers, you'll need to use forward slashes:
Month, day and year - 12/25/2025 or Day, month and year- 25/12/2025
- f) **Semicolon:** A semicolon (;) creates a longer pause than a comma but a shorter pause than a full stop. So, it can be used to create a pause between two independent clauses that are still closely related to each other:
My mother is a doctor; my father is an accountant.
- You cannot use a capital letter after a semicolon? A semicolon should be followed by a capital letter only if the word is a proper noun or an acronym:
We can go to the museum to do some research; Mondays are pretty quiet there.
 - Use a semicolon to divide the items of a list if the items are long or contain internal punctuation:
I need the weather statistics for the following cities: Delhi, India; London, England; Paris, France; Perth, Ontario.
- g) **Colon:** We use a **colon** (:) before a quote, something in greater, to cite an example, or laying down a series of some elements, possibly related:
Our country needed desperate attention in the following areas: economy, defence, welfare, and judicial processes.
- Use a colon to link two independent clauses, wherein the second clause helps to clarify the first clause. This is similar to what a semicolon does:
We raced to the railway station: it was getting late.
 - Use a colon for emphasizing a subject:
There is just one thing that sets the tone for a stable home: peace.
 - Use a colon if you are conveying an example of what was stated *-before* the colon:
He offered one piece of advice: “Never hurt any animal”.
 - Capitalize the first word of a complete or full-sentence quotation that follows a colon:
The host made an announcement: “You are all staying for dinner”.
 - Use a colon to introduce an item or a series of items. Do not capitalize the first item after the colon unless it's a proper noun:
I want the following items: butter, sugar, and flour.
 - Use a colon instead of a semicolon between independent clauses when the second sentence explains, illustrates, paraphrases, or expands on the first sentence:
He got what he worked for: he really earned that promotion.
 - Capitalize the first word after a colon if the information following the colon requires two or more complete sentences:
Dad gave us these rules to live by: Work hard. Be honest. Always show up on time.
 - If a quotation contains two or more sentences, many writers and editors introduce it with a colon rather than a comma:
Dad often said to me: “Work hard. Be honest. Always show up on time”.
- h) **Apostrophes:** Use an apostrophe (') to indicate possession:

The book belonging to Raman - the Raman's book.

Toys belonging to children - children's toys.

- Use only an apostrophe if the word already ends with -s:
The hat belonging to Ms Peters. : Ms Peters' hat.
The same holds true for plural nouns, if they ends in -s. Just use an apostrophe only:
Five ladies' sleepers in the shoe rack.
- Use an apostrophe to form contractions, where they indicate the omission of characters:
Do not - don't
That is - that's
It is - it's
- Use a possessive apostrophe to the last noun in sentences where two individuals own one thing jointly. In case, two individuals possess two separate things, add the apostrophe to both nouns:
Joint: I went to see Amrit and Aradhana's new apartment. (The apartment belongs to both Amrit and Aradhana's)
Individual: Amrit's and Aradhana's senses of humour were quite different. (Amrit and Aradhana have individual senses of humour.)
- Use an apostrophe after the last noun in case of compound nouns composed of more than one word:
Dashes: My father-in-law's house is in the down town.
Multi-word: The Minister for Justice's intervention was obligatory.
Plural compound: All my brothers-in-law's children are studying in the same school.

i) **Dash [- /-]**

- En Dash –Generally, the -en dash indicates a range of numbers of a period of time and is used with numerals:
The school is open to children ages 3–11.
During office hours, 8 a.m. – 3 p.m., someone will be helping you.
- Em Dash —The -em dash (twice as long as the -en dash) shows a big pause in a sentence or emphasizes the end of a sentences:
I can narrate the incident—if you're ready to listen.
Suzuki makes the best car in the subcompact category—the WagonR.

j) **Round Brackets, Square Brackets and Braces:** Specific forms of the mark include rounded brackets (also called parentheses), square brackets and curly brackets (also called braces). These brackets are the symbols used to contain words that are further clarification or are viewed as a gathering.

i. **Round Bracket or Parenthesis**

Parenthesis (()) are used to add extra information to a sentence. Anyhow, they can be replaced by commas without changing the significance by and large.

- Use a round bracket or parenthesis to explain or clarify:
Tony Blair (the former British Prime Minister) resigned from office in 2007.
- Use a round bracket or parenthesis to indicate plural or singular:
Please leave your mobile telephone(s) at the door.

- Use a round bracket or parenthesis to add a personal comment:
Many people love political parties (I don't).

- Use a round bracket or parenthesis to define abbreviations:

This matter will be decided by the IOC (International Olympic Committee).

ii. Square Brackets: Square brackets are notations that are squared off [...] and utilized for specialized clarifications or to explain the meaning. We typically use square brackets when we want to modify **another person's words**. In the event that you eliminate the data in the sections, the sentence will still make sense.

- Use a square bracket to add clarification:

The witness said: "He [the policeman] hit me on my head".

- Use a square bracket to add information:

The two teams in the finals of the first FIFA Football World Cup were both from South America [Uruguay and Argentina].

- Use a square bracket to add missing words:

It is [a] good question.

- Use a square bracket to add editorial or authorial comment:

They will not be present [my emphasis].

iii. Braces: Braces { }, also known as curly brackets, are used in various computer programming languages, certain mathematical expressions, and some musical notation. In English language, punctuation is used to mark pauses and represent choices. Braces should never be used in place of parentheses () or square brackets.

- Braces are used extensively in mathematics to denote numerical sets of numbers:

Odd numbers {1, 3, 5, 7, 9 ...} {1, 4, 7, 8, 15}

- Braces in English language are used to indicate choices or preferences:

Choose your favourite animal {dog, cat, bird} to feed a treat.

Selecting your main dish or vegetable {chicken, bitter guard, stuffed brinjal}.

Choose a wine {white, rose, red} or a juice {apple, grape, orange}.

- Braces are not commonly used in formal writing. So, braces represent that each of these items is equal to the other regardless of the person's choice.

k) Hyphen [-]

- Use a hyphen to connect compound nouns:

My brother-in-law is a famous advocate.

- Use a hyphen to connect compound verbs:

Be sure to double-space that report.

- Use a hyphen to connect compound adjectives only when the adjectives precede the noun:

The up-to-date information is that everything is fine.

- Use a hyphen to indicate a suspension between the first and subsequent words in a hyphenated compound:

There was great difference between the low-and high-performance engines.

- Use a hyphen to separate the numerator from the denominator in spelled-out fractions: one-third, one-tenth.

- Use a hyphen to join two words that form one idea together:

sweet-smelling

fire-resistant

- Use a hyphen to join prefixes to words:
anti-Canadian non-contact
- Use a hyphen when writing compound numbers:
one-quarter twenty-three

l) **Quotation Marks:** The primary function of quotation marks is to set off and represent exact language that has come from somebody else. When you're writing something that is a direct quote, meaning that it is the exact statement that someone spoke, and here, you need to use double quotation marks. The quotation mark is also used to designate speech acts in fiction and sometimes in poetry.

- Use a comma and then the first quotation mark, if you start sentence by telling who said it:

The teacher said, "You can't be serious".

- If you put the quote first and then tell who said it, use a comma at the end of the sentence, and then the second quotation mark:

"I had no idea it was so late already," said Jenna.

- Punctuation always goes inside the quotation marks if it is a direct quote. If you use an exclamation point or a question mark, do not use a comma:

"It's incredible!" she exclaimed.

She asked her mother quietly, "Do you have some extra money?"

- If you are writing a story, every time a new speaker is talking, start a new paragraph:

"Good morning," I said as I came down the stairs.

"Good morning," said my mother.

"Is it nice outside?" I asked

"It's a beautiful day," she answered with a smile.

- The most important rule when using these little punctuation marks is that the style of the opening and closing quotation marks should match. For example, 'Good morning, Manav,' called Mandira, or "Good morning, Manav," called Mandira.

m) **Ellipses...**

An ellipsis makes up for a missing piece of text, or allows for a pause in writing. They are constructed by creating three successive full stops with a space before and after the ellipsis. But, if ellipsis come immediately after a grammatically complete sentence, that sentence still needs its own period, which looks like four periods in a row. Use ellipses to demonstrate where speech has been interrupted.

- Use an ellipsis mark in place of missing words. Suppose you want to quote:

"Written and directed by Die-Hard 'THREE STOOGES' fans Bobby and Peter Farrelly, THE THREE STOOGES is both loving and peculiar".

Perhaps we want to omit "Three Stooges fans Bobby and Peter Farrelly", to save space. So we write: "Written and directed by Die-Hard ... THE THREE STOOGES is both loving and peculiar".

This new sentence still makes sense, but the ellipsis mark shows the reader that something is missing.

- Use an ellipsis to show a pause in a thought or to create suspense:

She opened the door ... and saw ... a cake!

So ... what happened?

- Use an ellipsis to show a break, or trailing off, of a thought:
I know I left my mobile somewhere
“I’m not sure what to do ... ,” he said.
- Use an ellipsis to add dramatic effect when demonstrating a statement which is incomplete, or when someone is left speechless or without a response:
“So where did you leave your phone”? I asked him.
“I ..., I ..., I just don’t know ...” he replied.

n) **Capital Letters:**

- Use a capital letter for the personal pronoun “I”
What can I say in this regard?
- Use a capital letter to begin a sentence, a paragraph or to begin a speech:
People owning their own homes are angry with the new tax.
- Use capital letters for abbreviations and acronyms:
M.B.B.S. or MBBS, N.A.T.O. or NATO, R.A.D.A.R. or RADAR
- Use a capital letter for days of the week, months of the year, holidays:
Sunday, Monday, Tuesday
January, February, March
Christmas, Dipawali, Gurupurab
Martyrs Day, National Cleanliness Day, Mother Language Day
- Use a capital letter for countries, languages and nationalities, religions:
India, France, Russia
Hindi, Sanskrit, English
Hinduism, Sikhism, Islam
- Use a capital letter for people’s names and titles:
Tanishaq, Harmanpreet, Gurusimran
Professor TR Pillai, Dr Smith, Er. Rohitasav
Captain Cook, Emperor Ashoka, Sardar Vallabh Bhai Patel
- Use a capital letter for trade-marks and names of companies and other organizations:
Reliance Industries Ltd., Microsoft Corporation, State Bank of India
National Safety Council, Medical Council of India, Press Trust of India
- Use a capital letter for places, monuments and continents:
Chennai, London, Mauritius
Red Fort, St Paul’s Cathedral, Taj Mahal, Buckingham Palace
Asia, Europe, Australia
- Use a capital letter for names of vehicles like ships, trains and spacecraft:
INS Vikrant, INS Khukri, The Titanic
Rajdhani Express, Vande Bharat, Shatabadi Express
Aryabhatta, Bhaskara-I, Chandrayan
- Use a capital letter for titles of books, poems, songs, plays, films:
WAR AND PEACE

IF, ON HIS BLINDNESS, STOPPING BY WOODS ON A SNOWING EVENING,
MIDNIGHT MOONLIGHT
SILENCE! THE COURT IS IN SESSION
THE LION KING, JUDAS AND THE BLACK MESSIAH

- Use capital letters for headings, titles of articles, books etc. and newspaper headlines:
HOW TO WIN PEOPLE
Chapter 2: PROF. RAMAN'S EARLY LIFE
LIFE FOUND ON MARS!
MAN AND MACHINE
- Use capital letters for naming planets, galaxies, stars, constellations:
Milky Way, Canis Major, Canis Major Dwarf Galaxy
Mars, Jupiter, Uranus
Sirius, Canopus, Vega
Capricorn, Aries, Gemini
The Indian Express, The Times of India, The New York Times

2.4 CREATING COHERENCE

Coherence is a Latin word, derived from the word *co-haerere*, which means “to stick together”. Therefore, coherence is a literary technique that refers to logical connections in a composition or text that makes sense when read. Coherent text helps the readers to maintain the interest and concentration. With the help of coherence, students get a sense of ownership of the writing in which they are involved; this sense of ownership promotes commitment and continuing interest. When students determine the importance and purpose of coherence in writing, they are compelled to find a way to say clearly, appropriately, and effectively.

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Two ways of Creating Coherence:

1. Use **transition words** to create bridges from one sentence to the next.
2. Be **consistent** in using verb tenses and point of view.

*This makes the paragraph work as a whole unit, with everything **working together**.*

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2.4.1 Defining Coherence in Writing

A coherent paragraph has sentences that all logically follow each other and are not the isolated thoughts. Sometimes you read a paragraph that is very hard to understand, because the writer is jumping around from one idea to another. Under such texts, the sentences as well as the paragraphs do not have unity or consistency to connect the words, sentences, and paragraphs. That is something that you must avoid in your own writing. Example of a coherent paragraph can be:

I completed a number of tasks to become a good writer. **First**, I learned the rules of grammar and punctuation and style. **Next**, I read many of the classic fiction books, such as *The Sun Also Rises* and *1984*. **As well**, I took courses in creative writing, especially poetry, fiction, and creative nonfiction. **Then** I found myself a job that allowed me to have time to write. **Finally**, I sat down each night after work and wrote for an hour. These decisions made all the difference.

All the sentences in the above paragraph show unity and effectively relate back to the topic sentence at the beginning of the paragraph. The paragraph also shows coherence as there is a flow of thoughts and ideas among the sentences. The writer presents his sub-topics in an orderly fashion that the reader can understand easily. He gives enough space to develop the topic employing good transition.

Remember that a paragraph should have enough sentences so that the main idea of the topic sentence is more logical, unified, consistent and completely developed.

COHERENCE IN WRITING

- There are many factors that make up a coherent piece of writing—
- **Appropriate Transitions:** The last sentence in a paragraph introduces the next paragraph.
- **Sentence Variety:** Make sure not all of your sentence begin with 'The' or 'A'.
- **Precise Language:** Use the language that best explains what you are trying to say.
- **Appropriate Verb Form:** Use active voice and correct use of a verb.

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2.4.2 Types of Coherence

- a) **Local Level Coherent Text:** In this type of text, coherence takes place within small portions of a passage or a manuscript.
- b) **Global Level Coherent Text:** In this type of text, coherence takes place within the whole text of a story or essay, rather than in its few parts

2.4.3 Example Coherence Paragraphs

The following paragraphs represent weak and strong examples of coherence:

- a) **Weak Example:** For me, the worst thing about waiting tables is the uniform. All the waitresses had to wear this ugly brown striped jumper. The shirts were polyester. Sometimes someone you know comes in. Now I have a job in an office.
- b) **Strong Example:** For me, the worst thing about waiting tables was the uniform. At the last place I worked, all the waitresses had to wear an ugly brown striped jumper. Underneath it we had to wear an even uglier polyester shirt. Sometimes someone I knew would come in and I'd feel embarrassed by my outfit. Now I have a job in an office, where I can wear my own clothes.

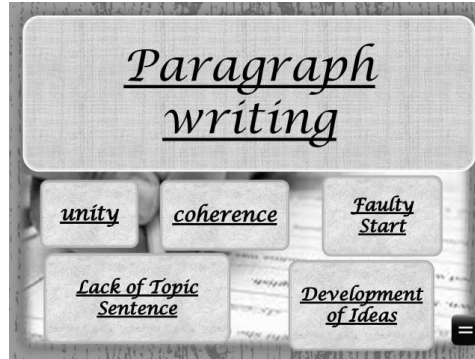
2.4.4 Features of Coherent Writing:

- **Precision:** Precision in a text means to avoid any round about or choppy expression. The writer selects the appropriate expression for encoding his message. The precision also depends upon the clarity of thinking. In precise writing the writer is to the point.
- **Conciseness:** Conciseness plays a great role in creating coherence in the text. Conciseness is a matter of expressing something in minimum possible words. Conciseness removes all superficial expressions and tightens the text.
- **Reasoning:** Reasoning means to remove everything which is irrelevant. Reasoning implies that one idea should logically follow the second one, tightening the text. Proper reasoning does not allow the writer to express anything out of place.
- **Logic:** Structurally logic indicates the validity of a word in a sentence or a sentence in a text.
- **Ethics:** At the level of ideas a writer must stick to the ideas of the writing. Whenever the writer goes against the ethics he has to justify his views and convince his readers. It reflects writer's own sense of responsibility.
- **Proper generalization:** For attaining coherence a writer should attain proper generalization. Any vague generalization impairs the text. For proper generalization a writer should go into the depth of the text. A hasty generalization loosens the text.
- **Abbreviation and one word substitution:** The use of abbreviations and one word substitution reduce the length of expression and thus maintain the law of coherence conciseness.
- **Compression:** For coherence a writer should know how to compress the text. The efficient writer converts long sentences into short ones. It is also done by using short words.
- **Avoiding repetition:** A writer should avoid repetition of the same idea. He should know why, when and where he is repeating the same idea. Repetition loosens the structure of the text.
- **Punctuation:** Proper punctuation tightens the text.
- **Proper selection:** An effective writing has proper selection of words. Precise and appropriate choice of words not only makes a sentence more connotative but also generates an impact on the reader.
- **Economy:** Concise expression increases the effectiveness of a sentence.
- **Variety:** Some ideas may be expressed creatively in a variety of sentences. The same kind of ideas and thoughts create monotony in the expression.

2.4.5 Various Ways to Ensure Coherent Writing

- Ensure that your arguments are logically structured and arranged
- Develop arguments logically using paragraphs
- Be sure to have a clear introduction, body and conclusion
- Make sure every part of the text fits together
- Ensure that every new paragraph is related to the previous one
- Plan the flow and development of your argument before you start writing
- Ensure that paragraphs are conceptually linked, and not only sentences
- Ensure thematic consistency

2.5 ORGANIZING PRINCIPLES OF PARAGRAPHS IN DOCUMENTS



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2.5.1 Paragraph Writing

A paragraph is a unit of writing in a larger body of work. It is a series of sentences put together that are well organized and coherent to form a group. It includes topic sentences, supporting sentences as well as concluding sentences that refer to an overall structure, focusing on a single topic. Paragraph might describes a place, character, or process; narrate a series of events; compare or contrast two or more things; classify items into categories; or describes causes and effects.

As long as your sentences form cohesive ideas and connect to one another, you can write a good paragraph. This makes it easier to see when one paragraph ends and another begins.

2.5.2 Step Process to Paragraph Development

The purpose of a paragraph is to express a speaker's thoughts on a particular point in a clear way that is unique and specific to that paragraph. When a new idea is introduced, generally, a writer will introduce a new paragraph. Let's walk through a 5-step process for building a paragraph:

Step 1. Decide on a controlling idea and create a topic sentence. Often, the controlling idea of a paragraph will appear in the form of a topic sentence.

Step 2. Explain the controlling idea thinking about the main topic, idea, or focus of the paragraph.

Step 3. Give an example with the expression of some type of support or proof for the idea and the explanation that came before it.

Step 4. Explain the example and its relevance to the topic sentence and rationale that were stated at the beginning of the paragraph.

Step 5. The final movement in paragraph development involves tying up the loose ends of the paragraph and reminding the reader of the relevance of the information in this paragraph to the main or controlling idea of the paper. At this point, you can remind your reader about the relevance of the information that you just discussed in the paragraph.

2.5.3 Unification of the Paragraph

The unification you choose will depend on the controlling idea of the paragraph. But the secrets to paragraph writing lay in four essential elements, which when used correctly, can make an okay paragraph into a great paragraph. Every paragraph in a paper should have:

a) Unity: Every paragraph has one single, controlling idea that is expressed in its topic sentence, which is typically the first sentence of the paragraph. A paragraph is unified around this main idea, with the supporting sentences providing detail and discussion. In order to write a good topic sentence, think about your theme and all the points you want to make. Decide which point drives the rest, and then write it as your topic sentence.

b) Order: Sentence order within paragraphs concerns the organizational logic behind sentences in a paragraph. Order represents the way you arrange your assisting phrases. In a well-ordered paragraph, the reader reads smoothly through the lines. This quality in paragraphs is achieved when you support and establish your paragraph accurately aided by the right pattern.

c) Topic Sentence: The topic sentence is the most important part of your paragraph; it tells the reader the general idea of your paragraphs and should essentially “hook” them into wanting to read more! The topic sentence helps to provide a “general summary” for your paragraph. A reader should encounter the topic sentence and have a general idea of what the paragraph will continue to discuss.

d) Coherence: Coherence means a flow of thoughts and ideas among the sentences in a paragraph. A coherent paragraph has sentences that all logically follow each other as they are not the isolated thoughts. Coherence can be achieved in several ways. First, using transitions help connect ideas from one sentence to the next. Second, ordering thoughts in numerical sequence help to direct the reader from one point to the next. Third, structuring each paragraph helps to organize sentences: general to particular; particular to general; whole to parts; question to answer; or effect to cause.

e) Clarity: Clarity means writing clearly so that the reader understands you. The purpose for the concept of clarity in writing is to help students realize what they can do to make their own writings clear, concise, and ready to be read by others. The value of clarity in writing is more valuable than most students understand or realize. Many students are so quick to start writing that they neglect the task of planning and organizing. Therefore, recommend the following seven rules for clarity in your work:

1. State a fact or an idea directly.
2. Use concrete rather than abstract words.
3. Use short words, short sentences and short paragraphs.
4. Use the active voice rather than the passive voice. The active voice is action-oriented.
5. Avoid wordy sentences.
6. Use appropriate language.
7. Use verbs rather than nouns. Verbs are dynamic and action-oriented.

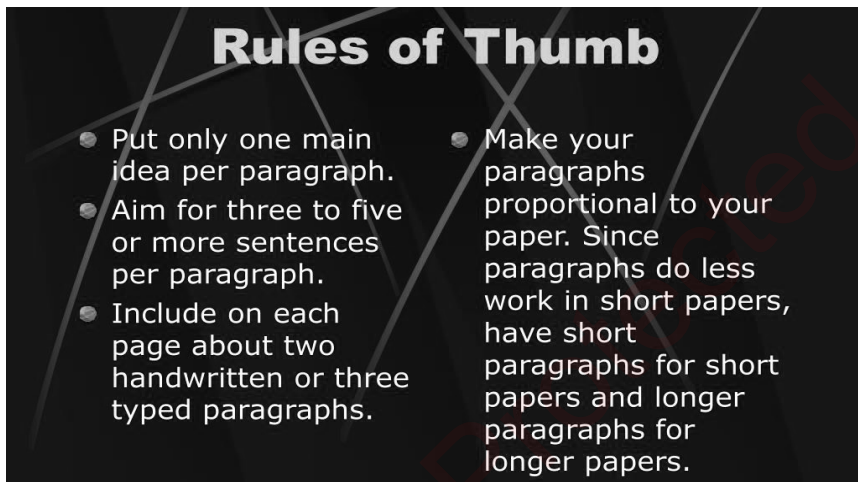
f) Completeness: Completeness means that the expression is well-developed. If all words clearly and properly support the significant idea, then your expression is complete else the expression is partial. The last sentence or concluding sentence of your paragraph should summarize the main central idea by strengthening your topic sentence.

2.5.4 Organize a Paragraph

There are many different ways to organize a paragraph. The organization you select will depend on the controlling idea of the paragraph. Below are a few possibilities for well organization of a paragraph:

- a) Narration:** Tell a story; go chronologically, from start to finish.

- b) **Description:** Provide specific details about what something looks, smells, tastes, sounds, or feels like. Organize spatially, in order of appearance, or by topic.
- c) **Process:** Explain how something works, step by step. Perhaps follow a sequence—first, second, third and so on.
- d) **Classification:** Separate into groups or explain the various parts of a topic.
- e) **Illustration:** Give examples and explain how those examples support your point.



2.5.5 Overall Structure of Paragraph

Often, essays are constructed in a format that looks something like this outline shown below. Depending on the purpose of your writing assignment, this format may vary, as we'll see when we dive further into rhetorical styles. Notice the way that paragraphs separate each topic and provide supporting evidence to the topic sentence.

a) **Introduction**

- a) Background information on topic
- b) Overall point of view of the topic (thesis)
- c) Overview of components to be discussed (structure)

b) **Body -- Paragraph 1**

- a) Topic sentence outlining first component
- b) Sentences giving explanations and providing evidence to support topic sentence
- c) Concluding sentence – link to next paragraph

Paragraph 2

- a) Topic sentence outlining second component
- b) Sentences giving explanations and providing evidence to back topic sentence
- c) Concluding sentence – link to next paragraph

Paragraph 3

- a) Topic sentence outlining third component
- b) Sentences giving explanations and providing evidence to back topic sentence
- c) Concluding sentence – link to next paragraph

c) **Conclusion**

- a) Summary of the main points of the body

- b) Restatement of the main point of view
- c) Justification/evaluation (if required by task)

2.5.6 Examples of Good and Bad Paragraphs

a) A really bad paragraph: Every night at camp, when we were totally tired out from playing the game, we would all sort of fall down in a big pile on the floor of our cabin. We would just laugh and laugh—it was really so much fun. Then, after we would calm down a little bit, we would suddenly be very, very hungry. Our counsellor would be quite mad that our cabin was always awake after lights out, but hopefully we could get her to just chill out and let us eat chips and stuff we really weren't supposed to have at camp.

b) A paragraph without bad words: At night, after we were exhausted from playing the game, we collapsed in a heap on the floor of the cabin. We lay there in a tangle of farms and legs and shook with giggles. When the laughter died out, hunger took over. We were starving. We drove our counsel or crazy that summer because when the other cabins were quiet and dark, ours was alive with the sounds of eight girls shrieking, roughhousing, and rattling bags of forbidden junk food.

c) One more example of a bad paragraph: I live in a house in Chennai. It isn't old or modern. It's a normal Indian house. We can say it is near the sea. It takes about 10 minutes to go to the sea side on foot. We have one bedroom, one living room. We also have two other rooms, too. We use them as a dining room. Naturally, we have a kitchen, a bathroom, and a toilet. I live with my parents. And our house has a little garden; my parents spend their time there to grow vegetables and fruit.

First, let's see the order of the ideas:

1. Where the house is
2. Type of the house
3. The location
4. The rooms in the house
5. The fact that he lives with his parents
6. The garden

The paragraph is well organized until he says he lives with his parents. It looks like this idea disturbed his description of the house. Therefore, it should be put somewhere else in the paragraph.

2.6 TECHNIQUES FOR WRITING PRECISELY

Precision in a text means to avoid any round about or choppy expression. It is a complex process that allows writers to explore thoughts and ideas, and whose primary objective is to convey information. This style of writing is an appropriate mode of writing for technical communication, but can also be used in nontechnical situations.

Precision writing is appropriate for documents that convey technical information, such as letters, reports, memos or research articles. It is a way of crossing the boundaries of time and culture, reaching those not present when the piece was written. Such type of writing generates discussions through peer conferences or sharing activities.

2.6.1 Stages of Precise Writing

Précis writing involves summarizing a document to extract the maximum amount of information, then conveying this information to a reader in minimum words. The key stages of precision writing are:

- Preparation and planning
- Writing
- Analysing

2.6.2 Preparation and Planning

Writing gives us sufficient time to think, shape and present ourselves keeping in mind what we want to express. Therefore, before writing the text, a writer must ask himself:

Why? _____ the purpose of writing.

Whom? _____ the kind of readers.

What? _____ the material to put in.

When? _____ the time to write.

How? _____ the resources, order, approach, movement and pace.

Actual precision writing may pose a number of problems regarding how to begin, expression, how to be objective, how to organize ideas during the process of writing. Effective precision writing depends upon word power, active vocabulary, knowledge of various sentence patterns, syntax etc.

Following of the points should be taken into consideration while precision:

- Grouping of ideas in paragraph
- Composition of paragraphs
- The paragraph length
- The topic sentence in each paragraph
- Proper beginning and ending of the paragraph
- Proper sentence building
- The capital letters and appropriate punctuation
- The tense of the text
- Brevity and precision
- Clarity of expression
- Spelling

2.6.3 Elements of Precise Writing

- Unified writing
- Coherent writing

2.6.3.1 Unified Writing

Effective precise writing must be unified. There may be no digression in the development of the topic. The features of effective precise writing are as follow:

- Uniqueness of the topic:** For precise writing there should be only one topic. A writer should select the topic after proper evaluation of his or her knowledge. He/she should select the topic in which he/she is proficient.
- Grouping of ideas into a paragraph:** An efficient writer groups the thoughts pertaining to an idea into paragraphs. There may be as many paragraphs as there are ideas. Grouping of ideas into paragraphs create in the understanding of the precise text.

- c) **Effecting the right sense movement:** All paragraphs under precise text should depict a sense of movement. It is done by dividing and subdividing the main topic into various sections. Such classification also helps in the progression of the theme
- d) **Proper transition:** An efficient writer should group paragraphs in such a fashion that the paragraphs may get linked. At the end of first paragraph there must be some queries or issues raised which are to be dealt with in the ensuing paragraph.
- e) **The sense of direction:** In efficient piece of precise writing, the transition is towards some goal. The goal decides how the movement should be and which path it should follow to reach that goal.
- f) **Generating interest:** An efficient writer must generate interest in the mind of the readers. This he can do by tapping the expectations of the readers. Ideas should be arranged with necessary examples and anecdotes to make the text readable and interesting.
- g) **A sense of completion:** A precise writing should also give a feel of a sense of completion. The reader after going through the text must feel satisfied in a sense that the given topic has enlightened him with different dimension.
- h) **Informative contents:** A precise piece of writing must be informative. It should impart the information that the reader would be benefited from.

2.6.3.2 Coherent Writing

Coherence is another skill of precise writing. Coherence means when one idea is logically followed by another idea. In precise writing, the text should be like an organic whole in which there is nothing superficial and there is logical development of the thought. It must not seem loosely composed piece.



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The features of coherent writing are as follow:

- a) **Reasoning:** Reasoning helps in tightening the text. Reasoning means to remove everything which is irrelevant. Reasoning implies that one idea should logically follow the second one.
- b) **Logic:** Structurally logic indicates validity of a word in a sentence or a sentence in a text.
- c) **Abbreviation and one word substitution:** The use of abbreviations and one word substitution reduce the length of expression and thus maintain the law of coherence conciseness.

- d) **Compression:** For coherence a writer should know how to compress the text. An efficient writer converts long sentences into short ones. It can also be done by using short words.
- e) **Avoiding repetition:** During precise writing, the writer should avoid repetition of the same idea. He should know why, when and where he is repeating the same idea.
- f) **Punctuation:** Punctuation is the most important part of any type of precise writing. Proper punctuation tightens the text and formulates the meaning clear.
- g) **Proper selection:** Precise and appropriate choice of words not only makes a sentence more connotative but also generates an impact on the reader.
- h) **Variety:** Some ideas may be expressed creatively in a variety of sentences. The same kind of ideas and thoughts create monotony in the expression.

2.6.4 The 7 Cs of Professional Writing

The 7 Cs are the seven words that begin with C that characterize strong professional style. Applying the 7 Cs of professional communication will result in writing that is precise and easy to understand. The message is said to be effective when the receiver understands the same meaning that the sender was intended to convey. The 7 Cs provide a checklist for making sure that your meetings, emails, conference calls, reports, and all formal communications are well constructed and clear – so your audience gets your message.



According to the 7 Cs, precise writings need to be:

- a) Correct
 - b) Clear
 - c) Concise
 - d) Complete
 - e) Consideration
 - f) Concrete
 - g) Courteous
- a) **Correct:** Correctness in communication implies that there are no grammatical errors in communication. Correct use of language has the preference, therefore, grammatical errors must be avoided. A correct use of language increases trustworthiness and the receivers will feel that they are taken seriously.

- b) **Clear:** The message should be clear and easily understandable to the recipient. The purpose of the communication should be clear to sender, only then the receiver will be sure about it. The message should emphasize on a single goal at a time and shall not cover several ideas in a single sentence.
- c) **Concise:** A concise message saves time of both the sender and the receiver. Conciseness, in a business message, can be achieved by avoiding wordy expressions and repetition. Using brief and to the point sentences, including relevant material makes the message concise. Achieving conciseness does not mean to lose completeness of message. A short and brief message is more comprehensive and helps in retaining the receiver's attention.
- d) **Complete:** Completeness means that the message must bear all the necessary information to bring the response you desire. The sender should answer all the questions and with facts and figures and when desirable, go for extra details. Completeness brings the desired response.
- e) **Consideration:** Consideration implies 'stepping into the shoes of others'. Therefore, the sender must take into consideration the receiver's opinions, knowledge, mindset, background etc. Modify your words in message to suit the audience's needs while making your message complete. Show optimism and lay stress on positive words. Emphasize on "what is possible" rather than "what is impossible".
- f) **Concrete:** Your message needs to have a logical flow. All sentences in your email or report should be connected to the previous one and stick to the main topic. Without coherence, the reader will easily lose track of what you have conveyed.
- g) **Courteous:** In business, almost everything starts and ends in courtesy. Courtesy means not only thinking about receiver but also valuing his feelings. Much can be achieved by using polite words and gestures, being appreciative, thoughtful, tactful, and showing respect to the receiver. Courtesy builds goodwill.

COURSE COMPETENCY

When we commit to competency-based learning that means to build in students, friendly, inviting, and inspiring writing capabilities. Writing skills allow the students to communicate clearly with others and create useful resources for the workplace. Writing is an essential communication skill, and professionals in every walk of life will be assessed on their ability to convey information clearly in written form. Therefore, present chapter helps students writing well in terms of sentence structure and to become familiar with various elements of grammar, as well as the various types of sentences that exist in English. Learning of proper punctuation will help them articulate the ideas clearly, accurately fostering the understanding of their message. It will give the text composed by them, a logical structure, making it easier to read and comprehend.

Students often show a specific lack of competence in writing coherent topics related to their discipline. In other words, they have no ability to produce a scientific coherent discourse. Thus, unit on 'Creating Coherence' emphasis on teaching coherence since the mastering of coherence is important for achieving competence in the target language. So, they will learn how a paragraph has the quality of coherence when all its parts are bind together in a systematic arrangement. They will use these arrangements in writing the coherent paragraphs while arranging the facts in a correct order so as to make the readers understand their writing.

In contrast to the previous point, students will also learn how to write brief paragraphs and essays which is one of the terrible experiences for students in colleges and Universities, but it is also one of the essential skills.

Questions
Q.1 Define various types of sentences, giving example of each.
Q.2 Name the four functional types of sentences. Give examples of each.
Q.3 Illustrate different types of clauses that can be used to develop sentences.
Q.4 Mention various features of coherent writing.
Q.5 Define Coherence in Writing. Also explain various types of coherence.
Q.6 Mention some of the qualities of a good paragraph.
Q.7 Explain the organizing principles of paragraph in documents.
Q.8 Illustrate some techniques for writing precisely.
Q.9 Describe various types of phrases. Explain each giving example.
Q.10 Clarify forms and functions of noun clauses in English.

GRAMMAR EXERCISES

Q.1 Underline the type of phrases and state their name:

1. He was a man of great wealth. (-----)
2. The principal was an old man of friendly disposition. (-----)
3. The workers belonged to a tribe dwelling in the hills. (-----)
4. There I met a boy with red hair. (-----)
5. I would like cheeseburgers and fries for dinner. (-----)

Q.2 Now underline the type of phrases (from the brackets) in the given list of sentences:

1. I am going to the beach. (Verb phrase)
2. Give the pencil to the teacher. (Prepositional phrase, adverb phrase)
3. My friend Shagun won the talent show (Appositive phrase)
4. Writing is an exchange of ideas. (Gerund phrase as subject)
5. Time goes very quickly. (Adverb phrase)

Q.3 Transform the following Simple Sentences into Compound Sentences:

1. For all his wealth, he is unhappy.
2. Seeing the policeman, the thief took to his heels.
3. He joined the navy at a very young age.
4. He was dismissed for his dishonesty.
5. Being lazy, he failed.

Q.4 Transform the following Simple Sentences into Complex Sentences:

1. The government confessed its weakness.
2. The diligent boy gained success.
3. Tell me the truth.

4. A friend in need is a friend indeed.
5. He is not a man of his word.

Q.5 Transform the following Complex Sentences into Compound Sentences:

1. Walk carefully lest you should fall.
2. Although she is rich, she is not happy.
3. Though he is brave, he is careless.
4. You will pass if you work hard.
5. If you cannot obey me you have to quit.

Q.6 Choose the correct relative pronoun (who, which, whose).

1. This is the bank who/which/whose was robbed yesterday.
2. The man who/which/whose robbed the bank had two pistols.
3. He wore a mask who/which/whose made him look like a bear.
4. The woman who/which/whose gave him the money was young.
5. The man who/which/whose drove the car was nervous.

Q.7 Identify the noun clauses in the following sentences. Also identify the grammatical form and grammatical function of the noun clause.

1. My mom had wanted me to organize her photographs.
2. What that patron complained about is of little importance.
3. The child is sad for she cannot have another cookie.
4. I would hate for that man to miss his bus.
5. The puppy was surprised that the cat bit his nose.

Q.8 Find out the independent clause or some other clauses in the following sentences.

1. James spoke as though he were a born orator.
2. They felt that the farmer must be put to death.
3. I went to the beach last Saturday.
4. I borrowed an old bathing suit from a friend.
5. My friends were waiting for me to join them.

Q.9 With the help of using four kinds of sentences rewrite the paragraph below and make it more interesting. You must use ATLEAST one interrogative, one imperative, one declarative and one exclamatory sentence. You may have to add a sentence or two of your own.

My favourite type of fast food is pizza. I could eat pizza morning, noon and night. Pepperoni is my favourite type of pizza. I also like pizza with double cheese on top. I wish I could order pizza right now.

Q.10 Read the paragraph and rewrite all the sentences. Correct the punctuation mistakes.

January 21 1976 was an historic day. on that day two supersonic concorde aircrafts made their first flight. one took off from london and the other from paris. later that year the first

concorde flew to New York. The flight from London to New York took about three hours. Other planes took twice the time to make that flight. The fleet of Concorde was retired in 2003. Over the years the planes had carried more than 2.5 million passengers

Fill in the Blanks

Q.1 Fill in the missing words into their correct place to complete the explanation:

- Your extract does not contain coherence because it is hard to tell what it is about. It has and the sentences are not connected (some are in).
- The use of e.g. she, your, himself, you, their etc. is wrong or (keeps changing from one sentence to another), and this creates more problems with cohesion.
- There are also that throw the reader off balance e.g. flaws, limitations, problems, restrictions, obstacles, barriers, constraints, and sometimes they do not relate to the topic.
- In other places, there is unnecessary e.g. overemphasise the constraints is repeated three times!
- Finally, there are no words/phrases to help us understand the between sentences e.g. contrast, cause-effect, example etc.

Key:

- | | |
|----------------------|----------------|
| 1. no life | 2. pronouns |
| 3. relationships | 4. linking |
| 5. inconsistent | 6. bullet form |
| 7. too many synonyms | 8. repetition |

Q.2 Locate the infinitive phrase in each sentence. Identify each as adverbial, adjectival, or nominal. Type the entire infinitive phrase and its function into the box below the sentence:

Example: Harsharan opened the door to let me into the room.

Answer: to let me into the room, --adverbial.

1. The best mechanic to call is Mr Jafar.

2. Harsharan brought his wife a ring to show his love.

3. To patch the hole in the tire, the mechanic inserted a plug.

4. She learned to read and write English in Kenya.

5. To pay that much money for a television is foolish.

6. Yesterday, Smith exercised all day to lose some weight before the wedding.

Check Your Progress

OBJECTIVE QUESTIONS

Q.1 Identify types of sentences—

I. There is a hockey match on TV in the evening

- | | |
|----------------|------------------|
| A) Declarative | B) Interrogative |
| C) Exclamatory | D) Imperative |

Ans.: (A) This sentence gives information.

II. Wow! What a lovely scene!

- | | |
|------------------|----------------|
| A) Interrogative | B) Exclamatory |
| C) Imperative | D) Declarative |

Ans.: (B) This sentence expresses sudden emotions.

III. How long will it take to complete this project?

- | | |
|------------------|-----------------|
| A) Imperative | B) Declarative |
| C) Interrogative | D) Exclamatory. |

Ans.: (C) This sentence asks for information

IV. Our family is planning a trip to the mountains.

- | | |
|----------------|------------------|
| A) Imperative | B) Interrogative |
| C) Declarative | D) Exclamatory. |

Ans.: (C) The sentence declares about the future plan.

V. Watch your step when you get off the train.

- | | |
|------------------|----------------|
| A) Interrogative | B) Declarative |
| C) Imperative | D) Exclamatory |

Ans.: (C) It is a simple statement that alerts you.

CASE STUDY

I. Write a paragraph in 80-100 words on 'The Importance of Good Health' with the help of below given hints ---



II. A new car has just been invented, the Spider Car. Write a Descriptive paragraph of all the cool features the car will have. At the same time invent your own cool car and give all intuitive details.



(<https://www.pinterest.ca/pin/726346246157553595/>)

USE OF ICT

- Open Source like CEC (Under Graduate) SWAYAM, MOODLE, MOOCs platform NPTEL/NMEICT/any other Government initiatives & institutional (Learning Management System (LMS)).
- Use of radio, TV, recorder, computer, audio, video, internet, You Tube, PPTs, mobile phones.
- Record the presentations and discussions to evaluate the communication skills.
- To evaluate written communication in the form of articles, reports, essays, stories etc. by using PPTs and check them on Grammarly or other websites.

PRACTICAL EXERCISES

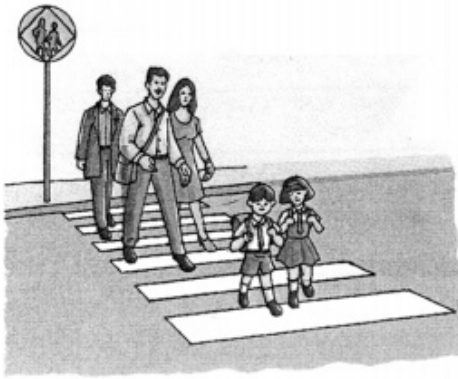
Practical I: Sentence writing and paragraph writing activities: Students will practice sentence building skills with the help of fun and engaging worksheets with picture writing prompts. For example students can be asked to analyze this simple image and write an essay, based on it.



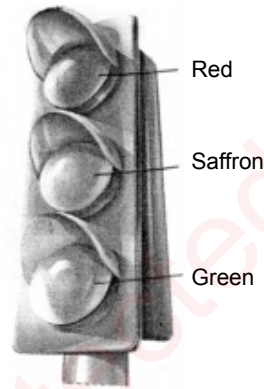
<https://www.tutorphil.com/blog/how-to-write-analysis/>

Practical II: Write a paragraph/picture composition of about 200 words using the details given in the image:

FOLLOW TRAFFIC SIGNALS



Cross the road at the zebra crossing.



Traffic light

<https://www.toppr.com/ask/question/>

Practical III: CONVEYING MEANING WITH PUNCTUATION: This passage lacks all punctuation (slash marks indicate grammatical sentences). Add missing punctuation, paying special attention not only to correctness but to ensuring that the meaning is as clear as possible.

Scientists and philosophers of science tend to speak as if “scientific language” were intrinsically precise as if those who use it must understand one another’s meaning even if they disagree/ but in fact scientific language is not as different from ordinary language as is commonly believed/ it too is subject to imprecision and ambiguity and hence to imperfect understanding/ moreover new theories or arguments are rarely if ever constructed by way of clear-cut steps of induction deduction and verification or falsification/ neither are they defended rejected or accepted in so straightforward a manner/ in practice scientists combine the rules of scientific methodology with a generous admixture of intuition aesthetics and philosophical commitment/ the importance of what are sometimes called extra-rational or extra-logical components of thought in the discovery of a new principle or law is generally acknowledged/ ...but the role of these extra-logical components in persuasion and acceptance in making an argument convincing is less frequently discussed partly because they are less visible/ the ways in which the credibility or effectiveness of an argument depends on the realm of common experiences on extensive practice in communicating those experiences in a common language are hard to see precisely because such commonalities are taken for granted/ only when we step out of such a “consensual domain” when we can stand out on the periphery of a community with a common language do we begin to become aware of the unarticulated premises mutual understandings and assumed practices of the group even in those subjects that lend themselves most readily to quantification/ discourse depends heavily on conventions and interpretation conventions that are acquired over years of practice and participation in a community.

Video Resources

1. <https://www.youtube.com/watch?v=AVYfyTvc9KY>
2. <https://www.youtube.com/watch?v=urr55rAreWc>
3. <https://www.youtube.com/watch?v=8boxlzOObMc>
4. <https://www.youtube.com/watch?v=b-YigEpcROI>
5. <https://www.youtube.com/watch?v=IA3cfoE-pJk>
6. <https://www.youtube.com/watch?v=6piVC5rgWsM>

SUMMARY -- BASIC WRITING SKILLS

1. Story Rewriting -- The teacher reads a story or the class listens to an audio story. After, students make a storyboard (just fold a blank page so you have 8 squares) and draw pictures based on that story. Then, they write the story based on those pictures. Very simple and powerful!

2. Visualization -- The students close their eyes and the teacher describes a scene. Play some nice background music. The students then write and describe the scene they imagined, sharing their scene afterward with the class or a classmate.

In order to express thoughts clearly and precisely to make your writing come alive, you must:

- Take care of your sentence structure
- Use vivid verbs, specific nouns, and strong adjectives
- Use proper phrases and clauses in your sentences
- Understand, importance of proper punctuation
- Recognize and correct pronoun antecedent confusion
- Learn creating coherence in your writing
- Learn how to organize principles of paragraphs in documents.

DESIGN INNOVATIVE PRACTICAL/ PROJECTS/ ACTIVITIES

Students should be advised to work on creative writing and vocabulary building exercises with pictures. They should be involved in various activities to ensure coherent writing. Assignments can be given on PICTURE PROMPTS to promote writing activities

I. Practical (Vocabulary Games and Activities)

- Dictation writing practicing to work on sentences structure
- English sentences structure games
- Using strategies for hands-on punctuation practice
- Making inferences with pictures
- Essay/paragraph writing practice with photo prompts
- Sentence Writing Practice with Photo Prompts,
- <https://wordwall.net/en-gb/community/punctuation-game>
- <https://www.pinterest.com/melphd/punctuation-games/>

II. Mini Projects

Here is a list of creative writing assignments that you can give students at the beginning of the session to spark their imaginations:

- Sentence structure, songs and chants
- Sentence building activities
- Writing: The picture paragraph
- Using techniques for writing precisely

Know More

Writing skills are indispensable in almost all the professions. Excellent writing skills reflect qualities that cannot be mastered so soon. More often than not, teachers have a concern over improving English language skills of their students. It becomes quite a task for the teachers since English is not the first language in India. Hence, experimenting with different genres and perspectives can help students discover their strengths and weaknesses as a writer. In this case, creative writing prompts can help students stretch their imagination. Working on comprehensions, précis etc. inspire as well as challenge students and help them step out of their comfort zone. Hence, teachers must get to know their students to determine their weaknesses and their strengths.

Students face many problems when writing in English such as organizing the ideas. That's because they rarely write in English. Main themes behind their weakness of writing are grammatical weakness, less knowledge and understanding, less practice habits and educational background. Thus, teachers as well as curriculum should focus on these themes and pay more attention to these problems, in order to reduce the weakness of writing.

3

Identifying Common Errors in Writing

UNIT SPECIFICS

Common Errors in English, Subject Verb Agreement, Noun Pronoun Agreement, Misplaced Modifiers, Articles, Prepositions, Redundancies and Cliche's .

RATIONALE

Writing is a difficult process and it becomes more challenging and complicated when it is a foreign language. Writing in a foreign language often presents the greatest challenge to the students at all stages. In a country where many regional languages are used, countless errors creep into the grammar and vocabulary of an average English speaker in India.

Writing and speaking in English for a non-native speaker has its own set of problems. Grammatical errors come in many forms and can easily confuse and obscure meaning. Some common errors are with prepositions most importantly, subject verb agreement, tenses, use of articles, punctuation, spelling and other parts of speech. Hence, knowledge of grammar and vocabulary both are essential for confident and fluent use of English language. Regularly read standard newspapers in English and as far as possible, use grammatically, logically, and meaningfully correct English.

PRE-REQUISITES

Remember, mistakes in writing can be embarrassing and some times, a very costly affair. It is also true that non-native speakers are more prone to committing errors.

A teacher of English feels satisfied to have a student who speaks and writes correct English. Therefore, instead of focusing on a single student, it is better to consider the whole class as a unit and observe their weaknesses in writing skills, extensive vocabulary and grammatical rules.

Students should be enabled to write English essays and given comprehension tests in order to generalize that their writings are grammatically correct, properly punctuated and effectively organized, and to understand and communicate using a variety of notions and linguistic functions based on everyday situations.

UNIT OUTCOMES

U3-O1: Comprehend, correct error free structure.

U3-O2: Practice standard English grammar and effective sentence skills.

U3-O3: Comprehend appropriately, the conventions of sentence structure.

U3-O4: Express ideas in clear and grammatically correct English.

U3-O5: Transcend complete sentence structure.

MAPPING OF COURSE OUTCOMES WITH THE PROGRAMME COURSE OUTCOMES

Course Outcomes	Expected Mapping with Programme Outcomes (1 – Weak Correlation, 2 – Medium Correlation, 3 – Strong Correlation)											
	PO-1	PO-2	PO-3	PO-4	PO-5	PO-6	PO-7	PO-8	PO-9	PO-10	PO-11	PO-12
CO-1	1	2	1	2	2	2	2	1	3	3	3	3
CO-2	1	2	1	1	1	2	2	1	3	3	3	3
CO-3	1	2	1	1	1	2	2	1	3	3	3	3
CO-4	1	2	1	1	1	2	2	1	3	3	3	3
CO-5	1	2	2	1	1	2	2	2	3	3	3	3

“A man’s grammar, like Caesar’s wife, should not only be pure, but above suspicion of impurity”.

--Edgar Allan Poe

INTERESTING FACTS

India is the second largest country where highest number of English speakers resides, but this is the country where a vast majority of people made their fair share of mistakes when it comes to writing. These common errors are with prepositions most importantly, subject verb agreement, tenses, punctuation, spelling and other parts of speech.

Interestingly, many spellings in English do not seem logical, and words are not always pronounced how they are spelled. The language is full of crazy inventions, needless and strange words, and strange meanings. To a new learner of English, it may sometimes seem difficult and even annoying. But English can also be made interesting! In this unit, on next pages, there are some fun facts that you should know about the English language!

“Ill-fitting grammar is like ill-fitting shoes. You can get used to it for a bit, but then one day your toes fall off and you can’t walk to the bathroom”.

-- Jasper Fforde

3. IDENTIFYING COMMON ERRORS IN WRITING

English sentences are made up of words and there are thousands of words in this language. But not all words have the same job. For example, some words express “action”, some words express a “thing”, some other words “join” one word to another word. So, these are the “building blocks” of the language.

When we want to build a house, we use concrete to make the foundations or base. We use bricks to make the walls. We use window frames to make the windows, and door frames to make the doorways. And we use cement to join them all together. Each and everything has its own job

and its own respective value. In the same way, when we want to build a sentence, we use different types of words that have their own job.



Wordcounter.net

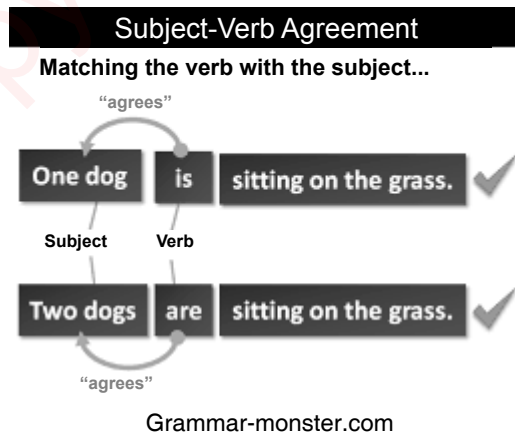


English language is well known for being the language of international communication in the modern world – and wherever you originate from, and whatever native tongue you speak, it's likely that learning English will be invaluable in both your personal and professional lives.

Of course, English language frequently frustrates new learners due to various grammatical hurdles and stumbling blocks, a common reason for grammatical errors is simply that the structure is complicated, so it is important to be aware of the types of variation.

3.1 Subject and Verb Agreement

Subject-verb agreement describes the proper match between subjects and verbs, between words and phrases. Parts of sentences must agree, or correspond with other parts, in number, person, case, and gender i.e. male or female forms. This also means that all parts must match in singular or plural forms; all parts must match in first person (I, me, my), second person (you, your/s), or third person (he, she, it, they) forms. All parts must match in subjective (I, you, he, she, it, they, we), objective (me, her, him, them, us), or possessive (my, mine, your, yours, his, her, hers, their, theirs, our, ours) forms.



The subject and verb in a sentence must agree with each other in number, whether they are singular or plural. If the subject of the sentence is singular, its verb must also be singular; and if the subject is plural, the verb must also be plural.

3.1.1 Basic Rules

The basic rule states that a singular subject takes a singular verb, while a plural subject takes a plural verb.

NOTE: The trick is in knowing whether the subject is singular or plural. The next trick is recognizing a singular or plural verb.

Hint: Verbs do not form their plurals by adding an -s as nouns do. In order to determine which verb is singular and which one is plural, think of which verb you would use with -he or -she and which verb you would use with -they.

Example:

-talks, -talk

Which one is the singular form?

Which word would you use with -he?

We say, "He talks". Therefore, -talks is singular.

We say, "They talk". Therefore, -talk is plural.

Rule 1.

The singular verb form is usually used for units of measurement:

Four quarts of oil was required to get the car running.

Rule 2.

Two singular subjects connected with the conjunctions -or or -nor take a singular verb:

"*My uncle or my aunt* is going to call me today".

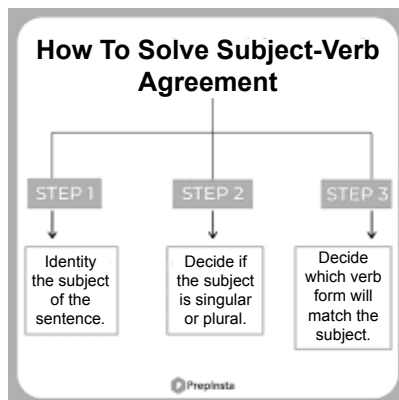
The sentence is correct, because only one of them will be calling. It works the same way with and ... or and neither ... nor:

"*Neither my uncle nor my aunt* is going to call me today".

But if one subject is singular and the other is plural and the sentence is connected by the words -or, -nor, -neither/ nor, -either/ or and -not only/ but also, use the verb form of the subject that is nearest to the verb:

Either the bears or the *lion has* escaped from the zoo.

Neither the lion nor the *bears have* escaped from the zoo.



Rule 3.

When -I is one of the two subjects connected by either/ or or neither/ nor, put -I as second and follow it with the singular verb -am:

Neither she nor I am going to the festival.

Rule 4.

As a general rule, use a plural verb with two or more subjects when they are connected by -and:

The kitten and the cub are jumping over the moon.

Rule 5.

The verb is singular if two subjects separated by -and refer to the same person or thing:

Red beans and rice is my mom's favourite dish.

Rule 6.

Sometimes the subject is separated from the verb by words such as -along with, -as well as, -besides, or -not. Ignore these expressions as your main concern is to determining whether the *subject* is singular or plural:

Examples:

Union leader, along with the newsmen, is expected shortly.

Excitement, as well as nervousness, is the cause of her shaking.

Rule 7.

The pronouns such as -either, -neither, -everyone, -everybody, -anyone, -anybody, -someone, -none or -each, are singular and need a singular verb. Don't be fooled if a singular subject is followed by plural nouns. For example, when you write "each of my children" make sure the verb agrees with the singular subject -each instead of the plural noun -children. And the singular subject "everyone who knows my children" should be followed by the singular predicate "is impressed by them", not "are impressed by them".

Some more examples:

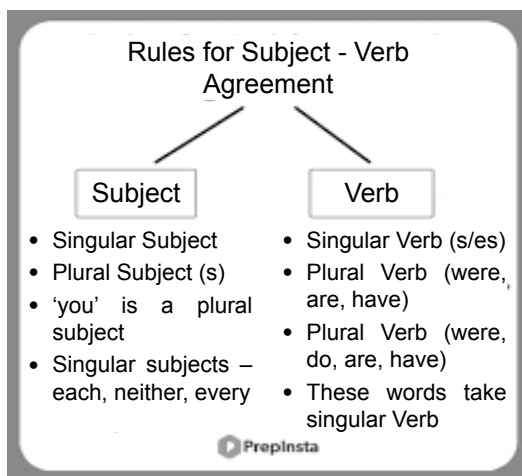
Each of the girls sings well.

Every one of the cakes is gone.

NOTE: Everyone is one word when it means everybody. Everyone is two words when the meaning is each one.

Rule 8.

With words that indicate portions-- -per'cent, -fraction, -part, -majority, -some, -all, -none, -remainder, -and so forth -- look at the noun in your of phrase (object of the preposition) to determine whether to use a singular or plural verb. If the object of the preposition is singular, use a singular verb. If the object of the preposition is plural, use a plural verb.



Examples:

Fifty per cent of the pie has disappeared.

'Pie' is the object of the preposition -of.

Fifty per cent of the pies have disappeared.

'Pies' is the object of the preposition.

One-third of the city is unemployed.

One-third of the people are unemployed.

Some more examples:

Some of the pies are missing.

None of the garbage was picked up.

None of the sentences were punctuated correctly.

Of all her books, none have sold as well as the first one.

Rule 9.

The expression -the number is followed by a singular verb while the expression -a number is followed by a plural verb:

The number of people we need to hire is thirteen.

A number of people have written in about this subject.

Rule 10.

The words -here and -there have generally been labelled as *adverbs* even though they indicate place. In sentences beginning with -here or -there, the subject follows the verb:

There are *four hurdles* to jump.

There is a *high hurdle* to jump.

Rule 11.

Use a singular verb with sums of money or periods of time:

Ten dollars is a high price to pay.

Five years is the maximum sentence for that offense.

Rule 12.

Indefinite pronouns typically take singular verbs:

Everybody wants to be loved.

* Except for the pronouns (-few, -many, -several, -both, -all, -some) that always take the plural form: *Few* were left alive after the flood.

Rule 13.

Sometimes the pronoun -who, -that, or -which is the subject of a verb in the middle of the sentence. The pronouns -who, -that, and -which become singular or plural according to the noun directly in front of them. So, if that noun is singular, use a singular verb. If it is plural, use a plural verb:

Salma is the scientist *who writes/write* the reports.

The word before who is scientist, which is singular. Therefore, use the singular verb -writes.

He is one of the men *who does/do* the work.

The word before who is men, which is plural. Therefore, use the plural verb -do.

Rule 14.

Collective nouns such as -team and -staff may be either singular or plural depending on their use in the sentence:

The staff is in a meeting.

Staff is acting as a unit here.

The staff are in *disagreement about the findings*.

The staff are acting as separate individuals in this example.

The sentence would read even better as:

The staff members are in disagreement about the findings.

Notice that many of these rules are really just warnings to look carefully at the sentences you write. Once you know that subjects and verbs need to agree, and you know what counts as the subject and what doesn't, you are on your way to sounding more educated.

Rule 15.

If two infinitives are separated by -and they take the plural form of the verb:

To walk and to chew gum require great skill.

Rule 16.

Prepositional phrases between the subject and verb usually do not affect agreement:

The colours of the rainbow are beautiful.

Rule 17.

When gerunds are used as the subject of a sentence they take the singular verb form of the verb, but when they are linked by -and they take the plural form:

Standing in the water was a bad idea.

Swimming in the ocean and *playing drums* are my hobbies.

Rule 18.

Collective nouns like herd, senate, class, crowd etc. usually take a singular verb form:

The herd is stampeding.

Rule 19.

Subjects don't always come before verbs in questions. Make sure you accurately identify the subject before deciding on the proper verb form to use:

Does Lefty usually eat grass?

Where are the pieces of this puzzle?

Rule 20.

Titles of books, movies, novels etc. are treated as singular and take a singular verb:

The Burbs is a movie starring Tom Hanks.

3.1.2 Food for Thought

For many verbs we make the -ing form by simply adding -ing:

eat - eating

start - starting

stay - staying

In verbs ending with -e (with the exception of verbs ending in -ee and -ie) drop the -e and add -ing:

hope - hopping ride - riding bake - baking

In verbs ending with -ee - just add -ing:

agree - agreeing flee - fleeing see - seeing

In verbs ending with -ie – change the -ie to -y and add -ing:

die - dying tie - tying lie - lying

In verbs ending with one vowel and one consonant (with the exception of w, x, and y)

For one syllable verbs - double the consonant and add -ing:

jog - jogging sit - sitting
run - running stop - stopping

For two syllable verbs – if the 1st syllable is stressed, just add -ing:

answer - answering offer - offering
listen - listening visit - visiting

If the 2nd syllable is stressed, double the consonant and add -ing:

admit - admitting prefer - preferring begin - beginning

Final Rule - Remember, only the subject affects the verb!

3.2 NOUN-PRONOUN AGREEMENT

A common grammatical mistake for English learners is for their pronouns and nouns to disagree, when dealing with singular and plural examples. Sometimes, a pronoun does not agree in number with the nouns to which they refer. The straightforward rule is that singular pronouns must go with singular nouns, and plural pronouns must go with plural nouns.

Incorrect: “Every girl must bring their own lunch”.

Correct: “Every girl must bring her own lunch”.

A vague pronoun reference (including words such as it, that, this, and which) can leave the students confused about what or to whom the pronoun refers.

Incorrect: When Jasmeet finally found his dog, he was so happy. (The dog or Jasmeet?)

Correct: Jasmeet was so happy when he finally found his dog.

Generally (not always) pronouns stand for (pro + noun) or refer to a noun, an individual or individuals or a thing or things (the pronoun’s antecedent) whose identity is made clear earlier in the text. For instance, we are bewildered by writers who claim something like:

Example: i. They say that smoking is injurious to health.

‘They’ is a pronoun referring to someone, but who are they? Whom do -they represent? Sloppy use of pronouns is unfair:

Not all pronouns will refer to an antecedent, however:

Example: i. Everyone here earns over a hundred dollars a day.

The word ‘everyone’ has no antecedent.

Pronouns

- A pronoun is the part of speech that substitutes for nouns or noun phrases and designates persons or things asked for.
- It can take the place of a subject word (subject pronoun)
 - I, you, he, she, it, we, they
- It can take the place of an object word (object pronoun)
 - me, you, him, her, it, us, them
- It can take the place of a possessive word (possessive pronoun)
 - me. mine, your, yours, his hers, its, our, ours, their, theirs

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When a pronoun stands for a collective noun, it must be in the singular number if the collective noun is thought of a whole.

- i. The fleet has reached its destination.
- ii. The jury will give its verdict in a few hours.

3.2.1 Selecting the Right Pronoun

Every pronoun must agree with its antecedent (the noun to which the pronoun refers or which it replaces).

Molly thinks that she should sell her car.

Molly = antecedent she/her = pronouns

A pronoun agrees with its antecedent when both match in number and gender.

3.2.1.1 Agreement in Number

When using a pronoun, it must match its antecedent in number. In other words, if the antecedent is singular, the pronoun must be singular and if the antecedent is plural, the pronoun must be plural.

a) Singular indefinite pronouns – neither, somebody, someone, anybody, anyone, no one, nobody, nothing, everyone, everybody, everything take singular pronouns.

- a) Neither of the girls finished her assignment.
- b) You have to ensure that everything is in its place before you leave.

b) Plural indefinite pronouns – ‘many’, ‘several’, ‘few’, ‘both’ take plural pronoun.

- a) Both brothers got a promotion for their good work.
- b) Few of them had decided to book their tickets online.

3.2.1.2 Agreement in Gender

A pronoun must match its antecedent in gender also. If the antecedent is feminine, use the pronouns she, her, and hers, and if it is masculine, use the pronouns he, him, and his. Plural pronouns (they, them, their, and theirs) refer to plural nouns of either gender.

- a) The blind man was about to walk into the street, but I ran over and helped him.
- b) The woman arrived at the store, but she had forgotten her wallet to buy the grocery.

Sometimes, in a sentence, the gender can be masculine or feminine. Instead of using any one gender which would create a gender bias, the best way would be to mention 'his or her'.

- a) Every student is expected to put in his best. (Incorrect)
- b) Every student is expected to put in his or her best. (Correct)

3.2.1.3 Agreement with Collective Nouns

When used as an antecedent, a collective noun can take either a singular or a plural pronoun, depending on how the antecedent is being used. When the emphasis is on the group as a unit, use a singular pronoun. When the emphasis is on the individuals within the group, use a plural pronoun.

- a) The town council has approved plans to create a new park.
- b) Our class took a field trip to the natural history museum.

Some examples of collective nouns are

People: board, choir, class, committee, family, group, jury, panel, staff.

Animals: flock, herd, pod, swarm.

Things: bunch, pair, collection, fleet, flotilla, pack, set.

3.3 MISPLACED MODIFIERS

A misplaced modifier is a word, phrase, or a clause that is separated wrongly from the word it modifies or describes. Therefore, to clearly communicate your ideas, you should place a modifier directly next to the word it is supposed to modify. The modifier should clearly refer to a specific word in the sentence. Misplaced modifiers can create confusion and ambiguity.

For example:

- a) At eight years old, my father gave me a pony for Christmas. (Incorrect)
- b) When I was eight years old, my father gave me a pony for Christmas. (Correct)
- a) While walking on the sidewalk, Mary found a sparkly girl's bracelet. (Incorrect)
- b) While walking on the sidewalk, Mary found a girl's sparkly bracelet. (Correct)

Modifiers need to be placed near the word or subject they describe for clarity in the sentence.

Problem arises when verbs like -ing and -ed (e.g., words like 'going', 'moving' and 'glided') act as modifiers and it is not clear in the sentence who or what the description is related to. Therefore, place the modifiers near the words they describe; be sure the modified words actually appear in the sentence.

- a) The onlooker will first see the Red Fort walking down the alley. (Incorrect)
- b) Walking down the alley, the onlooker will first see the Red Fort. (Correct)

Sometimes, a small alteration makes the sentence sound better.

- a) You will see the insect looking in the microscope. (Incorrect)
- b) If you look in the microscope, you will see the insect. (Correct)

MISPLACED MODIFIERS

Misplaced Modifiers do not clearly associate with the word or phrase they modify.


Example: He gave his sister the stuffed bear with a polka-dot dress.

Modifier: "With a polka-dot dress"

What it modifies: "sister"

Problem: It sound as if the bear has a polka-dot dress.

Correct: He gave the stuffed bear to his sister with a polka-dot dress.



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3.3.1 Types of Misplaced Modifiers

There are different kinds of misplaced modifiers, and we will go through the most common kinds below.

1. Limiting Modifiers
2. Squinting Modifiers
3. Dangling Modifiers
4. Misplaced Modifiers

1. Limiting Modifiers

Limiting modifiers express some sort of "limit". They should come directly before the word they modify in a sentence.

Incorrect	Correct
Give only the dictionary to Susan.	Give the dictionary only to Susan.
Martha knows hardly anybody.	Martha hardly knows anybody.
Only Jack eats ice-cream.	Jack eats only ice-cream.

2. Squinting Modifiers

A squinting modifier is usually an adverb which could easily modify the word that comes before or after it.

Incorrect	Correct
Listening to loud music slowly gives me a headache.	When I listen to loud music, I slowly develop a headache.
Cycling up hills quickly strengthens your quadriceps.	Cycling up hills strengthens your quadriceps quickly.
Taking a moment to think clearly improves your chances.	Taking a moment to think clearly about the issue improves your chances.



3. Dangling Modifiers

Dangling modifier does not have anything to modify because the word or words it should modify may have been omitted from the sentence.

Incorrect	Correct
Having arrived late for practice, a written excuse was needed.	Having arrived late for practice, the team captain needed a written excuse.
Without knowing his name, it was difficult to introduce him.	Because I did not know his name, it was difficult to introduce him.
To improve his results, the experiment was done again.	He improved his results by doing the experiment again.

4. Misplaced Modifiers

A misplaced modifier can be fixed by putting the modifier directly before or immediately after the word or phrase that it is modifying. They can change the meaning of sentences. It is important to be very clear which words modifiers describe.

Misplaced	Corrected
Despite receiving widespread critical acclaim, box office sales of the film were poor.	Despite receiving widespread critical acclaim, the film performed poorly at the box office.
Dolger discovered an ancient Mayan civilization using astronavigation.	Dolger discovered an ancient Mayan civilization that used astronavigation.
Spitting out hot lava, my friend took photos as the volcano erupted.	As the volcano began spitting out hot lava, my friend took photos of it.

3.4 ARTICLES

When you were a beginner student of English, you learned that the article -an goes before vowels a, e, i, o, u, and the article -a goes before consonants (letters that are not vowels), like b, c, d etc.

That's a good general rule, but it's not really true.

Look at this sentence for example:

I have an uncle who is a union leader. I will meet him in an hour to show him a one rupee coin of sixties.

Look at one more sentence:

She is a European, a one eyed girl, studying in a university.

So, why is it –an uncle but –a union leader, and why to use –an before hour and –a before one.

Similarly, a European, a one eyed girl, a university.

Let us find the answer to these questions in the forthcoming pages.

3.4.1 Start Your Creative Journey of Articles

The selection of article is based upon the phonetic (sound) quality of the first letter in a word and not on the orthographic (written) representation of the letters. If the first letter makes a vowel-type sound, you use -an; if the first letter would make a consonant-type sound, you use -a. However, even if you follow these basic rules when deciding to use -a or –an, remember that there are some exceptions even to these rules. Let's look into the matter, a little more closely.

Indefinite Article

The **indefinite article** tells us something is non-specific.



The **definite article** tells us something is specific.



https://www.grammar-monster.com/glossary/indefinite_articles.htm

English has 26 letters in its alphabet. Out of those, 21 letters are consonants and 5 (five) are the vowels. But out of those 21 letters, only 12 letters are pure consonants and 9 (nine) produce semi vowel sounds when used in abbreviations. Confused! Let us make clear:

- a, e, i, o and u are vowels
- b, c, d, g, j, k, p, q, t, v, w and z are pure consonants
- f, h, l, m, n, r, s, x and y do not fall under the category of pure consonants as sometime these letters produce vowel sounds also. Again confused! So, let us prove:

Vowel Sound		Consonant Sound
F - She lodged an FIR .	But	She lodged a first information report .
H - Red Fort is an historical monument .	But	A horse is a faithful animal.
L - An LCC is a system of classifying books and other library material.	But	A Library of Congress Classification system classifies books and other library material.
M - I have an MOU with the purchasers.	But	I have signed a memorandum of understanding with the purchasers.
N - An NCC stands for Network Control Centre.	But	A Network Control Centre is in Valencia.
R - He is an RMP .	But	He is a registered medical practitioner .
S - Her father is an SP .	But	Her father is a Superintendent of Police .
X - You'll need an X-ray .	But	A Xerox is an American corporation that sells print and digital document products.
Y - Cry, fry, gym, city, party, my, system.	But	Year, yellow, yak, yard, yarn, young.

Note: please open the site to understand this concept in a better way.

<https://grammar.yourdictionary.com/style-usage/when-is-vowel-easy-guide-words>

3.4.2 Articles A/AN

When using articles in sentences, sound is more important than spelling. Let's think about it. How do you say the word *uncle*? It is pronounced as /'ʌŋk(ə)l/ or ('un-kl'). This is a vowel sound (starting with 'ə'), so we need to use the article *-an*.

How do you pronounce *university*? It is pronounced /jʊni'vɜ(r)səti/ or (you-ni-ver-sity). This is a consonant sound (starting with a -y or -yū). So, we use the article *-a*.

How do you pronounce *hour*? If you pronounce it correctly, you know that the *-h* is silent. The correct pronunciation is /'aʊər/ or (our). This means that the first sound is an *-o* sound, a vowel sound! So, you need to use *-an* because the first sound is an *-o*.

How do you pronounce *European*? It is pronounced as /juərə'pi:ən/ where *-j* is a consonant sound. So, we use the article *-a* before the word *European*.

3.4.3 Article The

He is a doctor.	He is the doctor who treated me.
Not specific, so we use <i>-a</i>	He is the specific doctor who treated me, so we use <i>-the</i>

3.4.4 Understanding the Articles

Basically, an article is an adjective. Like adjectives, articles modify nouns. Unlike other languages that use masculine and feminine articles, English uses three indefinite articles to identify nouns: *-a*, *-an*, and *-some*. 'The' is a definite article that refers to a specific item. When the noun is plural, *-a* or *-an* can change to *-some*. These are the only four articles in English language. The difference is that *-a* and *-an* don't say anything special about the words that follow. For example, think about the sentence:

I need an English book.

You'll take any English book that serves your purpose. But if you say:

I need the English book, then you want a specific English book. There must be something special about that book, you are requesting. That's why *-the* is called a definite article—you want something definite.

Indefinite articles are used when we are referring to an unspecified thing or quantity. We use them when we don't know or don't care which thing we're talking about.

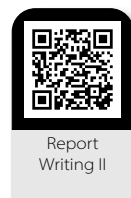
3.4.4.1 How to use the Indefinite Articles – a

1. When the letter *-u* makes the same sound as the *-y* in "you," or *-o* makes the same sound as *-w* in "won", then *-a* is used. Because it has consonantal properties; consequently, it is treated as a consonant, requiring *-a*:

a union	a united front
a unicorn	a used napkin
a U.S. ship	a UNO member
a one-legged man	a European girl
a university	a euro



2. Use the indefinite articles -a when we are referring generally to a noun within a larger group; when the noun is not specific:
I'm going to ask a friend to come with me.
3. Article -a is used before a consonant word or any vowel with a consonant sound:
 - a) A man is sitting on the chair.
 - b) She goes to a university in Delhi.
4. Proper nouns do not take articles but to make them common nouns, a/an is used:
He thinks he is a Shakespeare. (Here, 'Shakespeare' does not refer to the actual person but someone like him.)
5. Indefinite article -a is used to refer to numbers sometimes:
 - a) The child is playing with a doll. (one doll)
 - b) She owe him a thousand bucks. (one thousand dollars)
6. Article -a precedes the descriptive adjective:
 - a) I am a self-reliant man.
 - b) What a nice Villa!
7. Article -a is used with the determiners (few, lot, most):
 - a) There is a little milk in the flask.
 - b) I have a few guests coming over.



3.4.4.2 How to use the Indefinite Articles –an

1. You use the article -an before words that start with a vowel sound:
 - a) I need an hour to complete that task.
 - b) He is an MLA.
 - c) She lodged an FIR.
 - d) He is an MA students but his sister is an LLB student.
2. 'An' should be used before a noun with a vowel sound. When an adjective modifies the noun, -an is used before an adjective with a vowel sound:
He's an honest man. (The -h is silent, so the first sound of the adjective is an -o; a vowel sound so we use an).
An epic journey. (The adjective is a vowel sound so we use an).
3. If there is an adjective or an adverb-adjective combination before the noun, -an should agree with the first sound in the adjective or the adverb-adjective combination:
She is an excellent teacher.
4. Article –an sometimes makes a proper noun to a common noun. Proper nouns generally do not take any articles, but when a proper noun needs to be used as a common noun, you must bring -a or -an with it:
 - a) He thinks he is an Abraham Lincoln. (not referring to the actual but someone like him).
 - b) She is an Indian. (India is a proper noun but 'Indian' is a common noun).
5. Sometimes indefinite article –an is used to refer the number 'one', 'each', 'per':
It goes 50 miles an hour. (Per Hour)

3.4.4.3 How to use the Indefinite Article –some

1. We can use -some, or 'no article' before plural or uncountable nouns. They all mean something similar to a/an before a singular noun. For example:
 - a) Can I have a banana? (One banana, but any one is okay).
 - b) Can I have some bananas? (More than one banana, but any small group is okay).
2. As a general rule, we use -some for affirmative sentences:

I have some questions.
3. We can use -some with a singular noun when we want to emphasize that we don't know which person or thing we are talking about. In this case we can use it even with proper nouns. We can consider it an emphatic form of the singular indefinite article -a:
 - a) Some man phoned, but didn't leave his number.
 - b) Is there some problem?
 - c) Some John has been looking for you.
4. Some is used with both countable and uncountable nouns:
 - a) Some people in my school like swimming. (Countable)
 - b) There was some snow here last winter. (Uncountable)
5. Some is used when the speaker cannot specify or does not want to specify a number or an exact amount:
 - a) I saw **seven** dwarfs when driving my car in the forest yesterday. (It is important that you know how many dwarfs I saw.)
 - b) I saw **some** dwarfs when riding my bike in the forest yesterday. (I don't know exactly how many dwarfs I saw.)
6. We use -some before nouns to refer to indefinite quantities. Although the quantity is not important or not defined, using some implies a limited quantity:

Can you get me some milk?

3.4.4.4 How to use the Definite Article –the

1. Article -the is the only single definite article that specifies a particular noun, usually in a specific context:

The Prime Minister of the UK.

There may be many prime ministers in the world, but the context is that there is only one specific Prime Minister of one specific UK about whom we are talking.

Usage of Definite Articles

Superlatives	Everest is the highest mountain in the world.
Inhabitants of a country	The British live in England.
Holy Books	The Bible, The Bhagawad Gita, The Quran
Nature	The earth, The sun, The sky, The stars
Rivers	The Ganges, The Krishna, The Thames
Seas and Ocean	The Arabian Sea, The Pacific Ocean
Mountain Chains	The Himalayas, The Andes, The Nilgiris
Monuments	The Taj Mahal, The Red Fort, The Eiffel Tower
Important Positions	The President, The Prime Minister
Musical Instrument	The violin, The guitar, The flute
Names of directions	The east, The north, The south, The west
Countries with Plural names	The Philippines, The West Indies
Words such as last and next	The last phases, The next candidate
Ordinal numbers	The first edition, The second row

2. Article –the is used when the noun is specific, there’s only one. The can be used with singular, plural and uncountable nouns:
Can you pass me the sugar that’s on the table?
3. Article –the is used wherever the uncountable noun is defined or specific:
 - a) He drank the water she brought for him.
 - b) He dropped the sugar he was using all over the floor.
 - c) I love the music you’re playing. (It’s a specific piece of music you love).
4. Article -the is used to indicate a particular person/s or thing/s in the case of common nouns. Proper nouns generally do not take an article:
 - a) The man is running in the ground. (A particular man)
 - b) Where is the pen I gave you last year?
 - c) He lost all the money borrowed from the lender.
5. Article -the is used when the listener knows what the speaker is talking about:
The apples you kept in the refrigerator last night do not taste good.
6. Sometimes article -the is used to generalize a group or whole class:
The dog is a faithful animal. (Refers to the whole species of dog)
The lion is the king of woods. (Refers to all lions)
7. Article -the must proceed:
Oceans, rivers, valleys, deserts, mountain ranges, points on globe: the Pacific, the Atlantic, the Coral Sea, the Persian Gulf, the Nile, the Ganges etc.
Names of countries like, the UK, the USA, the UAE, the Philippines, and the Islands like the Maldives, the Andaman Islands etc.
Names of great lakes: the Loktak lake, the Dal Lake, the Wular lake, Great Lake etc.
Names of mountain ranges: the Himalayas, the Alps, the Andes etc.
Names of a group of Islands: the West Indies, the Andamans etc.
Names of things that are celestial in the universe like planets and galaxies etc.: the sun, the moon, the earth, the Jupiter etc. the Andromeda Galaxy, the Crab Nebula, the Kuiper Belt etc.
8. Article -the is used for the uncountable nouns:
 - a) The water in the Pacific ocean is freezing.
 - b) The robbers stole all the money from the bank.
9. Article -the must be used with superlative adjectives. This is because there’s only one (or one group) of the thing we are talking about:
 - a) You are the most handsome person I have ever met.
 - b) He is the best player in the team.
 - c) Which of the boys is the cleverest?
10. Article -the refers to a system or service:
 - a) How long does it take on the train?
 - b) I heard it on the radio.
 - c) You should tell the police.

3.5 PREPOSITIONS

3.5.1 Meaning of Prepositions

A preposition is a word that explains the time, space or logical relationship between other parts of the sentence. In other words, it links all the other words together, so the reader can understand how the pieces of the sentence fit. They often come before nouns and pronouns to show direction, location, or time. There are several important rules when using prepositions in the context of a sentence. These rules relate to how prepositions can be used, which prepositions can be used, when, and where prepositions have to go in the sentence.

3.5.2 Prepositions in English Grammar

Prepositions are one of the basic parts of speech and are among the words that we use most when composing sentences. A preposition connects a verb, noun, or an adjective to a noun or pronoun and is typically, but not always, found before the noun or pronoun in a sentence or clause. For example:

Harshit	ran	along	the	Street.
noun	verb	preposition	article	noun

She's	annoyed	with	us.	
pronoun	adjective	preposition	pronoun	

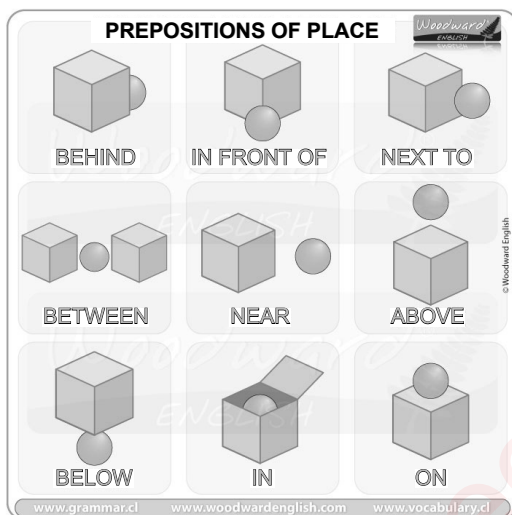
There are hundreds of prepositions in English language. One easy way to remember prepositions is that they are words that tell you 'everywhere–your puppy can run';

For example, -Your puppy can run...

- around
- close
- far
- by
- at
- always
- up
- down
- near
- till
- into
- next to
- over etc.

All of these words and many more, are prepositions.

Prepositions in English are tricky words, especially if you speak English as a second language. They're common, mostly short (e.g., at, in and on), and many have several uses, which can make it difficult to know which preposition to use.



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3.5.3 Preposition Rules

There is one very simple rule about prepositions. **A preposition is followed by a “noun”**. It is never followed by a verb. If we want to follow a preposition by a verb, we must use the -ing form which is really a gerund or verb in noun form.

3.5.3.1 Some Other Rules

1. For vs. Since

When talking about how long something has been happening, (point of time) we use -for
I've been writing for six hours.

But if we are using a specific time as a point or when referring to a length of time (e.g., a period of hours, days, or months), of reference, we use -since:

I've been writing since morning.

The difference here is that the first refers to a measure of time, while the second refers to a fixed point in the past when the activity began.

2. Different media — In vs. On

We use -in when we are talking about something appearing in printed media, while -on is used to talk about something appearing on television or digital media:

a) I saw it on TV. (correct)

b) I saw it in TV. (incorrect)

3. You may end a sentence with a preposition. Just do not use extra prepositions when the meaning is clear without them:

a) That is something I cannot agree with. (Correct)

b) That is something with which I cannot agree. (Incorrect)

a) Where did you get this? (Correct)

b) Where did you get this from? (Incorrect)

- a) You may look out the window. (Correct)
 b) You may look out of the window. (Incorrect)
4. Between refers to two. Among is used for three or more:
 a) Divide the candy between the two of you. (Correct)
 b) Divide the candy among the three of you. (Correct)
5. The word -like may be used as a preposition and in informal writing, as a conjunction. In formal writing, use -as, -as if, or -as though rather than -like as the conjunction:
Prepositional usage
 a) You look so much like your mother.
Conjunction usage
 b) You look like you are angry.
 OR
 c) You look as if you are angry.
6. The prepositions -on, -at, -in and -after are used for indicating place and location:
- Use -on with the days of the week:
We are going out on Monday.
 - Use -on for specific dates (optional in informal usage):
The trade fair will start on March 12, 2003.
 - Use -on with expressions that indicate the time of an occurrence:
 a) He was born on December 23. (Correct)
 b) We will arrive on the fourth. (Correct)
 - Use -at with clocked time:
She picks her son from school at 4:30 p.m.
 - Use -at with the following times of the day: -noon, -night, -midnight, -sunrise, sunset:
We sail for the Andaman Islands at noon.
 - Use -at with certain major holidays (without the word -day) as points of time:
The family always gets together at Thanks Giving Day.
 - Use -in with the following times of the day: “morning”, “afternoon”, “evening”:
She waters her roses in the morning.
 - Use -in with dates that do not carry the specific day:
The Spanish explorer reached the Philippines in March 1521.
 - Use -in with months, years, decades, and centuries as points of time:
The famous writer was born in April (in 1946, in the 1940s, in the 20th century).
 - Use -in with the seasons as points of time:
He promised not to leave her in autumn.
 - Use -after with events that happen later than another event or point of time:
The overseas worker came home only after the holidays.
7. Prepositions of motion -to -towards -in, and -into link the verbs of movement; -move, go, -transfer, -walk, -run, -swim, -ride, -drive, -fly, -travel, and many more -all of these verbs, except -transfer, can take both -to and -towards.

We must keep in mind, however, that -to is used to convey the idea of movement towards a specific destination, while -towards is used to convey movement in a general direction that may not reach a specific destination:

- a) Please take me to the railway station.
 - The speaker obligates the listener to specifically take him to a particular place.
 - b) The ship headed towards the harbour.
 - The sentence indicates only a movement in a general direction.
8. The prepositions of direction -to, -onto, and -into correspond to the common prepositions of location -to for -at; -onto for -on, and -into for -in:
- Use -to for conveying the idea of movement in the direction of that goal:
The troops returned to their base.
 - Use -towards, as a directional preposition, and means about the same thing as the directional preposition -to:
 - a) She sings to earn extra money.
 - b) She cut her hair to show her displeasure.
 - The preposition -at we can use in a good number of ways:
To mark a verb of motion directed towards a point:
She arrived at the airport late.
 - To indicate direction:
She jumped at me without warning.
9. The prepositions for periods or extended time: -by, -from ... to, -from ... until, -during, -within, -between, and beyond.
- Use -by with an act completed or to be completed by a certain time:
She expects to finish writing the book by April (by then, by the second quarter).
 - Use -from ... to, for referring the beginning and an end of an activity or event:
The weather was stormy from Wednesday to Friday.
 - Use --from ... until, to refer to the beginning of one period to the beginning of another:
Our sales rose continuously from Christmas until right before Holy Week.
 - Use -during to refer to a period of time in which an event happens or an activity is done:
She had coffee during the morning break.
 - Use -between to refer to an action taking place between the beginning and the end of a period:
You must get the job done between now and Friday.
 - Use -within to refer to an action that must take place or be completed within a given time:
You must get the job done within the week.

3.5.4 Prepositions with Nouns, Adjectives, and Verbs

Prepositions are sometimes so firmly wedded to other words that they practically become one word. This occurs in three categories: nouns, adjectives, and verbs.

Nouns and Prepositions

approval of	awareness of
belief in	concern for
confusion about	desire for
fondness for	grasp of
hatred of	hope for
interest in	love of
need for	participation in
reason for	respect for
success in	understanding of

Adjectives and Prepositions

afraid of	angry at
aware of	capable of
careless about	familiar with
fond of	happy about
interested in	jealous of
made of	married to
proud of	similar to
sorry for	sure of
tired of	worried about

Verbs and Prepositions

apologize for	ask about
ask for	belong to
bring up	care for
find out	give up
grow up	look for
look forward to	look up
make up	pay for
prepare for	study for
talk about	trust in
work for	worry about

NOTE: There's no necessity to ban prepositions from the end of sentences. Ending a sentence with a preposition is a perfectly natural part of the structure of modern English, but as a useful guideline, try to avoid ending a sentence with a preposition.

In other words, the preposition depends on the time window in question.

Some Common Prepositions

Prepositions of Time: Prepositions of time show the relationship of time between the nouns to the other parts of a sentence.

after, around, at, before, between, during, from, on, until, at, in, from, since, for, during, within

Prepositions of Place and Direction: Prepositions of place show the relationship of place between the nouns to the other parts of a sentence.	above, across, against, along, among, around, at, behind, below, beneath, beside, between, beyond, by, down, in, inside, into, near, off, on, opposite, out, over, past, through, under, underneath, to, towards, up, down, among, in front of, under
Prepositions of Direction: Prepositions of direction refer to a direction, path or way.	at, for, on, to, in, into, onto, between
Prepositions of manner: Prepositions of manner are about the way something happens or how something is done.	by, on, in, like, with
Prepositions of Agents or Things: They indicate a causal relationship between nouns and other parts of the sentence.	by, with, of, for, by, like, as

3.6 REDUNDANCIES

3.6.1 What Is Redundancy In English?

Redundancy in English language is when we use two or more words, phrases, sentences or ideas that mean the same thing, for example, 'adequate enough'. We also say something is redundant when a modifier's meaning is contained in the word it modifies, for example, 'merge together'.

3.6.2 Why you should not use Redundant Words or Phrases

Needlessly, repetitive and redundant word pairs are not only troublesome but also frustrating. Sometime, when any thoughtful teacher or editor tries a truly sincere effort to completely eliminate any unnecessary and superfluous words from our written compositions, it looks pleasant. Therefore, when writing, every word you use should add something new to your piece of writing. When you use a redundant phrase you are using two or more words that add nothing new rather bore the readers. A benefit to reducing redundancies in writing is that it helps make your writing more clear and concise.

3.6.3 Types of Redundant Writing and How to Avoid Them

Redundancy not only makes your writing tiresome to read but it also tends to undermine the very points you're trying to establish. Therefore, repetition must be avoided at all costs. One way to avoid repetition and delete the clutter in writing is to eliminate repetitious expressions. We so often see and hear redundancies or needless words such as "free gifts" and "foreign imports", which can be easy to overlook. Therefore, when writing any script, we should be on the lookout for needless repetition and be ready to eliminate expressions that add nothing to what's been said.

Therefore, redundant writing must be avoided for following reasons:

1. It tends to interrupt the flow of your prose, causing your readers to become unfocussed and irritated.
2. It often contradicts or otherwise undermines when you're trying to explore a particular idea through your writing.
3. Redundant writing presents an unprofessional quality to your writing, which threatens to leave a bad taste among your reader's mouth, so to speak.

Our concern here is to learn how to eliminate needless repetition — redundant expressions that make the writing lengthier, not better. Following are the three common redundancies in English:

a) Excessively Describing Something

Repetition and redundancy can cause problems at the level of either the entire paper or individual sentences. However, repetition is not always a problem as, when used properly, it can help your reader follow along.

Unfortunately, many students, even great writers use sentences that are too wordy to get their message across. Take this paragraph, for example:

“He was a young boy, a child in fact. As a four-year-old kid, he was not yet an adult. Because he was a child, he played with other children. He didn’t have any adult friends because he was not yet an adult. He was 48 months old, which is 12 months more than 36 and one year more than three. He was young at heart and in age. He was not yet old, for he was born only four years ago”.

The first two sentences are acceptable, but rest of the sentences/words are superfluous, which disrupted the flow of that paragraph. Just as a machine should not have extra parts, a sentence shouldn’t have any extra words/s.

The crux of this paragraph is that **‘He is a four year old child’**.

b) Using Two (or more) Words/Phrases that Both Serve the Same Purpose

Redundancy is when you use more words than necessary to express something, especially words and/or phrases in the same sentence that mean the same thing. Many writers are guilty of violating this rule at times, especially in their daily conversations. Try to keep introductory clauses relatively short so that readers may be able to understand the instinctive meaning of your text.

In order to avoid the most common forms of repetition, never repeat the main point of the previous sentence, words or phrases that both perform the same function, thus making the presence of both unnecessary.

We also need to consider the impact of environmentalism as well.

‘Also’ and ‘as well’ both perform the same function, i.e., they both add to that which came before what’s being discussed.

Although, the lawyers did call three separate witness however.

The above sentence again suffers from the same sort of redundancy i.e. although and however, whereas both words stand for the same meaning to a greater extent.

c) Other Forms of Redundancy (Technical Redundancy, Uncreative Repetition etc.)

Some other forms of redundancy like technical redundancy and uncreative repetition etc. are such sort of redundancies that can mask the new opinion you’re trying to make creating superfluousness in its technical context. The result will be cluttered text overrun by a surplus of technical elements such as excessive references.

Foucault (1977:24) argues scholars must ‘rid [them] selves of the illusion that penalty is above all (if not exclusively) a means of reducing crime’ (Foucault, 1977:24).

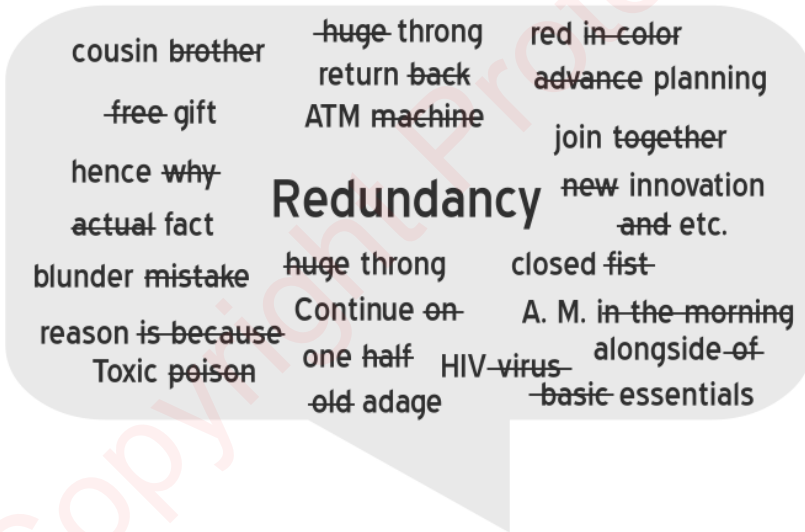
In the above sentence, there's simply no need to include two references for the same quote: either the first reference should be left as is and the second completely removed or the second left as is and the first completely removed.

In order to avoid this technical glitch, this may be helpful to familiarize yourself with the guidelines and rules upon which modern citation systems are built, and follow the parameters accordingly.

Uncreative repetition (redundancy) refers to unnecessarily repetition of the same basic claim or argument without providing any additional context, detail, insight or nuance. This always results in producing monotonous text.

Her stance on issue 'x' is morally deplorable. It offends standards of right versus wrong, of decency versus indecency. It stands in the face of that which is good and just and righteous and noble. It has no moral substance. It's virtue less and lacks integrity.

The above paragraph offers a plethora of synonyms for 'morally deplorable' but none of these synonyms add anything of substance to the text that helps the reader understand why her commitments are morally flawed and in what specific ways.



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3.6.4 List of Some Tips for Avoiding the Most Common Forms of Repetition

- Use a variety of different transition words
- Vary the structure and length of your sentences
- Don't use the same pronoun to reference more than one antecedent (e.g. "They asked whether they were ready for them")
- Avoid repetition of particular sounds or words (e.g. "Several shelves sheltered similar sets of shells")
- Avoid redundancies (e.g. "In the year 2019" instead of "in 2019")
- Don't state the obvious (e.g. "The conclusion chapter contains the paper's conclusions").

3.6.5 Redundancy Reduces Conciseness

Writing concisely is an art that involves avoiding redundancies. Redundancy is when you use unnecessary words and/or phrases in the same sentence that mean the same thing. Many writers are guilty of using redundancies in their daily conversations. Here are some common examples of redundant phrases:

- “small in size” or “large in size”
- “true facts”
- “basic fundamentals”
- “past history”
- “smiled happily”
- “evolve over time”
- “consensus of opinion”

Here, you can analyse that if something is small, it’s small—you don’t need to hammer on its size for clarification. Similarly, if an event took place in history, then you wouldn’t need to specify that it took place in “past history”. If a person smiled, it can be assumed, that the individual was happy; so no need to preface the verb with the adverb “happily”. This all depends upon the context.

Redundant words and phrases make your sentences sound repetitive, so do your best to avoid using them. A good exercise to try is to go through the first draft of your next paper and circle every adverb that you spot. Then, look at each of them and determine which ones are needed and which ones you can throw out as the more adverbs you eliminate, the stronger your text will be. So, no need to use flowery writing rather try to keep it simple and don’t fall into the trap of overwriting. The only way to become a better writer is by avoiding redundancies and learning to construct your sentences more concisely.

3.7 CLICHÉS

A cliché is an expression that is worn-out, and overused. As a result, it has lost its original vigour, freshness, and significance while expressing meaning. It is a phrase or an idea that has turned as a universal device to describe abstract concepts such as time (Better late than never), anger (Madder than a wet hen), love (Love is blind), and even hope (Tomorrow is another day). Any clichés may have started out as colourful, inventive phrases, like ‘as sick as a parrot’, but they have been used so widely and indiscriminately that they have lost their impact and become stale.

Cliché is a French originated word, which is why you’ll often see it with a stress over the “e,” but you can also write it as “cliche” which is wrong.



3.7.1 Types of Clichés

There are various types of clichés. Let's look at some of the most common types of clichés in the English language and find out how you can avoid falling into the habit of using these overused expressions as you get better at speaking English.

- **As Proverbs:** A proverb is a short, well-known saying that states a general truth or a piece of advice.
 - a) You catch more flies with honey than with vinegar.
 - b) It's better to be safe than sorry.
- **Idioms:** An idiom is a commonly used expression whose meaning does not relate to the literal meaning of its word.
 - a) Don't count your chickens before your eggs have hatched.
 - b) Look after your pennies and the pounds will look after themselves.
 - c) You can't judge a book by its cover.
- **Catchphrases:** A catchphrase is a well-known term, especially one that is associated with a particular famous person. For example:
 - a) Eat like a bird (to eat very little)
 - b) It's not rocket science (It's not difficult or complicated)
- **Similes:** A simile is a figure of speech that compares two different things in an interesting way using the word -like or -as. The purpose of a simile is to spark an interesting connection in a reader's or listener's mind.
 - a) He was as tall as a tree.
 - b) He drinks like a fish.
 - c) You were as brave as a lion.
- **Metaphors:** A metaphor is a figure of speech that describes an object or action in a way that isn't literally true, but helps explain an idea or make a comparison. Metaphors are used in poetry, literature, and anytime someone wants to add some colour to their language.
 - a) Her eyes were diamonds.
 - b) He has a heart of stone.
 - c) The bride wore a dress of snow.

Cliché vs. Idiom

- An idiom **CAN** be a cliché, but not necessarily.
- Some idioms have been used so much that they have become cliché.
- Not **ALL** clichés are idioms, and not all idioms are clichés.

Clichés that ARE idioms	Clichés that ARE NOT idioms	Idioms that ARE NOT clichés
<ul style="list-style-type: none"> ▪ Think outside the box ▪ See the glass half full ▪ Love is blind ▪ Fall head over heels 	<ul style="list-style-type: none"> ▪ Money doesn't grow on trees ▪ Only time will tell ▪ Lost track of time 	<ul style="list-style-type: none"> ▪ Good riddance ▪ Play our cards right ▪ Every cloud has its silver lining.

3.7.2 Should We Use Clichés

As discussed above, a cliché is a worn-out expression that has lost its effectiveness through overuse. A good reader is never impressed if you use a cliché, especially in creative writing because he/she must be reading your work to enjoy your powers of expression. Also, figurative language in business writing can portray you as frivolous. It can be more damaging than beneficial, wherein metaphors and similes carry the most risk.

3.7.3 Examples of Clichés in Everyday Speech

Though cliché is utilized often in everyday communication but there is a risk that the phrase may be unknown and therefore can prove meaningless to the listener. Therefore, it's better to use clear and original wording to avoid confusion. Here are some common examples of cliché in everyday speech:

- a) Even though she is 80 year old, she's still sharp as a tack.
- b) My father always says that it's another day, another dollar.
- c) He's so unmotivated that he's just sitting like a bump on a log.
- d) I'm upset about my flat tire, but I guess it is what it is.
- e) The laundry came out as fresh as a daisy.

Examples of movie lines that have become cliché

Here are some examples of movie lines that have, unfortunately, become cliché:

- a) I'm going to make him an offer he can't refuse. (The Godfather)
- b) I'll be back. (The Terminator)
- c) Houston, we have a problem. (Apollo 13)
- d) That's no moon; it's a space station. (Star Wars: A New Hope)
- e) I mean, I told you not to go in that house. (Get Out)

Examples of cliché in creative writing

Sometimes writers rely on a cliché if they are uncertain how to begin or end a creative piece. Unfortunately, this can be a tedious and unsatisfying experience for the reader, unless the reader is a child or the story is a rehearsed fairy tale. Here are some famous examples of cliché in creative writing:

- a) There I was.
- b) It was all a dream.
- c) The ends justify the means.
- d) All's well that ends well.
- e) They lived happily ever after.

3.7.4 How to Avoid Using Clichés

If you're wondering how to avoid clichés in your own text writing, consider following tips for finding originality.

- Think about what the cliché actually means
- Think about the basic sense of the expression: what does it actually mean? You'll probably find that some key words come to mind either as synonyms or as 'ingredients' of the overall meaning.

- Use fresh metaphors to reveal something about a scene or character
- Avoid stolen or borrowed stories
- Use similes to convey the narrator's tone
- Phrase descriptions in new ways to avoid clichés
- Balance the rhythm of your sentences
- Keep your story real by taking it slow
- Deliver your story from circumstantial line
- Rewrite your sentence to replace clichés
- If your dialogue sounds familiar, write something new
- Strive to create a new cliché of your own
- Write realistic dialogues
- Listen to your dialogue read aloud
- Be precise and avoid overusing adverbs and adjectives

COURSE COMPETENCY

Teaching of English grammar has been a constant struggle for many teachers due to its complexity in form and structure. Grammar enables expressions and it aids the person in eloquently expressing thoughts and concepts. Grammar is the life of all the sentences within a paragraph, so correctness in writing leans on grammar. More reasonably, grammar constrains the writers and sets rules in order for the writers to achieve clarity, coherence, sense and conciseness in meaning. You use grammar every time you write speak and text a simple phrase or even fragment because grammar is the system that creates harmony between the reader and the writer in terms of sense and meaning in the quest for successful expression.

So, this chapter, in general, does not only focus on errors solving alone, but also on understanding the different reasons why the errors occur. It is hoped that this chapter will help the teachers and learners to get familiar with the recurrent mistakes committed by them and will guide them in making more objective choices about appropriate teaching strategies that would help the students become skilled at writing, and eventually become better performers in domain subjects too.

Questions

Q.1 Discuss the role of grammar in our day to day life.

Q.2 Illustrate the cases when article (a, an, some, the) are not used.

Q.3 Name the articles and their use in English language.

Q.4 Grammar workbook exercises get pretty dull, but they do cover the basics. Are they worthwhile? In what way can we use them?

Q.5 Grammar is a large, complicated subject, and what topics in grammar will help the students at work place?

Fill in the Blanks

Q.1 Insert the appropriate prepositions:

1. He quickly glanced the book to find what it said about the Indian economy.
2. What is the time your watch?
3. My father will retire from service a year.

4. Most of us eat a spoon.
5. Whom are you talking ?
6. Don't look on him.
7. We are pleased your visit.
8. She is good English.
9. There is some dispute the property as the owner died without making a will.
10. Do you take pride your appearance?

Check Your Progress

OBJECTIVE QUESTIONS

Q.1 Pick out the best-suited article for each sentence.

I. ___ lilies in your backyard are beautiful.

- a) A
- b) **The**
- c) An
- d) No article

II. How much ___ snow do you get in winters?

- a) A
- b) An
- c) The
- d) **No Article**

III. Show me ___ axe he just used?

- a) An
- b) A
- c) **The**
- d) No article

IV. She ate ___ fruits for lunch.

- a) The
- b) A
- c) An
- d) **No article**

V. We saw ___ lions in ___ Safari

- a) The, the
- b) The, A
- c) The, no article
- d) **No article, the**

Q.2 Underline the correct word.

1. Everybody in our family (are/is) planning a trip this year.
2. Each of us (are/is) going to a different part of the country.

3. One of my brothers (are/is) going fishing in the far North.
4. My other brother (doesn't/don't) know yet where he'll go.
5. Each of them (are/is) taking (his/their) own motorcycle.
6. My sister and I (was/were) planning to go to Wyoming.
7. But my sister decided she (doesn't/don't) want to go.
8. No one in our family (has/have) ever been to California.
9. So my sister and her friends (think/thinks) they'll go.
10. My mother and father (intend/intends) to drive to Pennsylvania.

Q.3 Identifying Pronouns and Their Antecedents

Directions: In each sentence underline once the personal pronoun and underline twice its antecedent.

1. As a child, Aunt Livia often played with her dollhouse.
2. In the 1500s, dollhouse owners used the dollhouses to show off their wealth.
3. The dollhouses were made to imitate their owners' homes.
4. In one place, a rich woman could show visitors how beautifully her whole house was decorated.
5. The man of the house could give guests an idea of treasures he kept in storage.
6. These houses were not small; some of them were six feet high.
7. Dutch merchants made their dollhouses much smaller.
8. The Utrecht Dollhouse, one of the most famous of its kind, consists of a cabinet with tiny furnished rooms instead of drawers or shelves.
9. Craftspeople of the late 1600s gave their talents to creating the Utrecht Dollhouse.
10. Anyone thinking that dollhouses are only for children should revise his or her belief.

Q. 4 Misplaced Modifiers. Select the right answer-

- I. Which of the following sentences is correct?
 - a) Having jumped up, the cat pounced.
 - b) The cat pounced when the mouse jumped up.
 - c) Having jumped up, the cat pounced the mouse.
 - d) Having up jumped the cat, the mouse pounced.
- II. Which sentence contains a misplaced modifier?
 - a) While eating a croissant, Josh waved to the crowd.
 - b) Covered in fluffiness, the couple played with the kitten.
 - c) Having eaten lunch, the girl turned on the laptop.
 - d) While playing, Lancaster jumped on the feathers.
- III. Which of the following sentences contains a dangling modifier?
 - a) To raise a good dog, patience is useful.
 - b) Moving slowly, Bowie stalked the rabbits.
 - c) After eating the cat food, Bowie belched.
 - d) all of the above.
 - e) none of the above.

- IV Which of the following sentences contains a dangling participial phrase?
- Pinto got into serious trouble missing the grammar quiz last Monday.
 - To complete the grammar quiz on time, you will have to click your heels three times.
 - When taking a grammar quiz, concentration is everything.
 - All of the above.
 - None of the above.
- V. Misplaced modifiers are words that _____ .
- Are lost words.
 - Are hard to remember.
 - Describe or modify the wrong words in a sentence.
 - That help sentence meaning.

CASE STUDY

The purpose of this study is to explore the common types of grammatical errors made by the students in their English composition writing.

Error Correction Relay Race

Error correction relay race is an activity that uses speed for error correction. It is necessary to make the students quite familiar with finding and correcting errors in sentences. By adding a relay aspect, it will make an important but sometimes tedious skill new and more interesting.

To prepare the activity, create a worksheet with 15 to 20 errors. You can focus your errors on different aspects of vocabulary such as Subject Verb Agreement; Punctuation; Misplaced Modifiers; Articles; Prepositions; Redundancies or Clichés in sentences.

Starting of the Error Correction Relay Race

Students will work in teams of 4-5 to correct the worksheet as quickly as possible. Each student will make one correction and then passing the worksheet to the next person who will make the next correction. They will continue to pass the worksheet around until it is complete. Do not allow other team members to correct another correction as a sentence cannot be corrected by a second student once someone has corrected it. When all teams are finished, go over the errors as a class. The team with the most correct sentences will be the winner.

USE OF ICT

- Open Source like CEC (Under Graduate) SWAYAM, MOODLE, MOOCs platform NPTEL/NMEICT/any other Government initiatives & institutional (Learning Management System (LMS).
- Use of radio, TV, recorder, computer, audio, video, internet, YouTube, PPTs, mobile phones.
- Record the presentations and discussions to evaluate the communication skills.
- To evaluate written communication in the form of articles, reports, essays, stories etc. by using PPTs and check them on Grammarly or other websites.

PRACTICAL EXERCISES

Practical I: Choose some categories of errors that your students frequently make and write each category on top of a sheet of paper e.g. Subject Verb Agreement, Articles Missing, Wrong

Prepositions etc. Post the sheets on the walls around the classroom. You will also need a different coloured marker for each team. You can use teams of two or three students. After students have completed their writing assignments, collect them. Put students into pairs and give each team a different coloured marker. Tell them that they are to take one of the sheets and try to find one of the types of errors listed on the sheets. If they think they have, they are to write the error with a sufficient context on the appropriate sheet. They should not correct the error. Tell them that they cannot write two errors in a row on one sheet, and you will know this because there will be two lines in a row of the same colour. This means they will have to find an error in a different category, and once someone else has contributed to the first sheet, they can return to it. Tell them it is a race to see who can find the most errors and get them started. Since they have only one pen per group, the writer could memorize the error and go to write it so the others can continue to look for others at their seats. They can switch to another piece of writing at any time but they cannot add an error that's already been written onto the sheets. You can stop this activity at any time and then go over everything that they wrote on the papers and eliminate any that do not fit the category or are not actually errors.

Practical II: This version makes the activity into a relay race where each member of the team has to correct one mistake and then pass the marker to a teammate. Collect errors from students' writing and type or write them onto an overhead transparency or write them directly on the board. Leave space between lines for the students to add words. Divide the students into two teams and tell them that they will be competing to see who can correct the most errors. Give the teams some time to discuss the errors. Hand each group a different coloured marker. The first student will run up to the board and make ONE correction with the marker. They will proceed in this fashion until neither group can correct any more errors. Let them know that during the race, they should continue to discuss the errors and they should make suggestions to their teammate with the marker. Stop the activity when no more corrections are offered. Go over all the corrections on the board, provoking the reasons why each needed to be corrected, when you can. Correct any errors the students couldn't correct. Finally, this is the time to award points for each valid correction to determine the winning team.

Video Resources

1. <https://www.englishmaven.org/HP6/Crossword%20Puzzle%20-%20Prepositions.htm>
2. <https://englishforeveryone.org/PDFs/Crossword%20Puzzle%20-%20Prepositions.pdf>
3. <https://en.islcollective.com/english-esl-worksheets/search/puzzles>
4. <http://www.fourcornerslearning.org/TechTips/Resources/parts-of-speech-crossword-puzzle.pdf>
5. https://www.abcya.com/games/parts_of_speech

SUMMARY ERROR CORRECTION RELAY RACE

In this **Round the Class Competition** students compete each other to find all the errors in a piece of writing but by doing it as a relay race, therefore, it is more active and errors get corrected a lot quicker.

Divide the class into two teams and have each team sit together on one side of the class. Explain that you will be projecting a student's writing on the board and they are to try to correct as many errors in it as they can. Project the writing and get them to discuss the errors with their team.

Meanwhile, mark the lines on the board which have errors. When you have finished, hand each team a different coloured marker and explain that one student from each team should come up and correct an error on the board. Tell them to try to stay on to the side of the projected image so they will not block the projection. Since the teams are on the left and right side of the projected image, this should not be too difficult. The students with the markers come up, correct an error, return to their group and then give the marker to another student, who does the same. Once all the errors have been corrected or attempted, stop the activity, go over the corrections and have each team total up their points for the ones they were able to correct. Then continue with another student's writing.

DESIGN INNOVATIVE PRACTICAL/ PROJECTS/ ACTIVITIES

Students should be initiated to design alternative Practical/ Projects/ Activities (as a group or individual).

Practical (Vocabulary Games and Activities)

1. Cross words on prepositions and punctuation marks
2. Gap-fill sentences based on parts of speech
3. Vocabulary building exercises
4. Use of articles based on consonant and vowel sounds
5. Misplaced modifiers to let them out of the box.

Mini Projects

Students should open the given links:

1. <https://www.funbrain.com/games/grammar-gorillas>
2. <https://eslspeaking.org/subject-verb-agreement-activities/>
3. https://www.grammarbook.com/grammar_quiz/subject_verb_agreement_1c.asp

Know More

At college and university level, students are expected to comprehend advanced English, to communicate fluently with an English speaking person, to read English texts with ease, confidence and understanding, and to write a paragraph in English using basic structures of the language. Instead, our students have great difficulties in both, reading and writing and that very few of them are able to write meaningful and error free English sentences. Therefore, teachers as mentors should explore and analyse the common grammatical error patterns in their students studying English. They should motivate the students in such a way that the classroom should become a community of authors, a supportive and cooperative relationship among students and teacher that occurs when writers explore possible topics, try out ideas, and struggle together to create. They should focus on the mechanics of writing like spelling, punctuation and sentence structure to create good writers. Above all, teachers must clarify the significance of English as core language of communication amongst many diverse nationalities and as a communication tool which is very high in demand.

4

Nature and Style of Sensible Writing

UNIT SPECIFICS

Nature and Style of Sensible Writing, Describing, Defining and Classifying.

RATIONALE

Sensible writing has its own style and nature that helps its writer figure out what kind of writing it is, what its purpose is, and how the author's voice is unique. Sensible writing style is one of the hallmarks of a good writer. It moves the reader along easily from word to word, sentence to sentence, paragraph to paragraph, and one section of the paper to the next.

Writing gives the readers sufficient time to think, shape and present themselves keeping in mind what they want to express. In writing, one has to go back in order to go forward. It is a recursive process. The introduction leads the readers into the main text, while the conclusion leaves them with a final impression. Although introductions and conclusions have some similarities, they also have many differences.

So, challenging your readers to see the subject through new eyes is a powerful way to ease yourself and your readers out of the text.

PRE-REQUISITES

Writing is an art that demands consistent practice, strong concentration, and exceptional reading skills. Therefore, one needs to have perfect writing to survive in this digital era. The more one plays with words, the better he/she gets at it. A sensible writer has a lot to do with his creativity level which largely depends on the knowledge someone gained over the years and his experiences with the world around him. Thus, any piece of writing should be strong enough to communicate what the writer feels about a particular topic. Make sure that you are mentioning only relevant points. Also, summarise the main conclusions based upon the evidence you used. A strong opening captures readers' interest and introduces them to the topic before the writer presents his hypothesis statement. In the same way, closing with a final emphatic statement provides closure for the readers and makes the text more memorable.

UNIT OUTCOMES

U4-O1: Construct impressive introduction and conclusion.

U4-O2: Classify the behaviours of effective writers with type of writings.

U4-O3: Sequence, structure and present information, ideas and events effectively.

U4-O4: Expand evidence effectively according to sentence framework.

U4-O5: Interact with the readers by exploring the ideas in the written form.

MAPPING OF COURSE OUTCOMES WITH THE PROGRAMME COURSE OUTCOMES

Course Outcomes	Expected Mapping with Programme Outcomes (1 – Weak Correlation, 2 – Medium Correlation, 3 – Strong Correlation)											
	PO-1	PO-2	PO-3	PO-4	PO-5	PO-6	PO-7	PO-8	PO-9	PO-10	PO-11	PO-12
CO-1	1	2	1	2	2	2	2	1	3	3	3	3
CO-2	1	2	1	1	1	2	2	1	3	3	3	3
CO-3	1	2	1	1	1	2	2	1	3	3	3	3
CO-4	1	2	1	1	1	2	2	1	3	3	3	3
CO-5	1	2	2	1	1	2	2	2	3	3	3	3

INTERESTING FACTS

“Words can be like X-rays if you use them properly--they’ll go through anything. You read and you’re pierced”.

--Aldous Huxley

Sensible writing is much more than just transference of information. Sensible writing forces the writer to structure his thoughts in a manner that touches the reader wisely. Furthermore, the reader is never over-burdened with wordy sentences, vague words or technical jargon as the information is well organized and presented clearly. Such writing stays within the reader for a while, makes the reader feel richer when reading and inspires the reader to read more. In addition, the writer is aware of the reader’s intelligence, so always attempts to develop logical arguments. His contents are easily comprehensible and the principles presented are well defined in a simple and concise language. Such writer of sensible writing has a flexible style as well as awareness of who his audience are. If he presents what his readers desire, he is assured of retaining their interest. Sensible writer grabs the readers and won’t let them go until they read till the end of the text.

“To write well, express yourself like the common people, but think like a wise man”.

--Aristotle

4. NATURE AND STYLE OF SENSIBLE WRITING

The sensible style in writing can be defined as the way writer writes, sensibly. It is the technique that a specific author uses in his writing. It varies from author to author, and depends upon one’s syntax, word choice, and tone. However, every piece a writer writes is for a specific purpose—for example, a writer may want to explain how something works or persuade people to agree with his point of view. It can also be described as a “voice” of the writer that readers listen to when they read the work of a writer.

4.1 Describing

A writing style is the way of choosing words, constructing sentences and describing in a specific way to express our thoughts and opinions or to describe information. Writing style is much like

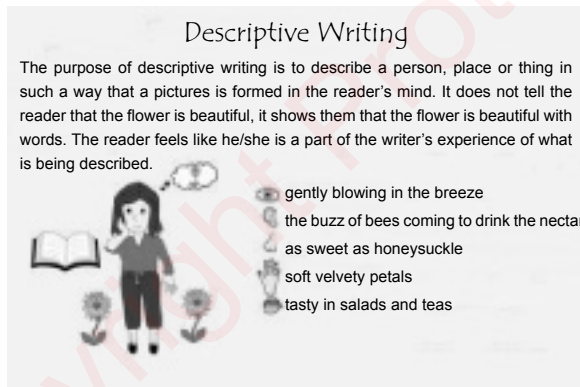
any other type of style in that it helps us express who we are. It is how the writer chooses to express himself or herself through writing. One easy way to understand literary style is to think about fashion styles. Clothes can be formal and stylish, informal and casual, traditional, athletic, and so forth. Literary style is like the clothes that a text puts on. By analogy, the information underneath is like the person's body, and the specific words, structures, and arrangements that are used are like the clothes. Just as we can dress one person in several different fashions, we can dress a single message in several different literary styles. The same goes for writing.

So, should we start wearing leather shoes while we write?

In the digital age, describing the content in an explicit way means reigning the academic domain. Having the right knowledge of expressing your text can help you communicate your thoughts in a better way.

4.1.1 Describing Sensible Writing

When describing vividly, the author has a unique power and appeal, as his writing evokes sights, smells, sounds, textures, and tastes. While using description in his writing, the writer brings the world within his text before his readers.



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Consider a Paragraph without Sensory Description

My sister and I walked along the boardwalk each afternoon of our vacation. We watched the ocean and listened to the waves. Usually we stopped for a snack at one of the many stores that line the boardwalk. Afterwards, we walked along the beach and let our feet get wet.

Now, consider this paragraph with all five sensory descriptors: sight, sound, smell, taste, and touch.

My sister and I walked along the boardwalk one afternoon on our vacation. The hot boards warmed our bare feet. We watched the foam-covered waves topple over each other and then slide back into sea. The crashing water competed with the exuberant yells from the seagulls. We bought a perfectly oval fluff of pink cotton candy that dissolved sweetly in our mouths. Afterwards, we walked along the edge of the water, letting the warm salty air blow our hair away from our necks as the cool water lapped over our toes.

In order to describe clearly, it is essential to understand the basic system of a language that is knowledge of grammar, punctuation, sentence structure, correct spellings and formatting. Students

are asked to narrate different kinds of texts. Depending on their subject, these could be essays, laboratory reports, case-studies, book reviews, reflective diaries, posters, research proposals, and so on and are normally referred to as genres. These different genres, though, can be upraised from a small range of different text types which have only words of their authors. Yes, one must use those words well as they are all the audience's need.

While describing any genre of their interest, students must be engaged in pre-writing, planning, drafting, and post-writing activities. However, as the writing process is recursive in nature, they do not necessarily engage themselves in these activities in that order.

Therefore, before you are ready to start describing, depending on your topic, you can collect ideas and make notes by doing one or more of the following activities:

- Germination of idea
- Brainstorm
- Think/ reflect
- Talk/ remember
- Jot ideas/ draw
- Read/ research
- Observe/ view



Describing, unlike speaking, is not an ability we acquire naturally; rather it is a process that takes time and work. Best writers are not born with this gift, they learn by practicing. So, use this outline as a flexible guide:

- Try to find a topic that truly interests you
- Try writing your way to a topic
- Talk with your course instructor and classmates about your topic
- Pose your topic as a question to be answered or a problem to be solved.

4.1.2 What to Avoid

- a) Do not use many adjectives—retain only the most powerful words in your writing that describes the text expressively.
- b) Do not use too many adverbs—verbs are stronger than adverbs. “She strolled into the room” is more powerful than “She walked casually into the room”.
- c) Also, do not use clichéd figures of speech, redundant words—overused language. Use fresh, descriptive words that go against repetition.

In order to communicate effectively, we need to describe our words and ideas in such a way that make in-depth sense to the reader. May it be the requisite of grammar, logic or flow. We assume that if a writer has ideas, putting them on the page is a simple matter whereas the process of describing them is obviously much complicated. As we've all experienced that our ideas do not necessarily arise in a direct formulation. We may have a scattering of related ideas, an intuition that something feels true, before we have worked out the details.

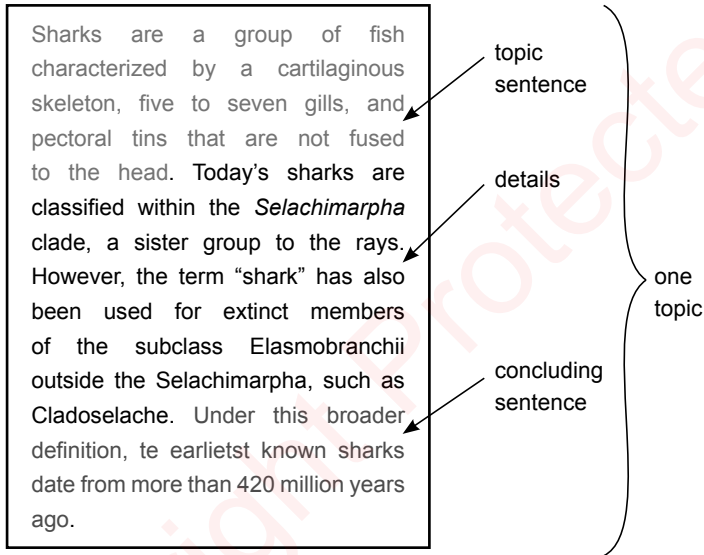
The process of putting ideas into words and arranging them for a reader helps us to see, create, and explore new connections. As a result, when we talk about writing, we often try to immediately fit our choices into undeviating descriptions.

Thus, whenever you describe your manuscript under the umbrella of sensible writing, it not only shows your readers your setting and your characters, it also pulls them in to hear and taste and smell and touch. It is more than telling a story or coming up with an interesting plot; for the

writer it is an essential part of the writing process to select the words and language carefully and to develop his own personal style.

4.2 DEFINING

An inherent quality of a clearly written script includes its carefully defined purpose, whereas logical organization, well-constructed sentences and precise word choice are some of the other features. Words can mean different things at different times. They come into existence to express thoughts by the audience that share them, at a point in time, with a meaning that reflects their origin, use and timeframe.



grammar-monster.com

4.2.1 Defining Sensible Writing

Sensible writing is not merely a cosmetic matter. Logical style helps to communicate ideas effectively and to persuade the reader of your correspondence. Awkward phrasing, unidiomatic use of words, misspellings, and poor punctuation create ambiguity and confusion and so does the lack of structure or logic in your argument. Remember that an academic paper is not the place for casual or impressionistic reflections.

IN FACT. MERELY WRITING THE FACTS
ON A PIECE OF PAPER AND STATING
OUR PROBLEM CLEARLY GOES A LONG
WAY TOWARD HELPING US TO REACH
A SENSIBLE DECISION

-DALE CARNEGIE-

libquotes.com

So, do not simply describe or narrate; present an analytical or interpretive argument about the sources you use. Your paragraph(s) should present the key issues or question and, without much delay, suggesting what is to be gained, and specifying what sources and/or methods will be employed. So, when you start defining your purpose, keep following points in mind:

1. Each subsequent paragraph should treat a particular topic relevant to that correspondence. Support your argument with specific evidence; illustrate your points with concrete examples. The conclusion should summarize the results of your argument, and not simply restate the writing material. Do not introduce new subjects in the conclusion.
2. Express yourself simply and directly, and choose your words carefully, so that you express your ideas directly and precisely. Academic writing often requires technical vocabulary and complex reasoning but the best academic writers are a pleasure to read. On the other hand, avoid vague or slangy language, very broad generalizations, cliché phrases imprecision and repetitive use of the same words or phrases. Prefer active verbs to passive ones and abstract noun phrases.
3. Do not include lengthy or unnecessary quotations. Quote from primary sources only when you need to have the passage before the reader's eye to discuss it, or to call attention to the wording. Otherwise, by simply identify the page, section, or verse: you may assume that the reader will be able to consult the original. Always footnote both quotations and paraphrased ideas taken from other writers.
4. Edit your finished text to improve the flow of the argument. This may very well require moving whole paragraphs around. Look for opportunities to cut and condense the text, to remove needless repetition or tedious overemphasis. If you do not see any at first, pretend you have to reduce the length of your text by half. The reward will be a tight text.
5. Read the entire text aloud to yourself at least once. This is by far the best way to root out redundancies, gaps in logic or progression, and run-on sentences that looked all right on paper. If it sounds good it is more likely to read well.
6. Print out a draft on scrap paper and proofread it carefully. Check the meanings and spellings of uncommon words and technical terms to make sure they say what you intend, and that you are using them precisely.

4.2.2 Elements, Defining Sensible Writing

Regardless of the type of assignment, defining under sensible writing has several common elements, shown below in order of importance.

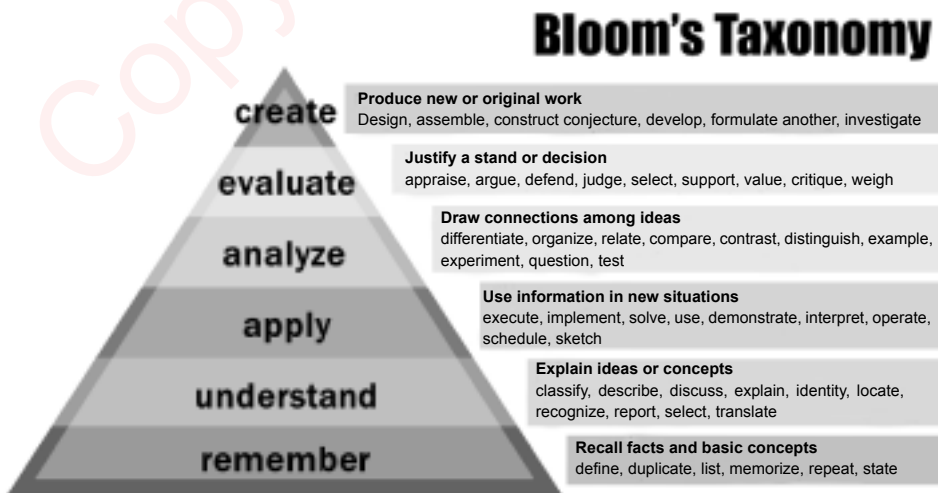
1. **Focus** - The text should have a clear point, expressed as a thesis sentence, early in the text.
2. **Organization** - The purpose of the assignment should be to prove its worth. To that end, the assignment should be organized as a series of major sub-points which lead logically to the idea as the conclusion.
3. **Solid Development** - Each of sub-points should be explained in sufficient detail to convince the reader of their validity.
4. **Cohesive Writing** - There should be no deviation in the development of the topic. The writer should know how to maintain the universal appeal of his writing.
5. **Clarity of Thought** - The topic generates numerous thoughts in the mind of the writer. From these thoughts, a writer develops his own ideas and point of view. Unclear mind creates unclear conception.

6. **A Feel of Novelty** - Sometimes new thoughts and new ideas are conceived by the writer, sometimes he experiments with the techniques of the presentation, using different patterns of sentence. Hence, create a sense of novelty in the text.
7. **Coherence** - Coherence in writing is the logical bridge between words, sentences, and paragraphs. Coherent writing uses devices to connect ideas within each sentence and paragraph. Main ideas and meaning can be difficult for the reader to follow if the writing lacks coherence.
8. **Conciseness** is a matter of expressing something in minimum possible words. There should be less sound but more words. Conciseness removes all superficial expressions and tightens the text.
9. **Ethics** - At the level of ideas a writer must stick to the ideas of writing. Whenever the writer goes against the ethics he has to justify his views and convince his readers. It reflects writer's own sense of responsibility.

4.3 CLASSIFYING

Classifying is categorizing something into a certain group or system based on certain characteristics. It is sorting things into groups or categories on a single basis of division. This type of writing says something meaningful about how a whole relates to parts, or parts relate to a whole. Like skimming, scanning, paraphrasing, and summarizing, classification requires the ability to group related words, ideas, and characteristics that you invent (or discover) abstract categories; impose them on a concrete whole, after some brainstorming steps. Remember, the point of classification is to reveal and communicate something meaningful.

Often, the most useful classifying writing style will take different elements and show patterns of connectedness that the reader would not have guessed were there. The number of categories an author work with and how elaborately he/she describes each category will determine the pace of that article. Breaking things down too fine will block the mechanism of that article. Describing or defining one particular category for too long will unbalance the load, and readers will lose the track of strategy and intent.



4.3.1 The Purpose of Classification in Writing

We classify things in our daily lives all the time, often without even thinking about it. Cell phones, for example, can be classified as feature phones, media phones, and smart phones. Similarly, while classifying a writer arranges people, objects, or ideas with shared characteristics into classes or groups.

Smaller categories, and the way in which these categories are created, help us make sense of the world. Such types of articles open with an introductory paragraph introduce the broader topic. They should then explain how that topic is divided into subgroups and why. The conclusion should bring all the categories and subcategories back together again to show the reader the big picture.

Whether you write an article, an essay, some business document, fiction, letters, or even just notes in your journal, your writing will be at its best if you classify your purpose.

Institutions of higher learning teach seven traditional rhetorical styles, for different purposes:

- **Narrative Writing:** Narrative writing relates and recounts events, stories, drama, dialogue and incident. When a writer writes a narrative essay, he is telling a story as narrative writings are told from a distinctive point of view, often the author's. So, specific and often sensory details are provided to get the reader involved in the elements and sequence of the story. Since a narrative relies on personal experiences, it often is in the form of a story. When the writer uses this technique, he or she must be sure to include all the conventions of storytelling: plot, character, setting, climax, and ending. All of the details relate to the main point the writer is attempting to make. Oral histories, anecdotes, short stories, poetry especially epic sagas, fictions and other narrative novels fall under narrative writing.
- **Descriptive Writing:** Descriptive writing is used to give an account, classification, objective, cause and effect relationship. More than any other kind of writing, descriptive writing strives to invoke a vivid and involved experience for the reader. It is often considered as one of the most creative forms of writing since it is basically about being able to evoke emotions in the reader through power of words, and creates a lasting impact on his or her mind. Hence, while writing, one of the most effective ways to make the experience you are describing vivid for your reader is to use the five senses: smell, sight, sound, taste, and touch. When the descriptions are focused on the senses, you provide specific and vivid details in such a way that it shows your reader what you are describing. Poetry, journals, diary writing, fictional novels or plays, descriptions of nature are some of the examples of descriptive writing.
- **Expository Writing:** An expository or explanatory writing is a written explanation of a subject. The goal is to share information with the reader which may be abstract or concrete in nature. Expository writing is used to uncover details, creating surprise, attractive and questionable facts. If a writer is using expository writing for his own information, it is important to make sure that everything flows together correctly. This means that he needs to have the correct facts in place for the presentation of ideas. This also means that it should be given to readers in a logical sequence so that the information can easily be digested. Some examples of expository writing are—text books, How-to articles, recipes, business, technical or scientific writing, news stories etc.
- **Argumentative or Analytical Writing:** This style of writing is used to make a critical perusal, to express opinion for and against. Analytical writing requires the writer to examine his/her response to, and thoughts about, the reading he/she has done. An analytical

writing focuses primarily on the writer's use of evidence and assumptions to support his/her claim or argument. We can learn much about how writers shape their arguments, their essays, by considering the audience for whom the text is intended. When writers are attempting to communicate to a particular audience, the writers modify everything in their work to meet the needs and expectations of that audience. The audience in a very real sense then controls the writers' vocabulary, sentence structure, the number of details and the kinds of details.

CLASSIFICATION IN WRITING

1. NARRATIVE

2. DESCRIPTIVE

3. EXPOSITORY

4. ARGUMENTATIVE

5. PERSUASIVE

6. SCIENTIFIC/TECHNICAL

7. JOURNALISTIC

- **Persuasive Writing:** Persuasive writing contains the author's opinions and biases, as well as justifications and reasons given by the author as evidence of the correctness of their position. Persuasive writing helps students formulate specific reasons for their opinions, and provides an opportunity to research facts related to their opinions. Before writing a persuasive piece, students should understand how persuasion is used orally in everyday life by practicing making short, convincing speeches about something which is important to them. Many writings such as critics, reviews, editorials, proposals, advertisements, and brochures use different ways of persuasion to influence readers. Cover letter writing, letters of complaint, letters of recommendation, Editorial newspaper articles and advertisements fall under persuasive writing.
- **Scientific and Technical Writing:** Writing a research paper is also a type of communication. The paper presents information and ideas with clarity and coherence. The process starts by selecting a topic, gathering structure material, taking notes, preparing the manuscript with proper presentation of ideas. Writing a scientific paper depends upon our need to decide which topic we would like to explore. Selecting an appropriate topic is a difficult task. Sometimes we may feel the need to revise our choice after we have begun the research. A scientific communication is a two way process. A scientific experiment is not complete until the results have been understood.
- **Journalistic Writing:** Journalistic writing is a style of writing in which a person puts the main points in the first sentence of the first paragraph in order to grab a person's attention. This is followed by the rest of the details so that the article can easily be edited from the

bottom up, if the article needs shortening. Sources are mentioned within the text and sentences and paragraphs can be short.



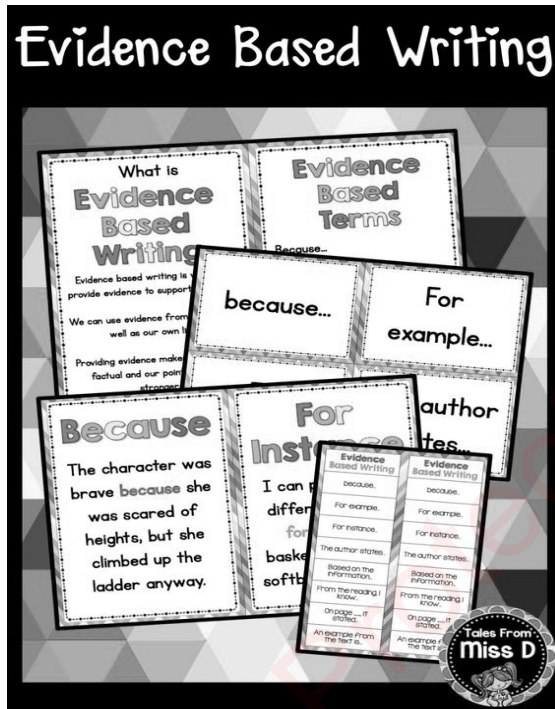
Journalistic composing frequently begins when you have done some investigation into a story and set about interviewing witnesses. It's all about letting the world know about what is going on in the world. Without journalism, the world would be ignorant about -- a criminal offence, a misfortune, a stimulating local occasion or some other newsworthy happening. Journalism is essential because it provides current and relevant information and news to the public.

4.4 PROVIDING EXAMPLES OR EVIDENCE

4.4.1 Defining Evidence

Evidence is a piece of information that helps the reader in the formation of a conclusion or judgment about the write up. It is the information, examples, facts or sources that you have used to support a claim. On the science side, this might be data retrieved from an experiment or a scientific journal article; in the humanities, it may be a quotation from the text, published information from academic critics, or a theory that supports your claims. In a paper for English class, you might use quotations from the text. In a standardized test essay, you'd use examples from history or literature. In a scientific paper, you'd use citations to other studies as evidence. Again, if you are working on Law subjects, you will draw much of your evidence from legal cases and legislation. So, providing evidence varies from discipline to discipline. But it needs high attention to assess and to decide carefully that which type of evidence your assignment work requires.

Whether you know it or not, you provide evidence in most of your conversations – they're all the things you say to try and support your claims. If some scientist from NASA persuades you that all the information regarding the aliens were true, you'd probably be much more open to believing that those amazing little green men are at least existing somewhere in the universe. That's the power of evidence.



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Using facts is a powerful means of convincing. These facts can come either from your studies, observation or personal experience but facts cannot be dubious. This makes them a strong form of evidence.

4.4.2 Using Evidence Effectively

Think of evidence as the supports that strengthen your claim, making it more solid than it would be alone. Strong evidence adds authority to your point, credibility to your argument and create interest to your discussion. So, you should use evidence to illustrate and support your points. Evidence may be the opinion of an expert or the results of a study or experiment; it may be in some written or in diagram format. So, make sure you read relevant books and articles in the early stages of planning your assignment, so that they update your argument, rather than being objected to after you have written your whole piece. In addition to providing support for your argument, citing sources should also demonstrate that you have read and understood key research in your field. Name-dropping is not enough; your references should be appropriately introduced and discussed.

4.4.3 Why You Need Evidence

You will be required to prove your argument for every claim you make in your writing. Your opinions and generalisations will need factual detail or evidence to support them. Those supporting details may come from different types of sources, does not matter, but all statements in your academic writing need to be supported by factual details. Your evidence is effective only if it helps to persuade the audience. It is the audience's job to decide what supporting materials will be most comprehensible and effective as your supporting evidence proves a claim to be true.

Make sure your evidence is appropriate to the document you are writing and in fact, supports your argument but you must tell your readers why this evidence supports your claims. Regardless of its form, the evidence you provide should be from a reputable source, and it should be relevant to your paper. In other words, it should give your readers a reason to believe what your thesis asserts.

4.4.4 Use of Evidence and Examples

Like a lawyer in a jury trial, a writer must convince his audience of the legality of his argument by using evidence effectively. As a writer, you must also use evidence to persuade your readers to accept your claims. The types of evidence you use changes from discipline to discipline--you might use quotations from a poem or a literary critic, for example, in a literature paper; you might use data from an experiment in a lab report. Basically, there are two main ways of referencing your evidence:

1. Use of a number referring to a note at the end of the essay or bottom of the page.
2. Enclosure of the author and date of publication in the body of the essay with full details included in your bibliography.

At the end of your work you must include a bibliography which lists all the books you have consulted in writing your essay, whether or not you have referred to them in your essay. A bibliography should include the details of author, title, date, place or publication, publisher and edition for each book.

4.4.4.1 Examples as Evidence

Evidence doesn't do any good if it is away from the topic. Evidence can come in many forms, which can be used as examples that support your idea and its form. Depending on what you are studying, looking for evidence include could be Primary Sources, Secondary Sources and Tertiary Sources.

1. **Primary Sources:** Primary sources are first-hand experiences, accounts, observations, reports, or narratives that include diaries, letters, contemporary newspapers, or eyewitness accounts of events, official documents data collected from surveys, and lab results. In the Social Sciences and Humanities, they are usually from the time period under study and offer first-hand accounts or direct evidence responsive to the research question. In the Science and Engineering fields, they are the first articles published formally describing a research project or study. Examples of primary sources:
 - Diaries, personal letters, and correspondence
 - Interviews, surveys, and fieldwork
 - Internet communications on email, blogs, twitter and newsgroups
 - Photographs, drawings, and posters
 - Works of art and literature
 - Books, magazine and newspaper articles and ads published at the time
 - Public opinion polls
 - Speeches and oral histories
 - Original documents (birth certificates, property deeds, trial transcripts)
 - Research data, such as census statistics
 - Official and unofficial records of organizations and government agencies
 - Artefacts of all kinds, such as tools, coins, clothing, furniture etc.

- Audio recordings, DVDs, and video recordings
 - Government documents (reports, bills, proclamations, hearings etc.)
 - Patents
 - Technical reports
 - Scientific journal articles reporting experimental research results
2. **Secondary Sources:** Secondary sources describe, discuss, interpret, comment upon, analyze, evaluate, summarize, and process primary sources. Secondary source materials can be articles in newspapers or popular magazines, book or movie reviews, or articles found in scholarly journals that discuss or evaluate someone else's original research. These are the analysis written by academics and scholars. These sources are considered secondary because they examine primary sources to present an argument or support a point of view; as such, they may be selective with their evidence or insert themselves in a debate happening among a number of scholars. In the sciences, reviews, which are surveys of articles that demonstrate an understanding of a field, are considered secondary. Some of the examples of secondary sources are:
- Bibliographies
 - Biographical works
 - Reference books, including dictionaries, encyclopaedias, and atlases
 - Articles from magazines, journals, and newspapers after the event
 - Literature reviews and review articles (e.g., movie reviews, book reviews)
 - History books and other popular or scholarly books
 - Works of criticism and interpretation
 - Commentaries and treatises
 - Textbooks
 - Indexes and abstracts
3. **Tertiary Sources:** A tertiary source presents summaries or condensed versions of materials, usually with references back to the primary and secondary sources. Generally, tertiary sources are not considered to be acceptable material on which to base academic research, so are usually not credited to a particular author. They are intended only to provide an overview of what the topic includes its basic terminology and often references for further reading. Examples of tertiary sources include dictionaries and encyclopaedias, Wikipedia and similar user-contributed online 'encyclopaedias' and reference materials, as well as various digests and school books.

Examples of tertiary sources include:

- Almanacs
- Dictionaries
- Guide books
- Survey articles
- Timelines
- Bibliographies
- Encyclopaedias, including Wikipedia
- Most textbooks.

4.4.4.2 Citing Your Evidence

Finally, after integrating your evidence into your paper, it is very important that you properly cite your evidence. Each discipline has its preferred style (MLA, APA, Chicago etc.) if you are unclear what citation style to use, ask your professor or teaching assistant for direction.

4.5 WRITING INTRODUCTION AND CONCLUSION

Introductions and conclusions are crucial in persuasive writing. They put the facts to be cited into a coherent structure and give them meaning. Even more important, they make the argument readily accessible to readers and remind them of that purpose from start to end. Both play a special role in the academic writings as they frequently demand much of your attention as a writer. A good introduction should identify your topic, provide essential context, and indicate particular focus in the essay. It also needs to engage your readers' interest. Also, strong conclusion will provide a sense of closure to the essay while again placing your concepts in a somewhat wider context.

4.5.1 Writing an Interesting, Effective Introduction

The introduction of any persuasive article or paper must be considerable. An introduction is like a guidebook to your whole assignment. It gives background information into your topic area, outlines all the ideas you are going to present and will include some or all of the following:

- Start broadly and then narrow down
- State the aims and importance
- Cite thoroughly but not excessively
- Clearly state either your hypothesis or research question
- Consider giving an overview of the paper
- Keep it short
- Show why the topic is important
- Don't bury your readers in detail

Writing an effective introduction can be a tough job. So, when you are mightier with your pen, try playing around with several different options and choose the one that ends up sounding best to you! Just as your introduction helps readers make the transition to your topic, your conclusion needs to help them return to their daily lives—but with a lasting sense of how, what they have just read is meaningful.

4.5.2 Strategies for Writing an Effective Introduction

Your introduction is an important road map for the rest of your paper that communicates a lot of information to your readers, alerting them to what they can expect as they travel through your article. You can let them know what your topic is, why it is important, and how you plan to proceed with your discussion. Your introduction should also give your readers a sense of the kinds of information you will use to make that argument and the general organization of the paragraphs and pages that will follow.

The opening paragraph of your text is your first chance to grab your readers' interest and make them want to keep reading your work. A thoughtful, imaginative introduction will persuade your readers that you-- and your ideas-- are worthy of their time and attention. A poorly written or boring introduction, on the other hand, will create a bad impression.

1. **Define the topic**—the issues, questions or problems you are writing about.

2. **Start your introduction broad, but not too broad**—as this kind of start is confusing and makes the readers wonder where exactly you're going with your essay. Your introduction should provide the readers with a sense of what they should expect out of your essay.
3. **Begin with a quotation**—that may relate directly to the subject or it may be only indirectly related. Do not force a quotation if an appropriate quotation is not available; you can select another method to start with.
4. **Begin with a definition of a term that is important to your essay**—Avoid simple dictionary definitions. Create an expanded definition that explains how the term applies to your topic and the piece of writing.
5. **Use a quote**—Include a quote from a well-known source that relates to your response.
6. **Exemplify the topic with a narrative**—The narrative introduces a short, pertinent, and vivid story or anecdote that exemplifies a key aspect of your topic. Narrative introductions need to be supported with evidence in the body of your essay.
7. **Try to avoid clichés**—Some types of introductions may have once been successful, but have been used so often that they have become tired and clichéd. Pay special attention to your first sentence. Start off on the right foot with your readers by making sure that the first sentence actually says something useful and that it does so in an interesting and polished way.

4.5.3 A Good Introduction Fulfils the Following Four Requirements:

1. It engages the reader's interest by using simple, strong sentences. A challenging, quirky or surprising first statement can be effective here.
2. It gives a bit of background if necessary, that puts the topic in context, comments on the significance of the topic.
3. It provides a focus statement or thesis for the essay. This can be a presentation of the main argument or conclusion of the essay. A good focus statement expresses a clear point of view.
4. It gives the reader some understanding of the order in which the ideas in the essay will be developed. An introduction should explain what the rest of the essay will contain, by outlining the structure

An introduction should enlighten your readers exactly what your paper is about and how it is structured. Readers gain their first impressions of a paper from this section, so an effective introduction is vital. Generally, introductions begin with some brief background or contextual information that provide a focus for your paper.

WRITING AN EFFECTIVE INTRODUCTION

A good introduction should do the following—

1. Identify your topic.
2. Offer background information about your topic.
3. Stress the importance of the topic.
4. Anticipate the counterargument.
5. State your main point.

Objectively explain both sides of the issue before stating your claim.

4.5.4 Writing a Good Conclusion

A conclusion is an important part of the paper; it provides closure for the reader while reminding the reader of the contents and importance of the paper. For most course papers, it is usually one paragraph that simply and concisely restates the main ideas and arguments, pulling everything together to help clarify the hypothesis of the paper.

Following strategies may help you summarizing the key points of your essay:

1. If your essay deals with a contemporary problem, warn readers of the possible consequences of not attending to the problem.
2. Recommend a specific course of action.
3. Use an apt quotation or expert opinion to lend authority to the conclusion you have reached.
4. Give a startling statistic, fact, or visual image to drive home the ultimate point of your paper.
5. If your discipline encourages personal reflection, illustrate your concluding point with a relevant narrative drawn from your own life experiences.
6. Return to an anecdote, example, or quotation that you have introduced in your introduction, but add further insight that derives from the body of your essay.
7. In a science or social science paper, mention worthwhile avenues for future research on your topic.

4.5.5 Some General Advice about Conclusions

1. A conclusion is not merely a summary of your points or a re-statement of your thesis. If you wish to summarize—and often you must—do so in fresh language. Remind the reader of how the evidence you've presented has contributed to your research.
2. The conclusion, like much of the rest of the paper, involves critical thinking. Try to convey some closing thoughts about the larger implications of your argument.
3. Broaden your focus a bit at the end of the essay. A good last sentence leaves your reader with something to think about, a concept in some way illuminated by what you've written in the paper.
4. For most essays, one well-developed paragraph is sufficient for a conclusion. In some cases, a two-or-three paragraph conclusion may be appropriate. As with introductions, the length of the conclusion should reflect the length of the essay.

Your conclusion must summarise briefly, every important idea you have discussed in your work as well as the conclusions drawn, based upon the evidence you have presented. You need to make sure that you have directly answered the question. It is always useful to link your conclusions back to the text title. It is also important to write the introduction and the conclusion in one sitting, so that they match in mirror image to create a complete structure.

COURSE COMPETENCY

Competent writing involves competencies to define the applied writing skills and knowledge that enables people to successfully perform in professional, educational, and other life contexts. It also involves producing clear, concise, logical and grammatically correct written material in English. Most universities and colleges require students to pass certain reading and writing competencies for admission. These exams incorporate the basic foundation of English education received at

secondary school level, but will have a more difficult structure dependent on the academic status of the institution. So, the chapter helps understand the importance of sensible writing skills. It also validates and identifies the strategies used to monitor the basic reading, writing skills, and helps to formulate standards to reflect actual performance and progress.

Questions

- | |
|--|
| Q1. Discuss the nature and style of sensible writing. |
| Q2. Explicate the kind of preparation one needs for writing an effective correspondence. |
| Q3. Mention various stages of sensible writing. |
| Q4. Explain the process of logical or sensible writing. Support your answer giving examples. |
| Q5. Elucidate the basic components required for logical or rational writing. |
| Q6. Throw light on various elements of sensible writing. |
| Q7. In the context of sensible writing, discuss various kinds of writing. |

GRAMMAR EXERCISES

Q.1 The ‘Legend of Lord Rama’ is an example of which of the following writing styles?

- a) Persuasive
- b) Expository
- c) Narrative
- d) Descriptive

Q.2 Identify the following writing style used in this poem by Emily Dickinson titled ‘Summer Shower’:

*‘A drop fell on the apple tree,
Another on the roof,
And made the gables laugh,
The breezes brought dejected lutes,
And bathed them in the glee;
And signed the fete away.’*

- a) Descriptive
- b) Narrative
- c) Expository
- d) Persuasive

Q.3 The purpose of a narrative essay is to

- a) Inform readers of the topic
- b) Persuade readers of a topic
- c) Retell a personal experience
- d) Convince the readers of your stance

Q.4 Select out of the following, the elements of a narrative essay.

- a) Climax
- b) Theme
- c) Plot
- d) All the above

- Q.5** Most journalistic writing could do with _____ of _____ paragraphs to make the prose more _____.
- Suppression, legible
 - Removal, Argumentative
 - Simplification, Abstruse
 - Deletion, Succinct

Check Your Progress

OBJECTIVE QUESTIONS

Q.1 Mention the statement about writing which is TRUE?

- You will use different and sometimes overlapping techniques for different types of writing.
- You will use analysis and narrative techniques for college writing only, never for business writing.
- Try to perfect one technique—narration, analysis, or description—and use it for all writing.
- None of the above

Q.2 The last stage of writing is

- Controlled writing
- Guided writing
- Free writing
- Advanced writing

Q.3 If you are testing comprehension of written English of your students, you are testing their understanding of what they have just

- Written
- Listened to
- Read
- Spoken

Q.4 A passage explaining a place in such a way that a picture is formed in the reader's mind is called

- Expository
- Argumentative
- Descriptive
- Narrative

Q.5 Among the language skills, the most difficult is

- Listening
- Speaking
- Reading
- Writing

CASE STUDY

1. Form Informative Reports

Report writing is an essential part of academia and business. Reports are used as a form of written assessment to find out what you have learned from your reading, research, or experience and to give you the experience of an important skill that is widely used in the workplace. Report writing can enhance your students' careers and even get them higher scores on exams. This exercise will help students later, allowing them to present their reports in front of the class and field questions about the presentation material. This is another skill builder for the career-minded students, since many of them may be hired by the international companies and that's why they've chosen to study English. Presenting their report is also an excellent way to build confidence in your students in both communication and writing.

How to write a report?

This will be quite easy if the teacher gives the students a list of topics to choose from: they can just pick one topic that looks most promising to them. Showing them proper structure is important. Essentially, you just let them craft their report using the material provided, but with a little twist. Keep your students on their toes in report writing and you'll have students eager to write more reports. When writing reports, try to involve the students as much as possible. Let the students identify their own strengths and areas that need improvement. Include these learning goals and evaluations in your reports to make them more personal and to give students some accountability for their own learning. View the improvement of students' writing as your responsibility.

2. Let students know that you value good writing.

Stress the importance of clear, thoughtful writing. Faculty who tell students that good writing will be rewarded and poor writing will be penalized receive better essays than instructors who don't make such demands. In the syllabus, on the first day, and throughout the term, remind students that they must make their best effort in expressing themselves on paper. Back up your statements with comments on early assignments that show you really mean it, and your students will respond. Regularly assign brief writing exercises in your classes.

To vary the pace of a lecture course, ask students to write for few minutes during class. Some mixture of in-class writing, outside writing assignments, and exams with open-ended questions will give students the practice they need to improve their skills.

Provide guidance throughout the writing process.

After you have made the assignment, discuss the value of outlines and notes, explain how to select and narrow a topic, and critique the first draft, define plagiarism as well.

USE OF ICT

- Open Source like CEC (Under Graduate) SWAYAM, MOODLE, MOOCs platform NPTEL/NMEICT/any other Government initiatives & institutional (Learning Management System (LMS)).
- Use of radio, TV, recorder, computer, audio, video, internet, You Tube, PPTs, mobile phones.
- Record the presentations and discussions to evaluate the communication skills.
- To evaluate written communication in the form of articles, reports, essays, stories etc. by using PPTs and check them on Grammarly or other websites.

PRACTICAL EXERCISES

Practical I: Picture story – Take the closest magazine to you and choose a random picture. Describe it in as much detail as you can. Don't just write what you see. Imagine you're in the picture. Think about what you would smell, feel or even taste. Now ask the students to repeat the exercise on some other picture/s.

What students learn: We use descriptions in our daily life all the time. Through this exercise, students will learn more about adjectives, feelings and perceptions as how they see and experience the world.

Practical II: Structured summary–Think back to the last book you read or movie you watched. Summarize it (say what happened briefly) using this formula:

“[Somebody] wanted ... but ... so ... then”

Confused? Here's what it looks like in action:

Recognize that story? That's a summary of “Batman Begins”. To use the formula in the same way, just fill in the blanks:

Somebody: Who is the main character of the story? This character's name can replace [Somebody] in the sentence above.

Wanted: What is the character's motivation? (In other words, what does he or she want?) This should come after the word “wanted”.

But: What stands in the way of the character and what he or she wants? Put whatever it is after “but.”

So: What does the character do to overcome this obstacle? Follow “so” with whatever they do. You can also add another part:

Then: What happens after the character overcomes the obstacle (how is everything resolved)?

So, students can improve their reading comprehension with this summarization method. Every time they read a book or a story in English, they should summarize it, to make sure they understand it.

Video Resources

1. <https://www.youtube.com/watch?v=OmV8rE9jyfc>
2. <https://www.youtube.com/watch?v=PdEychYiWoE>
3. <https://students.unimelb.edu.au/academic-skills/explore-our-resources/developing-an-academic-writing-style/key-features-of-academic-style>
4. <https://dailynous.com/2021/02/24/art-philosophical-writing-interview-william-lycan-nathan-ballantyne/>
5. <https://schools.magoosh.com/schools-blog/9-classroom-vocabulary-games-to-use-with-your-students>

SUMMARY

Writing can feel daunting to young learners — there are so many letters to memorize, sounds to recall, and words to spell! You might be wondering how the best writing games can help the students to improve their skills through such exercises.

What to Do – Grab the closest book to you and open to the first page. What’s the first sentence? A good first sentence sets up the story and makes you want to keep reading. Some first sentences are classics, like the opening line to George Orwell’s “1984”:

“It was a bright cold day in April, and the clocks were striking thirteen.”

In fact, one first sentence is so absolutely terrible, that it started an entire competition. Try to write your own! Look through a few of the past contest winners and then write your own terrible first line. Let your sentence use humour and may be even some cultural references. Let the sentence run long, but make sure the grammar is perfect. How bad is your first line? It’s hard to be worse than the original first sentence that inspired the competition:

It was a dark and stormy night; the rain fell in torrents—except at occasional intervals, when it was checked by a violent gust of wind which swept up the streets ...

—Edward George Bulwer-Lytton, Paul Clifford (1830)

Use this exercise to practice your compound sentences, and try some comparisons or metaphors. For example, if you start your sentence by talking about bad weather, you can compare it to a wet dog who has gone swimming in some canal without wearing a biohazard suit. See how much you can pack into just one sentence?

What you’ll learn: This exercise lets you pack a lot in. Like summarizing, this exercise will help you express yourself clearly and be understood better. Another benefit of doing this exercise is the chance to use English-language humour, which requires knowledge of English-speaking culture. Plus, it’s fun!

DESIGN INNOVATIVE PRACTICAL/ PROJECTS/ ACTIVITIES

Students should be initiated to design alternative Practical/ Projects/ Activities (as a group or individual).

Practical (Vocabulary Games and Activities)

- 1. Chalkboard Pictionary:** Divide the class into two teams and create a small column for each team on one side of the board. You’ll record their points here. Have one person from Team A come up to the front. Have the student draw a card. Alternatively, you can write words on slips of paper for students to choose. The student must convey the word to his or her team using only drawings. Students cannot use words, symbols or hand gestures. Limit the time to three minutes maximum. Each correct word is a point and the first team to get 10 points is the winning team.
- 2. Bumper Words:** Group the selected words into categories. You can make this into a worksheet or you can just write them on the board to use as a class activity. When you put the words into groups (of 8 to 10 is best), all of the words should relate except for one. The students’ job is to figure out which word is not related, and they bump it to the next word group. It’s a chain effect.
- 3. Pictures, Short Films, & Music:** A fun way to incorporate writing into your brain-based vocabulary instruction is through the use of pictures, short films, and music. Begin the class by projecting an image, showing a short film, or playing a song for students. After watching or listening, ask students to make connections between the artwork and words on their vocabulary list. To stimulate more participation, ask the students to write their thoughts first, then talk with a partner, and finally share with the class. Students can be asked to write synopsis of that short film.

Mini Projects

1. **Newspaper Search:** Try having students look for pictures or articles in newspapers or magazines that relate to their vocabulary collection. Ask them to write a paragraph or two on that picture. Give your students a set amount of time to complete the assignment then have them present their findings in groups or to the class.
2. **Trashcan Basketball:** Divide the class into 2 or 4 teams. Have each team take turns answering a vocabulary question. If they answer correctly, the team gets 1 point. Then, give that team a ball (a crumpled up piece of paper will do). Repeat until all vocabulary words have been tested!
3. **Charades:** Charades is set up similarly to Pictionary game. However, instead of drawing, students act out the vocabulary word. If you have nervous students, consider assigning 2 people to act out the words at a time, or breaking the class into smaller groups.

Know More

Writing is an essential tool for learning a discipline and helping students improve their writing skills is a responsibility for all faculty. Writing skills are an essential life long requirement for students' success yet the way teachers teach and provide feedback to their learners on writing is quite challenging. Therefore, to teach effective writing, a teacher must be an effective writer. We can't teach what we don't know, and when it comes to writing, it's important to continue sharpening your craft. If you haven't engaged in much formal writing since college, you will remain a less effective teacher. Hence, one must use the writing process to organize thoughts and discover new areas of knowledge; observe the value of sensible communication in any type of team writing; use appropriate writing strategies, construct first draft rewrite, revise, edit, and proofread; write confidently in a variety of formats for a variety of purposes and audiences; recognize various types of writing skills using evidence effectively and above all, how to save oneself from plagiarism.

No matter what you teach, share your written work. Create workshop environments, with multiple situations focusing on different aspects of writing. Urge students also to share their work with each other and online. Most importantly, teachers must do whatever they can to convey the importance and usefulness of mastering effective writing.

5

Writing Practices

UNIT SPECIFICS

Writing Practices, Comprehension, Précis Writing and Essay Writing.

RATIONALE

Writing good academic English is one of the most demanding tasks students face. It is a core skill that benefits students across the curriculum and beyond. It is the foundation of expression we give students, to be built upon throughout their academic career. Research suggests that students who are able to master writing skills early on struggle less in overall literacy and communicating. Increased writing instruction that focuses on writing strategies, planning, and organization, can benefit students for the rest of their lives.

The connection between reading and writing is strong and well accepted by many educators. Reading and writing need to be integrated to improve the quality of each. Writing summaries, examining texts from multiple perspectives, utilizing graphic organizers, and making use of discussions, are some of the valuable tools for linking reading and writing to strengthen students' comprehension.

PRE-REQUISITES

The ability to express yourself concisely and precisely in your own words requires you to have a keen mind and a good vocabulary. Needless to say that there is a lack of writing proficiency among students regardless of their age. Comprehension skills, précising and essay writing are the daunting tasks that many students do not look forward to; whereas, there are all sorts of reasons why they are common forms of assessment: they allow you to explore a problem in depth, express themselves concisely and precisely, and debate other people's published opinions on a topic. Writing gives form to your ideas and gets them out of your head, freeing up bandwidth and preventing you from crashing your browser like a late night downward spiral on Wikipedia. Getting important ideas down alleviates the stress of losing your thoughts to time or an overcrowded mind.

UNIT OUTCOMES

U5-O1: Enable students to practice and master writing skills.

U5-O2: Develop knowledge, skills, experience for competent and enthusiastic book lovers.

U5-O3: Produce professional quality writing.

U5-O4: Gain insight from the act of reading and writing.

U5-O5: Improve thorough knowledge about writing of more complex, academic assignment.

MAPPING OF COURSE OUTCOMES WITH THE PROGRAMME COURSE OUTCOMES

Course Outcomes	Expected Mapping with Programme Outcomes (1 – Weak Correlation, 2 – Medium Correlation, 3 – Strong Correlation)											
	PO-1	PO-2	PO-3	PO-4	PO-5	PO-6	PO-7	PO-8	PO-9	PO-10	PO-11	PO-12
CO-1	1	2	1	2	2	2	2	1	3	3	3	3
CO-2	1	2	1	2	2	2	2	1	3	3	3	3
CO-3	1	2	1	1	1	2	2	1	3	3	3	3
CO-4	1	2	1	1	1	2	2	1	3	3	3	3
CO-5	1	2	2	1	1	2	2	2	3	3	3	3
CO-6	1	2	2	1	1	2	2	2	3	3	3	3

“Read a thousand books, and your words will flow like a river”.

-- Lisa See

INTERESTING FACTS

Nowadays, writing has become necessary in the academics, professional, technical, engineering, and scientific workplace. Therefore, having good writing practices are essential to become a successful writer. Writing not only implies the schematic expression of ideas and the articulation of feelings through the use of effective language, but the ability to deepen those ideas and feelings in such a way that the reader can understand them and, ideally, share them with the author. Writing practices are not something that people are born with. It can be skilled like any other intellectual skill but you should practice your creative writing regularly to achieve your target.

“Tell me and I forget, teach me and I remember, involve me and I learn”.

-- Benjamin Franklin

5. WRITING PRACTICES

The importance of writing for students is manifold; it propels the learning process and provides a course that is limitless. It is the foundation of expression we give the students, to be built upon throughout their academic career. Writing goes beyond academic purposes. Businesses require candidates who can write and communicate effectively. Even the digital age has not reduced the need for writing. Be it emails, online chat conversations, faxes or website updates all these require excellent writing skills.

The clearer the communication is, the greater will be the chance of a high success rate. Be it any field or any profession, writing skill is required in some part of the journey in life.



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5.1 Comprehension

Writing is the most important tool that can be used to improve students' comprehension. Working on comprehension skills is a complex process that allows students to explore thoughts and ideas and make them visible and concrete. Learning to write comprehension skills is a developmental process that focuses upon the exploration and awareness of what students actually do and what choices they make when they write. Basic components of writing comprehension are similar from writer to writer, but each writer is unique and develops an individual writing process. So, this ability to write effectively is largely acquired by practice and frequent writing.

Besides, regular reading is a stepping stone to better writing and helps students strengthen their writing skills. It helps expand their vocabulary and shows them different ways of using words. This also makes it easier for them to use these words in their own writing.

Again, teaching students how to summarize what they have read has a positive impact on improving their comprehension. The connection between reading and writing is strong and well accepted by many educators. Writing summaries, examining texts from multiple perspectives, utilizing graphic organizers, and making use of discussion journals are valuable tools for linking reading and writing to strengthen students' comprehension. Writing to read gives strong evidence that writing as an essential skill in itself, that also improves reading comprehension.

5.1.1 Salient Features of Comprehension

A comprehension test is based on a short passage or article. A student who has to answer the comprehension questions has to understand and grasp the meaning of the passage or article. The understanding power and level of the students is evaluated in a comprehension test. Hence, it is important for students to read the comprehension carefully first and only then answer the questions. The passage or article has to be understood perfectly well before questions are answered:

1. Instructions to be read with extra care

While reading instructions, always take extra care. At times, the questions are tricky leading the students to misunderstand or miss out important points. Consider the context of the answer first. All questions which you know should be answered first. You can eliminate questions you are not too sure about.

2. First read the questions

Make it a habit to go through the questions first. This will help you to look for relevant answers while reading the passage. Process of fetching answers can be hastened by doing this. If the passage is read first and then the questions, the chances of losing time are more as you will be reading everything again.

3. Check marks allotted to each question

There is no point in dedicating too much time on a question that is worth very few marks. Make sure that questions with more marks are answered first and then quickly finish off the ones with the least marks.

3. Allocate appropriate time

You will have to note down the time required for answering every question and accordingly stick to that time, so that all the questions can be attempted in due time.

4. Highlighting keywords

Once you have read the questions and have started reading the passage, make sure you highlight any headings, phrases, keywords etc. that can help in answering the questions. This method will help you save a lot of time, searching through the passage again.

5. Avoid copying text directly

While writing down the answers you should not copy chunks of text directly. It must not be a patchwork made up of phrases and sentences quoted from the original. If you copy some material from the given text, as part of your answer to write complete sentences, this will give a wrong impression for rest part of your assignment. The answer you are giving should be in your own words.

6. Review what you have written

To check for avoidable mistakes you must review the text at least twice, once you have done while answering the questions. If sentences have to be reframed or corrected, then this can be done again. In case of answering multiple choice questions, and in case of doubt, importance to reviewing must be given.

7. Use quotation marks wherever necessary

Quotation marks will have to be used if at all you will be making use of quotations from the passage. This also carries marks, so make sure you don't forget your answer giving quotation marks.

8. Avoid using any knowledge from outside the passage

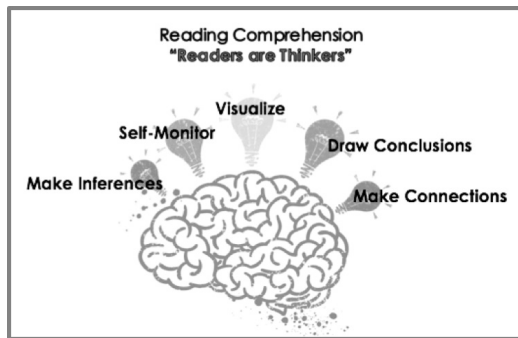
Make sure the comprehension is read at least twice. While answering the questions, the answers must be from what is given in the passage itself as outside knowledge is not entertained in a comprehension. Avoid any answer that is not supported by relevant information from the passage or article or they will be rendered as incorrect.

If these few important points and techniques are kept in mind then you will surely be able to attempt the examination and comprehension well and in the process you will score good marks.

5.1.2 Strategies to Improve Comprehension Skills

The ability to express yourself concisely and precisely in your own words requires you to have a keen mind and a good vocabulary. The test of comprehension may be of multiple-choice or the descriptive variety: in the former case— a passage is followed by questions and answer choices to each question. Here, you are required to choose the correct answer choice and either tick it off or mark it as instructed on an answer sheet. You do not have to write anything or everything.

In the descriptive variety, you are required to write the answers that should be brief, to the point, and, as far as possible, formed in your own words. Never copy sentences from the passage as part of your answer and do write complete sentences.



Multiple studies have demonstrated that with the help of following points one can improve one's comprehension skills:

1. Choose a selection that is at your independent reading level.
2. Break the passage into sections that reflect a logical summary of events or ideas.
3. Read the first designated section, then turn to a partner and discuss it. After the discussion, write the main idea sentence as heading and put subheadings under this. Follow this process for each additional designated section.
4. After the passage is complete, use this noted information to write a summary of the whole selection on some paper.
5. Read this summary and if questions are given at the end, discuss with your friends after answering these questions.

A common mistake made by the students is to bring their own knowledge to bear on their answers. This happens when the subject of the passage is familiar to the students. Therefore, if you know a great deal about the subject of the passage, be even more careful in answering the questions: you are required to base your answer or choice of answer entirely on the material given in the text.

5.1.3 Reading to Handle Comprehension Skills

The SQ3R Method of study is one of the core activities to strengthen your comprehension skills. Why is it successful? Because it helps you to discover the important facts and ideas that are related to any type of comprehension problem in the texts, and master and retain that information so that you are prepared for an examination. The essential rules are condensed into the following formula involving the five specific steps:

5.1.3.1 SQ3R: Survey, Question, Read, Review and Recite

SQ3R	
S	Survey Preview
Q	Question Ask guiding question
R	Read Read for meaning
R	Recall Test yourself
R	Review Review after you read

- **S = Survey:** Before you start to read, survey the material to gain an overview of the contents. Approach the reading by scanning the title/s, subheading and any summaries or abstracts. Doing this will help you gain the main idea or topic of the piece. You may also find that you get some idea of the comprehension as what it is going to be about, what kind of information the author gives, how many sub-topics the information is broken down into, and how much time you will have to spend on. Therefore--
 1. **Read the title:** Read and focus on the title. Think about what it means and what should be in a chapter with that title. Think about what you may already know about that topic.
 2. **Read the introduction:** Sometimes the first paragraph gives you an overview (review) of the whole chapter. It may give you clues about how the chapter is organized, and tell you what you will be learning about.
 3. **Read the bold faced subtitles:** Subtitles are labels. By reading them you will read a list of all the important parts of the chapter. Think about each one, what it means and what you will learn.
 4. **Look at the pictures, charts and graphs:** Glance at these to pick out anything you feel is important and/or interesting.
 5. **Read the summary at the end:** The summary gives you the key points in the chapter. It will help you understand the chapter because you will gain a better idea about what the chapter is about.
 6. **Look at the questions at the end of the chapter:** Read through the questions. This will give you a better idea of what you will be learning from the chapter. DO NOT read the chapter too simply to answer the questions.
- **Q = Question:** Your reading will be more memorable if you question the material.
 1. Ask yourself what the lecturer/tutor say about the chapter or subject.
 2. Devise questions that will guide your reading.
 3. Think about specific questions that you need to, or would like to find answers for.
 4. Read any focus question at the end of the reading.
 5. If there are headings in the material, turn the headings into questions.
 6. Make a list of your questions. You will use them during revision to help you remember what you have read.
- **R1 = Read:** Be prepared to READ material twice. First, read without making notes:
 1. Look for the author's plan. Read any headings, abstracts or summaries. This will give you an idea of the main text.
 2. Look for answers to the questions you first raised.
 3. Compare diagrams and illustrations with the written text. Often you will understand more from them.
 4. Make sure you understand what you are reading. Reduce your reading speed for difficult passages. Stop and reread parts which are not clear.
 5. If you have difficulty while understanding the text, look up difficult words in the dictionary or glossary of terms and reread. If the meaning of a word or passage still evades you, leave it and read on. Perhaps after more reading you will find it more accessible and the meaning will become clear.

6. Question the author's reasoning. Is each point justified? Is there enough evidence?
 7. On your second reading, begin to take notes.
 8. Note down the main idea/s of each paragraph. This is often the first or last sentence.
 9. Look for important details (supporting evidence, written illustrations of points, provisions or alternatives). Examples can be good cues for your memory.
 10. Take notes from the text, but write information in your own words.
 11. In your notes, underline or highlight the important points. This will be useful for later revision.
- **R2 = Recall:** You should now try to recall what you have read.
 1. Close the text.
 2. Make notes of what you remember.
 3. Check their accuracy against the notes you made during your reading.
 4. Return to the reading. Read one section at a time and try to recall what you have read. If you do not understand it or can't remember what you read, read it again, searching for main ideas and important information.
 5. Keep thinking how you would summarize this information. This can be of great help if you prepare notes of what you have remembered.
 6. Continue this process until you really understand the material well.
 - **R3 = Review:** Now Review what you have read. At the end of your study period, check the accuracy of your notes against the original material. This is an important part of the process because it can really help you remember what you have studied.
 1. Read through your notes to reacquaint yourself with the main points.
 2. No need to cram during exam study periods. Read through the questions you noted down and try to answer them from memory.
 3. Try doing the same thing after few days.
 4. Periodically reviewing notes will help you at exam time. The more you revise throughout semester, the better it will be.

If you apply this formula to your study method that requires concentration and learning, you will greatly increase your comprehensive efficiency. The key to this and other study systems is repetition and comprehension monitoring. This method requires you to review the material several times. And the process will help you in your retention of the material.

5.1.3.2 PSQ5R System

There are two frequent complaints of students, first that they can't concentrate while working on comprehension exercises and the second that they can't remember the material which they studied. There are many techniques for improving your concentration and memory, although you will have to see which one suits you best. There is a method which will help you while working on comprehension skills and to study reading more effective - the PSQ5R method. PSQ5R stands for Purpose, Survey, and Question; the five "Rs" are "Read Selectively", "Recite", "Reduce/Record", "Reflect", and "Review". Here's how it works:

PSQ5R Textbook Reading Method

■ PSQSR basic formula

P = Purpose

S = Survey-Skim

Q = Question

R = Read Selectively, Recite

Reduce-Record

Reflect

Review

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- **Purpose:** Before you start reading, spend 5-10 minutes determining why you are reading the material. You have to know why you are reading a book to study effectively. Are you supposed to be looking for general concepts or specific information? How does this tie into the instructor's intentions?
- **Survey:** Look quickly through the entire item you are reading and find out how it is organized, e.g. topic and chapter headings etc. This allows you to understand the author's purpose, and what material is relevant to what you are studying. This can be a valuable way to save time.
- **Question:** Determine what questions you need to have answered before you read the material: what problems or topics are of concern to you? You will learn better if you are actively searching for answers to particular problems, and you will be better able to ration your time while reading.
- **The 5 Rs:** The five "Rs" are "Read Selectively", "Recite", "Reduce/Record", "Reflect", and "Review". If you have followed the above advice of SQ3Rs, you are now ready to start reading the material, and will be benefited from the work you have already done. Do your reading with the purpose and your questions in mind. As well, you should write down what you have learned from the reading, usually in an outline or point form. At the end, you should spend a few minutes thinking about the material, and deciding whether or not your main questions have been answered by what you have read.

The benefits of these types of methods are stronger, particularly for college/university students, especially when they are tied with piles of instruction on how to deal with comprehension skills. So, teaching students about writing process, text structures, paragraph or sentence construction and other writing skills improve their comprehension skills.

5.1.3.3 Paragraph Comprehension

Paragraph Comprehension sometimes is the hardest part of learning skills probably because these questions require more reading and enough time than any other section of the test. It also sometimes requires you to infer the author's main or supporting ideas. Remember at this time the SQ3R system and the PSQ5R system especially at the time of test/exam. Remind yourself that time is everything for you and the above mentioned system will save your time and frustration.

In Paragraph Comprehension, you will be asked to read a passage and then answer the questions that come at the end of that passage. The question may have to do with the main idea, an implied idea, supporting details, the author's tone, the purpose of the passage, or other information from the passage.

1. Read the passage carefully:

- a. India has over 400,000 telecom towers at present, but the growth in the number of towers is just 3 percent annually, which compares poorly with the over 12 million subscribers added by industry every year. Telecom service providers say that a "health scare" among the public is what prevents additional towers from coming up in large numbers. What is the truth in this?
- b. A Bio-Initiative Report in 2012 pointed towards health hazards due to radiation from cell towers. The most common of these are sleep disorder, headache, irritability, concentration problem, memory loss, depression, hearing loss and joint problems. More severe problems include seizures, paralysis, miscarriage, irreversible infertility and cancer. Many countries have lower radiation norms, says Girish Kumar, a professor in the electrical engineering department of IIT-Bombay. For instance, Austria has a radiation limit of 1 milli-watt per square metre. In countries such as Russia, China, Italy and Poland, the allowed limit is 100 milli-watt per square metre. "If mobile coverage is possible in these countries, then there is no reason why we cannot have low radiation levels in our country", says Kumar.
- c. There was a wave of protests in Mumbai over possible radiation effects of cell phone towers. The protests grew after film actor Juhi Chawla stepped in to first get towers right opposite her home in Mumbai's Malabar Hill removed, and subsequently mobilised support from the public and activists to launch a full-fledged awareness campaign against cell phone towers. She wanted telecom companies to lower radiation levels on towers near residential areas, put a cap on the number of antennae, and place towers at a distance from buildings. Meanwhile, reports on the ill-effects of radiation poured in. For instance, residents of the Sree Samarth building in Dadar's Parsi colony claimed that they saw six cases of cancer in the building in a period of just three years, allegedly caused by radiation from telecom towers in the area.
- d. The link between the towers and cancer was not proved in any of the cases, but they set panic bells ringing in government circles. In 2014, the Department of Telecommunications undertook a study on radiation levels through its Telecom Enforcement Resource and Monitoring (TERM) wing in Mumbai. It addressed the public's grievances and reassured them that operators are indeed adhering to the prescribed norms on radiation. Ex-Union Telecom Minister Ravi Prasad also told INDIA TODAY that there are no conclusive studies to prove that radiation from these towers is a health hazard.
- e. The American Cancer Society, a non-profit organisation, says that radiation levels from cell phone towers are low since the towers are mounted high above ground level and signals are transmitted intermittently. Unless someone is exposed directly in front of the antennae, the radiation impact would be limited, the society says. - M.G. Arun

On the basis of your understanding of the passage answer the following questions with the help of the given options:

[1x4=4]

- a. The growth in the number of towers in India is
 - (i) 2 percent annually
 - (ii) 3 percent annually
 - (iii) 4 percent annually
 - (iv) 5 percent annually

- b. The most common health hazards due to radiation are
- (i) sleep disorder, headache (ii) memory loss, depressions
(iii) hearing loss, joint problems (iv) All of the above
- c. Department of Telecommunications conducted a study on radiation level through its
- (i) Telecom Monitoring Resource Wing
(ii) Telecom Enforcement Resource and Monitoring
(iii) Telecom Radiation Enforcement Wing
(iv) Telecom Radiation Vigilance Department
- d. Which cancer society says that radiation levels from cell phone are low?-
- (i) Indian Cancer Society (ii) Russian Cancer Society
(iii) American Cancer Society (iv) African Cancer Society

Answer the following questions briefly:

[1x6=6]

- (e) Do you know, how many telecom towers are present in India and what is the growth rate annually?
- (f) Name any three common and two severe health diseases due to radiation.
- (g) Indicate the allowed limit of radiation in Austria, Russia, Italy and Poland?
- (h) Mention the ill-effects of radiation faced by the residents of Dadar's Parsi colony?
- (i) Name the department of telecommunication that undertook a study on radiation?
- (j) Name the film actress who protested over radiation effects of cell phone towers?
- (k) Find words from the passage which mean the same as: **[1x2=2]**
- (i) emission (para 2) (ii) complaint (para 4)

2. Read the passage carefully:

The Indian Space Research Organisation (ISRO) is the space agency of the Government of India headquartered in the city of Bangalore. Its vision is to "harness space technology for national development while pursuing space science research and planetary exploration".

Formed in 1969, ISRO superseded the erstwhile Indian National Committee for Space Research (INCOSPAR) established in 1962 by the efforts of independent India's first Prime Minister, Jawaharlal Nehru, and his close aide and scientist Vikram Sarabhai. The establishment of ISRO thus institutionalized space activities in India. It is managed by the Department of Space, which reports to the Prime Minister of India.

ISRO built India's first satellite, Aryabhata, which was launched by the Soviet Union on 19 April 1975. It was named after the Mathematician Aryabhata. In 1980, Rohini became the first satellite to be placed in orbit by an Indian-made launch vehicle, SLV-3. ISRO subsequently developed two other rockets: the Polar Satellite Launch Vehicle (PSLV) for launching satellites into polar orbits and the Geosynchronous Satellite Launch Vehicle (GSLV) for placing satellites into geostationary orbits. These rockets have launched numerous communications satellites and earth observation satellites. Satellite navigation systems like GAGAN and IRNSS have been deployed. In January 2014, ISRO successfully used an indigenous cryogenic engine in a GSLV-D5 launch of the GSAT-14.

ISRO sent a Lunar Orbiter, Chandrayaan-1, on 22 October 2008 and a Mars Orbiter, Mars Orbiter Mission on 5 November 2013, which successfully entered Mars orbit on 24 September 2014, making India the first nation to succeed on its first attempt to Mars, and ISRO the fourth space agency in the world as well as the first space agency in Asia to successfully reach Mars orbit. On 18 June 2016 ISRO successfully set a record with a launch of 20 satellites in a single payload, one being a satellite from Google. On 15 February 2017, ISRO launched 104 satellites in a single rocket (PSLV-C37) and created a world record. ISRO launched its heaviest rocket, Geosynchronous Satellite Launch Vehicle-Mark III (GSLV-Mk III), on 5 June 2017 and placed a communications satellite GSAT-19 in orbit. With this launch, ISRO became capable of launching 4 ton heavy satellites.

Answer the following questions briefly:

[1x5=5]

Q.1. Is ISRO a private organization?

- i) No, it is a government organization
- ii) Yes, it is a private organization
- iii) It used to be a government organization but not anymore
- iv) It is a non-functional entity

Q.2. ISRO only launches other nations' satellites?

- i) Yes, it generates revenue through launching foreign satellites only
- ii) No, it is involved in space and planetary exploration
- iii) It deals with geographical spaces on earth
- iv) It searches for aliens

Q.3. India still uses foreign-made satellite launch vehicles?

- i) No, it has its own satellite launch vehicles
- ii) Yes
- iii) Only India's first satellite – Aryabhata – was launched by the Soviet union
- iv) None of the above

Q.4. From the third paragraph, choose a word which is closes in meaning to 'assistant':

- i) Scientist
- ii) Aide
- iii) Independent
- iv) Institutionalized

Q.5. Introduce Aryabhata, according to the third paragraph?

- i) A scientist
- ii) A mathematician
- iii) India's prime minister
- iv) The head of ISRO

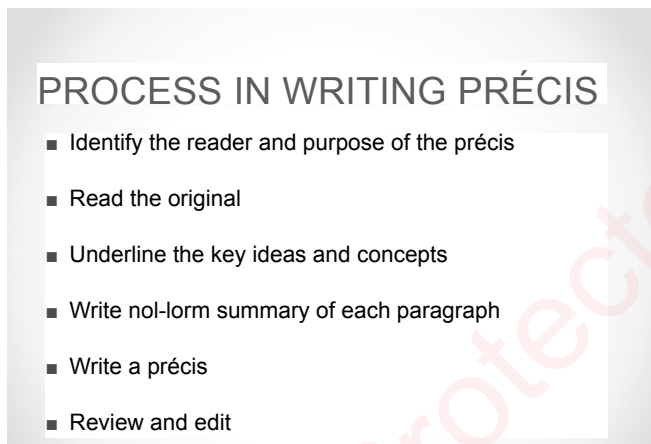
5.2 Précis Writing

Précis writing is one of the most useful comprehension skills you can acquire to improve your ability both as a student and as a professional.

The word précis is derived from French language. Précis writing means the art of summarizing. It involves summarizing a document to extract the maximum amount of information, then

conveying this information to a reader in minimum words. Précis is a clear, compact logical summary of a passage and preserves the entire essential points, mood and tone of the author and main idea of the original passage.

Cambridge Dictionary defines as, “Précis is a short form of the text which briefly gives only the important parts”.



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According to Oxford Dictionary, “It is a short version of a speech or a piece of writing that gives the main points of ideas”.

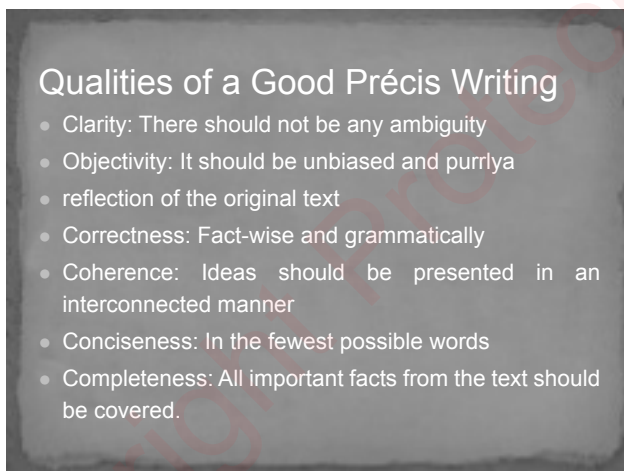
A well-written précis should be a serviceable substitute for the original work. The goal is to preserve the core essence of the work in a manner that is both clear and concise. At a minimum, the précis should include the topic or main text, first extensive reading and afterwards intensive will mark an impression on readers mind.

In précis one must compress and clarify a passage while retaining important concepts, key words, and important data. Remove what is superfluous and retain the core essence of the work. Now give a brief description of key terms and ideas and when finished, the précis clearly comes into its original form.

5.2.1 Here are Certain Rules of the Game

1. As a general rule, a précis should not contain more than one third of the total number of words in the original passage. Therefore, stick to the word limit.
2. Ensure correct usage of grammar, spelling and punctuation with simple, direct grammatical and idiomatic English.
3. The intention or the main point, and the ideas expressed in the passage are to be understood and reproduced. No main idea should be left out and no new ideas should be introduced.
4. The ideas should appear in the same order as in the original.
5. Choice of vocabulary and the language used must be consistent with the original.
6. Use of exact words from the original is to be avoided.
7. The précis should be in your own words. It must not be a patchwork made up of phrases and sentences quoted from the original.

8. The précis must be a connected whole. It may be divided into sections or paragraphs, according to changes in the subject matter, but these must not appear as separate notes, but must be joined together in such a way as to read continuously.
9. The précis must be complete and self-contained i.e. it must convey its message fully and clearly without requiring any reference to the original to complete its meaning.
10. The original passage is not to be reduced in length by just removing unimportant or unnecessary sentences and by reproducing the rest as the précis, rather the précis should be bursting i.e. it should contain all the essential thoughts, ideas or facts in the original passage.
11. It should not contain repetitions or observations that are not relevant to the main theme of the original.
12. Provide a suitable title to your précis at the end.



A well written précis should be a pragmatic substitute for the original work. The goal of a précis is to preserve the core essence of the work in a manner that is both clear and concise. While writing a précis, students should follow the below given **golden rules** to make the précis an effective piece of work:

- Close the book and rewrite the summary of the thoughts as you remember them.
- Compare your rough work with the original task.
- Retain the logical order and development of these thoughts.
- Do not emphasize the dominant thought wrongly emphasizing a minor thought.
- Do not omit any necessary facts like names, dates, places, any other.
- Your précis should be clear to the person who has not seen the original. Your sentences must be clear and well-constructed.
- Try to use third person. Punctuate and spell correctly. Do not make any grammatical or rhetorical errors.
- Re-read the passage and compare it with the notes you have made to check if you have missed any essential information.
- Read newspaper editorials daily. Topics are mostly based on what has been in news for the past one year.

- Refer to current affairs capsules and pick topics from there, read them and write short essays on them.
- Rewrite the précis confidently.

5.2.2 Some of the Do's and Don'ts of Précis Writing

Do's in a précis:

1. Read the passage carefully.
2. Use only simple figures of speech.
3. Clearly and concisely express the essential points.
4. Reduce verbiage while still making the point and retaining some of the flavour and spirit of the original.
5. Be fair to the sentiments, even if you do not agree with them.
6. Condense wherever you can, substitute single words for phrases and longer clauses.
7. Make a note of important facts and figures.
8. Don't take the time for granted.
9. Underline the ideas that seem important as you read the passage.
10. Write the passage, linking the ideas together.
11. Read the main passage again to check if any ideas have been left out.
12. Read the paragraph and count the words.
13. Retain the keywords of the paragraph.
14. Count the words of the main passage and the précis to know the shortfall or excess.
15. Your précis should be completed in one paragraph only and also give some suitable title.

Don'ts in a précis:

1. Do not give your personal opinion, wish, remark or criticism.
2. Do not use any idiom of your own.
3. Do not insert any question in your précis. It is significant, if essential, may be expressed by a statement.
4. Do not use abbreviations or contractions.
5. Do not be rough. This suggests that most probably, you have not understood the sense of the passage properly.
6. Do not change the central idea of paragraph.
7. Do not waste your time in counting words, instead count lines and then words in a single line and get them multiply.
8. Never conclude anything of your own.
9. Never assume anything.
10. Never use what is superfluous that hurts the core essence of the work.

Remember that a précis or any comprehension is a connected whole and that it should read smoothly and continuously.

When finished the précis you should clearly state:

This is what was studied (argued, discussed).

This is how it was done (this was the focus).

This is what was learned (development of thoughts).

This is what it means (why it is important).

5.2.3 The Art of Compression

You are not bound to follow the original order of thought of the writer while you are summarising, if you can express its meaning more clearly and concisely by transposing into your own words, that is more than enough. You must omit mere repetitions, illustrations and examples and change figures of speech into literal expressions, compress wordy sentences and alter phrases to momentous words. Take a few examples:

- His courage in battle might without exaggeration be called lion-like.
- He was very brave in battle.
- The account the witness gave of the incident moved everyone that heard it to laughter.
- The witness's story was absurd.
- There came to his recollections.
- He remembered.
- They acted in a manner that rendered them liable to prosecution.
- They acted illegally.
- He got up and made a speech on the spur of the moment.
- He spoke off-handed.

5.2.4 Précis Writing Examples with Solutions

Write a précis of the following write-up. You should reduce its word count to one third without omitting important points. Also give a suitable title of your choice.

There is an enemy beneath our feet - an enemy more deadly for his complete impartiality. It recognizes no national boundaries, no political parties. Everyone in the world is threatened by it. This enemy is the earth itself. When an earthquake strikes, the world trembles. The power of a quake is greater than anything man himself can produce. But today scientists are directing a great deal of their effort into finding some way of combating earthquakes, and it is possible that at some time in the near future mankind will have discovered a means of protecting itself from earthquakes.

An earthquake strikes without warning. When it does, its power is immense. If it strikes a modern city, the damage it causes is as great as if it has struck a primitive village. Gas mains burst, explosions are caused and fires are started. Underground railways are wrecked. Buildings collapse, bridges fall, dams burst and gaping crevices appear in busy streets. If the quake strikes at sea, huge tidal waves sweep inland. If it strikes in mountain regions, avalanches roar down into the valley.

Consider the terrifying statistics from the past 1755: Lisbon, capital of Portugal - the city was destroyed entirely and 450 killed. 1970: Peru: 50,000 killed. In 1968 an earthquake struck Alaska. As this is a relatively unpopulated part, only a few people were killed. But it is likely that this was one of the most powerful quakes ever to have hit the world. Geologists estimate that during the tremors, the whole of the state moved over 80 feet farther west into the Pacific Ocean.

Imagine the power of something that can move an entire subcontinent! This is the problem that the scientists face. They are dealing with forces so immense that man cannot hope to resist them. All that can be done is to try to pinpoint just where the earthquake will strike and work from there. At least some precautionary measures can then be taken to save lives and some of the property. (336 Words)

Based on the above paragraph, we arrive at the following theme sentences for the four paragraphs:

1. Earthquake - the deadly enemy of mankind.
2. Damage caused by an earthquake in general.
3. Damage caused by an earthquake-in particular,
4. What can the scientists do?

The above four theme sentences can be developed into the following outline:

- i. Earthquake - the deadly enemy of mankind
- ii. Earthquake strikes all without a distinction of national boundary or political affiliation
- iii. The power of a quake is greater than that of a man-made weapon of destruction
- iv. Scientists are trying to find out means to combat earthquakes and protect lives
- v. Damage caused by an earthquake in general
- vi. It strikes without warning
- vii. Modern city when struck reduced to a primitive village
- viii. Damage caused by an earthquake in particular
- ix. Quake strikes plains, seas and mountains causing all round destruction
- x. In 1755, Lisbon destroyed, 450 killed
- xi. In 1970, Peru struck, 50,000 killed
- xii. In 1968, Alaska hit, subcontinent moved 80 feet into the Pacific Ocean
- xiii. Scientists cannot resist the powerful earthquake but can predict the place of its origin.

Based on the above outline, we can make the following rough draft:

Earthquake - The Great Destroyer

Earthquake is the mankind's deadly enemy. Earthquake strikes all without any distinction of nationality or political affiliation. The power of an earthquake is greater than that of any man-made weapon of destruction. An earthquake strikes mankind without a warning. A modern city when struck is reduced to a nibble. Earthquake when strikes in plains, seas and mountains causes heavy destruction. The quake struck Lisbon in 1755 killing 450; Peru in 1970 killing 50,000; Alaska in 1968 moving it 80 feet into the Pacific Ocean. Scientists are trying to find out means to combat earthquakes, to predict the origin of the quake so that precaution can be taken to save man and property from destruction. (114 Words)

(I) Write a précis of the following write-up. You should reduce its word count to one third without omitting important points. Also give a suitable title of your choice.

A drop of water fell out of the cloud into the sea, and finding itself lost in such an immensity of fluid matter, broke out into the following reflection: 'Alas! What an inconsiderable creature am I in this prodigious ocean of waters: My existence is of no concern in the universe; "I am reduced to a kind of nothing, and I'm the least of the works of God". It so happened that an oyster which lay in the neighbourhood of this drop chanced to gape and swallow it up in the midst of his soliloquy. The drop, say the fables, lay a great while hardening in the shell, until by degrees it was ripened into a pearl, falling into the hands of a diver, after a long series of adventures, is at present that famous pearl which is fixed on the top of the Persian diadem. (147 Words)

(II) Write a précis of the following paragraph giving a suitable title of your choice.

There are different types of forests in India. So, the products received from these forests are also several. The following are some of the forest products which are important in the growth and development of industries.

Forest products and the industries based on them:

- i. Timber: Timber from the forest are utilised in building activities, industries and in carpentry workshops. In Andaman Islands, Asia's largest saw mill has been in operation.
- ii. Rubber: Rubber trees are grown in large numbers on the Western Ghats. As a consequence, there are a large number of industries dependent on rubber in the Peninsular India.
- iii. Wood Pulp: Wood pulp is made from the wood of the forests and paper is manufactured from the pulp. Paper mills are large in number in the States of Tamil Nadu, Maharashtra, West Bengal and Madhya Pradesh. In the city of Nepa in Madhya Pradesh, there is a newsprint industry.
- iv. Lac and Wax: Lac and Wax are forest products and they are used in manufacturing paints. Thus a number of industries make use of forest products.
- v. And for the growth of the cottage industries the forests have been responsible in many an instance. (201 Words)

(III) Write a précis of the following paragraph giving a suitable title of your choice.

English education and English language have done immense goods to India, in spite of their glaring drawbacks. The notions of democracy and self-government are the born of English education. Those who fought and died for mother India's freedom were nursed in the cradle of English thought and culture. The West has made contribution to the East. The history of Europe has fired the hearts of our leaders. Our struggle for freedom has been inspired by the struggles for freedom in England, America and France. If our leaders were ignorant of English and if they had not studied this language, how could they have been inspired by these heroic struggles for freedom in other lands? English, therefore, did us great good in the past and if properly studied will do immense good in future.

English is spoken throughout the world. For international contact our commerce and trade, for the development of our practical ideas, for the scientific studies, English is indispensable "English is very rich in literature", our own literature has been made richer by this foreign language. It will really be a fatal day if we altogether forget Shakespeare, Milton, Keats and Shaw. (192 Words)

5.3 ESSAY WRITING

Essay writing can be a daunting task that many students do not look forward to. Even professional people can find themselves dreading the prospect of writing an essay. Actually, essay is a short piece of writing on a particular topic. It is a focused, academic discussion of a particular question, problem or issue.

There are all sorts of reasons why essays are common forms of assessment: they allow you to explore a problem in depth, express yourself concisely and precisely, and debate other people's published opinions on a topic. They're also a good warm-up for traditional forms of academic publication, such as the journal article.

5.3.1 Basic Ideal Structure

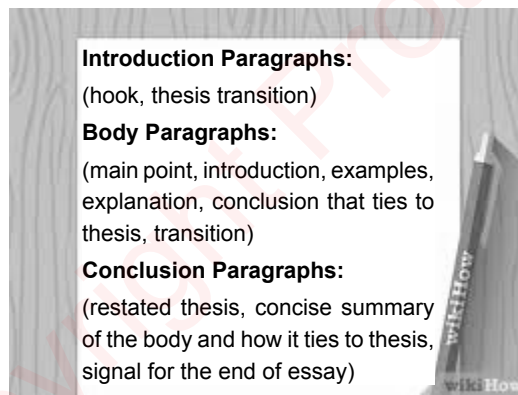
An essay reflects your attitude, knowledge, vision and opinion regarding the concerned topic. It is an important part of various competitive exams. Examiners intend to measure your analytical ability as well as knowledge quotient from your essay.

Many of you have been writing essays for years, and are probably good at it. That's great, and everything you look at from here will build on and develop those skills. But it takes time and effort to learn the range of writing skills needed to produce academic essays effectively.

Academic essays usually follow an established organisational structure that helps the writer to express their ideas in a clear way and the reader to follow the thread of their argument. Essay structure is guided by its content and argument so every essay poses unique structural challenges.

5.3.1.1 About Introductory Paragraph

- **Introduction:** Introduction as first paragraph to an essay is very important that 'grab' concentration of the reader. Through an impressive introductory paragraph with the help of clearly-written sentences, the writer gives some background on the main topic; explains the academic problem and tells the reader what to expect in the rest of the essay.



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Therefore, in the first paragraph you should use your strongest argument or most significant example. The first sentence of the paragraph should be the topic sentence that directly relates to the examples listed in the mini-outline of introductory paragraph. Mention your view before elaborating it in the body of the essay.

Try to start writing your introduction straight from your question analysis and then review it many times while you are writing the body of the essay—this will help you to keep your essay on target i.e. answering the set question. You can follow a basic pattern for writing introduction paragraphs to help you get started. So, better to understand the question/topic/title so that you can be sure that you are on the right track providing relevant information you have been asked and scoring valuable points.

- **Body:** Main body of the essay is where you develop your argument in detail and make reference to secondary sources that provide documentation of your argument or that have influenced your thinking. Therefore, it should be divided into paragraphs, each of which begins with a topic sentence and then supports that point with specific ideas and evidence.

The first paragraph should follow from the thesis statement, and each paragraph thereafter should follow from the one before. Each paragraph should develop the argument in a logical and structured manner, and be clearly linked to the paragraphs that go before and after.

Transitional phrases are useful for showing the reader where one section ends and another begins. A good vocabulary will help you to express exactly what you have in your mind and to express it clearly and concisely as possible. Economy with words is a characteristic of all good essays, because readers don't like having their time wasted with long, rambling points that could have been expressed in half the number of words.

Your readers are hungry for ideas, advice, comfort, and inspiration. So, in this part of the essay, serve them the right mix of nourishing content, and make them crave more. Share tasty nuggets of information by digging deeper into your topic to reveal more specific tips. In this way, you can formulate your content more nourishing.

- **Conclusion:** One of the most overlooked areas of scholastic essay writing is the conclusion that ties all your research together to prove your opinion. A proper conclusion quickly outlines the key evidence discussed in the body of an essay and directly ties it to your efforts to show how this evidence proves or disproves the main argument of your research. Although the conclusive paragraph comes at the end of your essay it should not be considered as a postscript, but should follow an extremely rigid format. So, take this opportunity to reiterate your essay with confidence; summarize your main argument using strongest evidences that support it. Don't introduce a new idea here. Restate your main view, but do not use the same words used in the body. Instead, review and summarize the key argumentative moves you made in the essay, and if you want you can offer some final commentary on the topic. These elements of the concluding section become more important and more prominent as your essay becomes more professional.

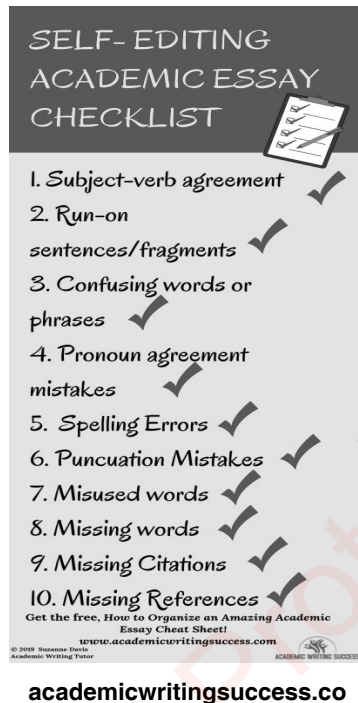
5.3.2 Some Basic Principles for Academic Essay Writing

1. Acquire a solid understanding of basic grammar and style of writing

When writing an academic essay, make sure you have a solid understanding of basics of grammar that include subject verb agreement, proper use of articles, pronoun usage, well-formed sentence structure and proper use of punctuation. Basics of Grammar like sentence formation, subject verb agreement, punctuation etc. are extremely important if you want your text to be understood and taken seriously. Try to use the active voice instead of the passive whenever and wherever possible. Finally, in academic essay writing, your style is very important that makes the tone of your essay stronger.

2. Expand your vocabulary

To express yourself clearly, you need a good active vocabulary. You can do this by learning new words with example sentences. When you learn a new word, try to learn all forms of that word and the prepositions that are usually used with that word. You must know how to spell all those learnt words correctly. Incorrect spellings change the meaning of your sentence. Practice your spellings in your day to day writing skills and test yourself whenever you have some spare time. Remember, a good essay writer should never rest on his satisfaction of learning sufficient words, as there are always new words to learn that could help convey a point more effectively.



3. Read other people's essays

Academic essay writing is a style that anyone can learn to produce, once they know the basics of writing an essay. Reading other people's essays can help you develop and build on your own essay-writing style. Read essays on a wide variety of subjects as different disciplines might apply different kinds of arguments or styles. Read the opinion pieces, reviews and analyses and understand how the different writers have supported their points with evidence. The wider you read, the more possible techniques there are for you to pick up and use in essays of your own.

4. Your attitude towards the audience

The most important consideration when you're writing is making yourself straightforward for readers to understand; and you can still do this while utilising a range of interesting sentence structure. Your refined sentence structure makes the world of difference to how intelligent you sound. For that, don't permit your sentences to be too long and confused or they become difficult to understand. To shorten what you're trying to say into a short, snappy summary for you to work from, try making an 'Elevator Pitch' style summary of what you intend to write and why readers should be interested in that.

5. Unity and Coherence

Proper essay and paragraph format not only helps to achieve unity and coherence but also enhances the reader's understanding. Well-worded topic sentences and concluding sentences will also help maintain unity throughout the essay.

Unity is the continuity of a single idea throughout the essay. Each detail and example should develop logically and refer back to the original focus.

Coherence means that each point should be linked to the previous and following points to help the essay flow and progress logically and clearly. An easy way to link paragraphs together is through transitions in each paragraph's topic sentence.

6. Give a powerful conclusion

An effective conclusion does not need to be too long – few well-crafted sentences should be enough – it can make or break the essay. Because you are repeating the same idea again, so this time you should be with a variety of words' choice and acceptable ideas as key element of the conclusion that may give the readers a signal that the discussion has come to an end. Try to use this last paragraph to really show your skills as a writer by being as artful in your rephrasing as possible.

5.3.3 Four Major Types of Essays

If you have an essay coming up or just want to prepare for the future, here is an explanation of the four major types of essays, which include Narrative, Descriptive, Expository, and Argumentative or Persuasive.

- **Narrative:** A narrative essay features a real-life story, which can be challenging, as writers have to write about themselves and their experiences. When a writer writes a narrative essay, he is telling a story as narrative writings are told from a distinctive point of view, often the author's. So, specific and often sensory details are provided to get the reader involved in the elements and sequence of the story. Since a narrative depends on personal experiences, it is often in the form of a story. When the writer uses this technique, he or she must be sure to include all the conventions of storytelling: plot, character, setting, climax, and ending. It is usually filled with details that are carefully selected to explain, support, or embellish the story.
- **Descriptive:** Descriptive essay is all about—painting a picture with your words. In a descriptive essay, you can describe a person, place, or thing, as well as an event. Descriptive essays strive to evoke emotions and involved experience for the reader. While the first sentence merely tells the reader directly that you felt tired at work today, the second one shows the reader how you grew tired. Effective descriptive essays are full of such 'showing sentences' because they allow readers to experience or imagine what the writer felt for himself or herself. Hence, while writing, one of the most effective ways to make the experience you are describing vivid for your reader is to use the five senses: smell, sight, sound, taste, and touch. When the descriptions are focused on the senses, you provide specific and vivid details in such a way that it shows your reader what you are describing.
- **Expository:** Expository essay describes something to the reader by giving instructions on a subject. The goal is to share information with the reader. It may be abstract or concrete in nature. Expository essays uncover details, creating surprise, attractive and questionable facts. An expository essay incorporates a wide array of essays such as:
 - Cause and effect essays
 - Process essays
 - Analytical essays
 - Compare and contrast essays
- **Argumentative or Persuasive:** A persuasive essay also referred to as an argumentative essay makes use of logical reasoning to influence the reader to adopt the writer's point of view. It attempts to convince a reader or audience to do something, or to believe

something. In the real world, we see this all the time, with adverts trying to make us buy their products, or politicians asking us to vote for them. The argumentative essay explains the opinion of the writer and the reason why the writer believes he or she is right. Ultimately, the writer tries to get the reader agree with the essay.

5.3.4 Some Do's and Don'ts

Do's of effective essay writing:

- Before starting of the essay, read the instructions carefully or understand the title/topic given and make sure that you understand well
- Conduct research using scholarly sources, taking critical notes and reading closely
- Pay special attention to the first sentence and the first paragraph of the essay
- Make sure that your outline of the essay covers every required dimension of the given topic
- Ensure that each paragraph is in synchronization with the topic/title
- In every paragraph, you can use an introductory line to state the idea reinforced in the paragraph
- Try to use words or phrases at the start of each paragraph that indicate the link to the previous paragraph
- Make sure that the paragraphs follow a logical sequence
- As you write, feel free to make small edits, such as choosing more descriptive words or correcting the wrong tense/sentence
- Put special emphasis on points that strongly support the central idea. Try to use illustrations and examples along with these points
- Be creative and original while stating your viewpoints about the topic
- Stick to the given word limitation
- Strongest points should be stated in the starting and in the last paragraph as conclusion
- The concluding paragraph should be preferably in a summarizing and optimistic tone
- The solutions and suggestions in the concluding paragraph should follow from the points stated in the preceding body paragraphs.

Don'ts of effective essay writing:

- Do not use all capital letters in the heading
- Do not use more than 7-8 words for the title of your essay
- Do not spend too much time on writing the introductory paragraph of the essay
- Do not go too far generalizing the topic at the start
- Avoid writing very long sentences
- Short forms should be strictly avoided in the essay
- Avoid stating facts or figures if you are uncertain about them
- Avoid introducing any new information or ideas in the concluding paragraph
- Conclusion should not be forced; it should reflect the points stated in the rest of the essay
- After you have finished writing the essay, check for any possible changes or corrections
- Proof-read your essay till it enforces the message you want to convey to the reader.

Keep the above points in mind to write a good essay. Also, update yourself with the latest issues and knowledge about diverse topics. It is best to practice writing essays on important topics before the actual exam.

5.3.5 Some of the Characteristics of Effective Essay Writing

- To learn how to write, you must develop superior writing habits
- Book time in your calendar for writing; and try writing at the same time each day
- Hold yourself accountable and publish at least one article or any write up every week
- Become more conventional by including questions in your writing
- Cook up fresh metaphors to make abstract concepts concrete and entertaining
- Apply a structural process to your writing-- plan, draft, edit and format
- Include any important new ideas you think of as you write; exclude any sentences that no longer seem to fit
- Practice compassion to understand how you can help your reader is the basic ingredient of nourishing content
- Make your content memorable by including rich details that breathe life into your arguments
- Pay attention to words in movie reviews, sports reports, and novels—which words grab you
- Read children’s books to learn how to discuss big topics in simple words
- Borrow authority by including expert quotes and statements
- Edit your content in several rounds because brilliant content requires careful adjustment of each ingredient
- Try to engage the reader by developing your voice in your essay. Your voice refers to the way you express yourself in writing. The more the reader engages with your essay, the better the reading experience will be for them, which gives you a better chance at scoring well.

5.3.6 Some Solved Exercises

1. Does Freedom of Speech Give People the Right to Use Hate Speech?

“What is freedom of expression? Without the freedom to offend, it ceases to exist”.

--Salman Rushdie

The quote perfectly sums up the never-ending debate about freedom of speech and hate speech. It is a well-known fact that freedom of speech and expression belongs to the group of fundamental human rights of every person on this planet. Lately, we are witnessing the rising concerns about hate speech, is it protected by this basic human right or freedom of speech should have some limitations? Given the fact that every individual is allowed to express thoughts and beliefs, banning the negative comments would, in fact, deny his or her basic rights i.e. freedom of speech.

Freedom of speech reinforces all other human rights, thus allowing society to develop and progress at a constant rate. The ability to state our opinion and speak freely is pivotal for any change in society. Throughout the history, society evolved thanks to the individuals, great thinkers, brave leaders, who were not scared to express their beliefs. Back in time, those beliefs that were contrary to the typical “mind-set” would be considered as hate,

hatred towards their way of life, culture, and tradition. The most reputable professors, experts, and campaigners only confirm that free speech has always been used to fight for change, for better times.

Besides reinforcement of other human rights, free speech is also essential due to the ability to hear others and be heard at the same time. We need to hear other people's views as well as offering them our own opinions. Unfortunately, one of the fastest-growing problems of our society is that people rarely listen to others and acknowledge their takes on certain topics if they don't agree with them. We should feel comfortable exchanging ideas and thoughts with those who have opposing views. Experts agree that way there would be less "hate speech" circling around.

We hear or read the term "hate speech" a lot, especially now with the easy internet access and a multitude of social media websites to join. It comes as no wonder why insulting comments and expressing negative ideas are considered a threat to the humanity. A lot of people are anti-Semitic, anti-Muslim, anti-gay marriage, and so on. Those who assume hate speech is not a freedom of speech, primarily, focus on the expression of a negative attitude towards certain people and ideas. However, if we start banning people from expressing their beliefs, then what comes next? After one thing, there always comes another and, eventually, the mankind would live in fear of saying anything. The reality is that the society has become oversensitive; everything one does not agree with is considered insulting and branded as hate.

Finally, freedom of speech is the most important human right that every individual has the right to exercise. This freedom comes with the ability to express one's opinion, regardless of its nature good or bad. What our society needs today are not limitations of free speech, but making efforts to establish dialogues between people with conflicting beliefs. Listening and being heard will go a long way; that way we could build bridges instead of burning them.

2. The Rise of Teenage Gangs and Negative Consequences They Have

Teenagers constantly look for the place they belong. Isn't it everyone's dream to belong to a certain group of people, to find like-minded individuals and feel accepted? Unfortunately, a vast majority of teenagers take a wrong turn and get lost on their path to acceptance. It is not uncommon for them to join teen gangs feeling like their members understand them, but that is far from the truth. The rise of teenage gangs is a major problem nowadays. But, how serious this problem really is? Consequences of gang membership can scar a person for life in several ways.

Youth, teenage, or juvenile gang is defined as an organized group of adolescents and/or young adults who rely on group intimidation and violence to commit criminal acts with the purpose to gain power, recognition, and control. The rise of teenage gangs is perfectly explained in a study published in the *Journal of Adolescent Health* wherein researchers discovered there were 1,059,000 youth gang members in the United States in 2010. Moreover, on a yearly basis 401,000 juveniles join gangs. The primary reason why this staggering number of gang members goes unnoticed is due to the fact that they may not conform to popular perceptions of teen gang demographics.

Another potential reason why the total number of gangs and gang members keeps increasing is because a great majority of crimes they commit usually goes unreported. As a result, government officials find it difficult to gather exact data about this growing issue.

Youth gang members primarily focus on their peers, bully them, and force them to say nothing in order to avoid harsher consequences.

When discussing the issue of youth crime groups, one must wonder how one decides to join them. Risk factors that enhance a teenager's odds of joining a gang include drug or alcohol abuse, negative influences, peer pressure, a strong desire for recognition and belonging, lack of parental supervision, and limited attachment to the community. Most adults do not take this problem seriously enough and, usually, consider it as just another phase teenagers go through. However, the *American Journal of Public Health* published a research showing that gang membership in the adolescence has severe consequences in adulthood, long after a person leaves the gang. Besides higher likelihood of criminal activities, people who were gang members in the adolescence also experienced financial issues and were in poor health in adulthood.

While most teenagers have a strong urge to feel accepted by their peers, others seek the solace and comfort or escape from their difficult family life in gangs. Although the current data shows the staggering number of gang members it is assumed the problem could be even more severe as most of them do not fit into the gang demographics and many crimes are not reported. Finally, there is a growing need for the entire society to take necessary measures and work on this issue. If not, the consequences could be far more severe.

Now, if you would like to write the paper on your own, below is the actual list of essay topics on most discussed ones:

1. Divorce destroys family life.
2. There shouldn't be a minimum age to drive a car.
3. God is undoubtedly real.
4. Helping others should be an important life principle.
5. Social pressures are greater on students today than in the past.
6. Faith is an essential part of life.
7. Penalties for drunk driving need to be increased.
8. Internet use by children should be censored.
9. Standardized tests are poor reflections of students' abilities.
10. Private education is better than public education.
11. Grades do not measure how smart you are.
12. Online education is as good as a standard college education.
13. News media is biased.
14. Education should be free for everyone
15. Is education too commercialised nowadays?
16. What is the real relationship between food, fitness, and weight?
17. Death sentence for rape should be activated in every country of the world
18. Smoking in public places has to be banned
19. Alcohol usage should be controlled
20. On the whole, is there justice for all?

Now, once you have chosen a good topic out of the list given above, try to lay down your thoughts on your screen.

COURSE COMPETENCY

Effective writing is a skill that is grounded in the intellectual domain. But majority of students do not possess this skill necessary to effectively communicate in a written format that will enable them to become successful entrepreneur after completing their education. There is virtually no systematic teaching of reading and writing skills at higher levels of education. Consequently learners suffer in developing these skills at advanced stage. Therefore, in this chapter, an attempt has been made to present the basic concept and nature of creative reading and writing skills. Various skills and techniques used in the chapter will help the learners as active consumers of information and will benefit enhancing their writing skills.

Questions

- | | |
|------|--|
| Q.1 | In what way can students improve their comprehension skills? |
| Q.2 | Discuss the steps for writing a good précis. Also mention the do's and don'ts of a good précis. |
| Q.3 | Mention the qualities of a good précis. |
| Q.4 | List four characteristics of a good précis. |
| Q.6 | Exemplify various types of essays. Support your answer giving example of each. |
| Q.7 | Describe some of the tips and tricks you should adopt while dealing with comprehensions. |
| Q.8 | Explain, how to answer comprehension questions - step be step? |
| Q.9 | Does punctuation really matter while dealing with comprehension or an essay? |
| Q.10 | Introductions and conclusions: in what way are they different? How do you write a conclusion for an essay? |

Fill in the blanks

Q.1 Choose the correct answers to complete the following short passage:

Hi! My name is Venu Gopalan. I (1) ----- fourteen years old. I'm in year 8 at St. Patrick's (2) ----- . I'm from Sydney, Australia. My father (3) ----- from Spain. (4) ----- name is Anna Gopalan and he's forty-five years old. He's a (5) ----- and he teaches Math. My mother is from Chennai (India). (6) ----- name is Kajol Gopalan. She's thirty-eight years old and she's a nurse. I don't (7) ----- any sisters or brothers. I am a single child but I have many friends. I usually (8) --- ----- computer games in my free time. I like (9) ----- a book. My favourite food is (10) -----.

- | | | | |
|------------------|-------------|----------------|----------------|
| 1. isn't | are | is | am |
| 2. school | library | bank | hospital |
| 3. has | have | is | am |
| 4. His | Her | My | He |
| 5. driver | engineer | doctor | teacher |
| 6. His | Her | She | I |
| 7. has | have | had | having |
| 8. play | read | drive | eat |
| 9. Listening | climbing | reading | riding |
| 10. pizza | chool | home | computer |

Q.2 Read the following passage and answer the questions that follow:

It is about nine in the morning and a scraggly bunch of kids is waiting near an abandoned building in Lodhi Colony for their school to arrive. This school is a bright yellow bus kitted out with

cabinets, blackboard, water dispenser, ladder, a canopy, teaching aids and an LCD TV. They call it the Mobile Learning Center or school-on-wheels. When the bus arrives, it parks parallel to the pavement, the television is turned to face the road and an inspirational song, is played loud enough to draw the attention of children.

The project, launched by Delhi Government's Department of Education in February 2008 is run by Butterflies, an NGO. The mission is to bring the underprivileged kids into the mainstream and prepare them for government schools. Children are taught Hindi, English and Mathematics and given tips on health and hygiene twice a week. A sports teacher comes along once a week. Is the yellow bus a magnet then? "Attendance is a little thin now", admits NGO volunteer Asif Ali Chaudhary, even as Mausami Baruah, one of the two teachers, pulls a child out of line for chewing gum. "Some have gone to their villages for a festival and haven't returned so far. And then, it's Thursday, Manu will be helping her parents sell garlands at a temple." Even so, at least children are present.

Keeping the students focused is quite a task. "Many bring along younger siblings as there's no one at home and they are assigned baby-sitting duties", says Chaudhary. Crawling babies aren't the only distraction. As the senior class, backs leaning against the boundary wall, learns geometrical shapes, a different scene is playing out right behind. A policeman has spotted someone in the abandoned block of flats nearby and with remarkable agility, has jumped over the wall to inspect. As he gives chase, several children run away. The school teachers carry on as if nothing has happened. Essentially, the mobile school is able to do its job, stopping at four contact points, where it can enrol a maximum of 40 students per stop; But even those who haven't enrolled and are merely hanging around the area are welcome.

Questions:

- (a) Give the meaning of each of the following words as used in the passage. One word answers or short phrases will be accepted.
 - (i) Abandoned
 - (ii) Parallel
 - (iii) Agility
- (b) Answer the following questions briefly, in your own words.
 - (i) Discuss the aim of launching mobile learning centres.
 - (ii) Mention the subjects children are taught at these centres.
 - (iii) Prepare list of the gadgets the school bus contain
 - (iv) Name the person who launched this project and when?
 - (v) State the reasons that are given for thin attendance.
- (c) Write in your own words, the type of distractions that are mentioned in the passage in not more than 50 words.

Q.3 Write a précis of the following passage by reducing it to one-third of its length. Failure to adhere to the word limit may result in deduction of marks. Suggest any title.

We live in an age of great hurry and great speed. Men have lost their inward resources. They merely reflect. Like a set of mirrors, opinions which they get a little leisure, they turn to material diversions from outside rather than to inward resources. This internal vacuum is responsible for mental and nervous troubles. The cure for this is not so much treatment by medicine and surgery

but a recovery of faith in the ultimate goodness, truth and the decency of things. If we are able to recover that faith, if we are able to live in this world with our consciousness centered in the intimacy of the spirit, many of the problems to which we are subject today may be overcome. Our people were regarded as aspiring after metaphysical insight, but we seem to forget that it never occurred to them to equate eternal life with either the surrender of the mind or the sacrifice of the body. When an Upanishad writer was asked to define what is meant by spiritual life. He gave the answer that it consists of the satisfaction of the mind, the abundance of tranquility of the spirit. Body, mind and spirit must be integrated and they must lead to a harmonious developed life. If we get that, we have life eternal.

Check Your Progress

OBJECTIVE QUESTIONS

Q.1 Select the most appropriate option out of the four given below:

- I. Out of the following points, which should be avoided while writing a précis?
 - a) Full forms
 - b) **Abbreviations**
 - c) Historical facts
 - d) None of the above

- II. Précis is what kind of writing?
 - a) **Formal**
 - b) Informal
 - c) Both
 - d) None

- III. A successful writer's presentation must reflect...
 - a) **His personality and individuality**
 - b) His handwriting
 - c) His showy nature
 - d) His superiority to others

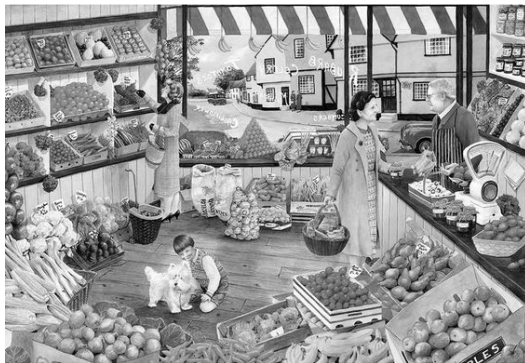
- IV. The most important thing about being a writer is that:
 - a) You must have a pen and pencil
 - b) You must have a degree in writing
 - c) You must have a painful heart
 - d) **You must learn to develop your own point of view.**

- V. Out of the following, which is not a characteristic of a good essay?
 - a) Brevity
 - b) Dignified style
 - c) **Fakeness**
 - d) Personal touch

- VI. Out of the following, which of these should be avoided in a good essay?
- Slang**
 - Dignified words
 - Brevity
 - Unity
- VII. Which of these is not a type of essay?
- Narrative essay
 - Descriptive essay
 - Argumentative essay
 - Personal essay**
- VIII. Mention the type of essays that tells a story?
- Narrative essays**
 - Descriptive essays
 - Reflective essays
 - Argumentative essays
- IX. In which of these essays, the writer arrives at a conclusion by logical reasoning?
- Narrative essays
 - Descriptive essays
 - Reflective essays
 - Argumentative essays**
- X. Mention the kind of essay that uses the five senses (touch, smell, taste, sound, sight) to enhance the imagery of the setting?
- Narrative essays
 - Descriptive essays**
 - Expository essays
 - Argumentative essays

CASE STUDY

I. Here is a crazy picture of a vegetable shop, with lots of things going. The task for you is to write an essay in about 300 words giving all necessary details.



II. Here is a crazy picture, with lots of things going. The task for you is to write a paragraph in about 300 words describing all activities.'



Use of ICT

- Open Source like CEC (Under Graduate) SWAYAM, MOODLE, MOOCs platform NPTEL/NMEICT/any other Government initiatives & institutional (Learning Management System (LMS).
- Use of radio, TV, recorder, computer, audio, video, internet, You Tube, PPTs, mobile phones.
- Record the presentations and discussions to evaluate the communication skills.
- To evaluate written communication in the form of articles, reports, essays, stories etc. by using PPTs and check them on Grammarly or other websites.

PRACTICAL EXERCISES

Practical I: Jenga Comprehension Game: This twist on a classic game will be a hit with every student. Add generic comprehension questions to a Jenga game (age appropriate), face the writing down so students can't see the question before pulling the block out, and have students answer the question from the block they pull. Use this activity to work on multiple skills or one skill at a time to improve comprehension. Find scraps of wood at a nearby home store and your students can start building their way to better reading comprehension.



<https://www.95percentgroup.com/blog/details/reading-comprehension-games-and-activities>

Practical II: 20 Objects

Test your students' memories and vocabulary at the same time with this fun game. All you need is a clear desk and 20 common items from around the classroom. You can even grab things from your backpack or purse.

Arrange the objects on the desk and let students gather around to look at them. Cover everything with a sheet (or something similar) after one minute and send everyone back to their seats. Each of the students should write out as many items as they can remember on a piece of paper, all in English.

When everyone is done, write a list of the items on the chalkboard and allow students to self-correct. Alternatively, you can call out the objects and give a point for each one that is correctly written.

Video Resources

1. <https://www.pinterest.com/jeslconsult/esl-listeningvideo-comprehension/>
2. <https://en.islcollective.com/video-lessons/gru-present-simple>
3. <https://www.youtube.com/watch?v=GtncXlijH2I>
4. <https://www.youtube.com/watch?v=o9aVjBHEEbU>
5. <https://www.youtube.com/watch?v=qpADh4MuWks>

SUMMARY WRITING PRACTICES

Effective writing is a skill that is grounded in the cognitive domain. It involves learning, comprehension, application and synthesis of new knowledge. It is the foundation of expression we give students, to be built upon throughout their academic career. Writing improves students' reading fluency and learning by consolidating information in long-term memory, researchers explain. So, this terrific list of activities provides writing practices as a powerful device for helping our students learn to read profoundly to become an effective communicator.

1. **Free writing**—5 minutes to write on a “spark word” determined by the teacher, then pair and share.
2. **Character**—Show random pictures of people from the Internet. Develop a character from the image using prompt questions provided by the teacher.
3. **Skills Lessons**—Teach writer's craft elements in chunks and focus on specific ones at a time. Examples are dialogue, developing setting, conflict, narrative point of view etc.

DESIGN INNOVATIVE PRACTICAL/ PROJECTS/ ACTIVITIES

Students to design alternative Practical/ Projects/ Activities (as a group or individual)

Practical (Vocabulary Games and Activities)

1. **Idiom soup** -- An idiom is a saying that doesn't actually mean what it says. For example, “It's raining cats and dogs” doesn't mean animals are really falling from the sky; it just means it's raining very hard.

Now write a story that uses as many clichés and idioms as you can!

What you'll learn: Using clichés and idioms will build your vocabulary and ensure that when you hear them spoken by a native, you'll know exactly what they mean.

- 2. Story of my life** – Think of something that you did in the past, like playing the piano or going to school. Write about your experience with this activity. Your writing should start in the past and end in the future.

What you'll learn: Through this exercise, you will learn how to speak about personal experiences and describe something about yourself. It's also a good way to practice using correct verb tenses.

Dear Diary (Reading Task)

Place yourself in the shoes of one of the characters you have just read about and write a diary entry of a key moment from the story.

Try to choose a moment in the story in which the character has plenty of interaction and emotion to share in a diary entry.

Your diary entry should be around a page in length and contain information you learnt from the book when the character was in that specific place and time.

Remember when you are writing a diary entry you are writing it from a first-person perspective. It is usually but not always written in the present tense.

Mini Projects

Students learn English best when they are engaged and having fun. Insights to English projects range from short-term to the longer ones and include topic-based projects, web quests, writing prompts, and more. Here are some English classroom projects for students:

- 1. Picture story:** Grab the closest magazine to you and choose a random picture. Describe it in as much detail as you can. Don't just write what you see. Imagine you're in the picture. Think about what you would smell, feel or even taste.
- 2. Structured summary:** Think back to the last book you read or movie you watched. Summarize it (say what happened briefly).
- 3. Devil's advocate:** Is there something you feel strongly about? Let's say, for example, that you believe every person should learn a second language. Take this belief, and write about it from the opposite point of view. In this case, you would write about why everyone should not learn another language. In English, this is called "Playing devil's advocate". That's when you take a side you don't actually believe in, just to see an issue from a different point of view.

Know More

There are a variety of things that can be done in the class that do not require expertise like creating assignments, giving image comprehensions, image based essay writing, précis writing etc. that will aid students in this academic endeavour. Various other writing practices when shared in class or demonstrated can make these pieces of writing effective. This helps students identify the elements of good work for particular assignments within particular disciplinary domains that, in turn, helps them become conscious of these elements in their own work and also illustrate that there are different ways to approach the same assignment, thus offering students some sense of creative scope. Sharing such projects with students in advance of writing assignments can aid them further in the writing process.

Oral Communication

**THIS UNIT INVOLVES INTERACTIVE PRACTICE SESSIONS
IN LANGUAGE LAB**

P1

Listening Comprehension

LISTENING COMPREHENSION

1.1 PRACTICAL STATEMENT

The practical helps to check whether the students have understood what they needed to understand and whether they have engrossed forms, functions, lexis, stress, and intonation which may have caused problems to some of the listeners.

1.2 PRACTICAL SIGNIFICANCE

Listening comprehension plays an important role in the learning process. Learners can improve their listening comprehension through the help of teachers in Language Labs, using suitable materials and activities, and practicing a lot. Listening has a vital duty both in everyday life and also in academic contexts as it is essential for individuals to sustain reliable interaction. Listening Skills can be enhanced by focusing on making the students listen to the sounds and help them with the right pronunciation of words.

Film Review – In Language Lab. students are shown movies like ‘Gandhi’, ‘Men of Honor’, ‘Pursuit of Happiness’ etc. As pre-listening they are then given an introduction to the movie with brief character sketches so that it would facilitate better understanding. After that the students are given the questions ahead to help in while listening. They then not only write a review but answer specific questions also.

1.3 PRACTICAL OUTCOMES (PRO)

The students will be able to:

- Expose to a variety of self-instructional learner friendly modes of language learning.
- Train to use language effectively to face interviews, group discussions, public speaking.
- Learn the basic concepts of communication in an organised set up and social context.

1.4 PRACTICAL SETUP: In Class Room or in Language Lab.

1.5 RESOURCES REQUIRED

Computers, headphones fitted with mikes, language software.

1.6 PRECAUTIONS

Teachers can make the session more effective while-

- Students focus on all four skills in the session
- Recognize sounds and using appropriate words
- Identify expressions and sets of utterances that act to create meaning.

1.7 PROCEDURE AND OTHER SIMILAR ACTIVITIES

Form a circle and start the first step of the activity. It is a warm-up activity that helps the group members to have acquaintance among them.

Listening comprehension: These tests are taken from TOEFL and IELTS. Students are given the questions to go through first and then the recording is played with intermittent gaps.

The students answer the questions and then the teacher discusses the answers. Other students and teacher also try to find out where the students may have gone wrong and why as these lessons are sometimes difficult to follow because of the accent.

The exercise gives students an opportunity to consider the attitude and manner of the speakers while listening the text. It also gives a chance to check whether the listeners have understood what they needed to understand and whether they have completed their assignment while-listening the task, set for them, successfully.

1.8 CONCLUSIONS AND/ OR VALIDATION

Such language lab. exercises help students discover the astonishing power of the English language and it is our bounden duty to play a pivotal role in developing the four skills of English language among our students of Engineering, Technology and Management. Language Lab is an elevating tool in learning such important language skills through technology for the present generation.

1.9 PRACTICAL RELATED QUESTIONS

HOW ARE LISTENING SKILLS ASSESSED?

Listening tests typically are similar to reading comprehension tests except that the student listens to a passage instead of reading it. The student then answers multiple-choice questions that address various levels of literal and inferential comprehension. Below are given the links for your practice purpose:

1. https://www.ets.org/toefl_junior/prepare/standard_sample_questions/listening_comprehension/
2. <https://takeielts.britishcouncil.org/take-ielts/prepare/free-ielts-practice-tests/listening>
3. <https://tstprep.com/100-free-questions-for-the-listening-section-of-the-toefl-test-pdf-included/>
4. <https://ielts-up.com/listening/ielts-listening-sample-6.1.html>

5. <https://ieltsolinetests.com/>
6. <https://www.ielts.org/usa/ielts-practice-test>

1.10 SUGGESTED LEARNING RESOURCES

Books:

1. Spoken English (2nd Edition) by V Sasikumar & PV Dhamija; Published by Tata Mc Graw Hills, New Delhi.
2. Spoken English –A foundation course (Part-I & Part-II) By Kamlesh Sadanand & Susheela Punitha; Published by Orient BlackSwan, Hyderabad
3. Practical Course in English Pronunciation by J Sethi, Kamlesh Sadanand & DV Jindal; Published by PHI Learning Pvt. Ltd; New Delhi.
4. A Practical Course in Spoken English by JK Gangal; Published by PHI Learning Pvt. Ltd; New Delhi.
5. Effective Communication Skills by Kulbhushan Kumar, published by Khanna Book Publishing Co. (P) Ltd., New Delhi
6. Technical Communication- Principles & Practices by Meenakshi Raman & Sangeetha Sharma; Published by Oxford University Press, New Delhi.
7. Technical English by S. Devaki Reddy & Shreesh Chaudhary; Published by Macmillan Publishers India Ltd; New Delhi.
8. Communication Skills for Engineer & Scientist by Sangeeta Sharma & Binod Mishra; Published by PHI Learning Pvt. Ltd; New Delhi.

Websites:

1. <http://www.gpsambalpur.com/rengali/LM/1ST%20YEAR%20-COMMUNICATIVE%20ENGLISH%20LAB%20MANUAL-Pdf.pdf>
2. <https://www.pramanaresearch.org/gallery/prj-p492.pdf>
3. <http://soeagra.com/ijert/ijertmarch2014/1.pdf>
4. <https://www.englishclub.com/listening/>
5. <https://www.skillsconverged.com/FreeTrainingMaterials/tabid/258/articleType/CategoryView/categoryId/138/Listening-Skills.aspx>
6. <https://www.cambridgeenglish.org/exams-and-tests/linguaskill/information-about-the-test/practice-materials/>
7. <https://proudtobepprimary.com/listening-activities/>
8. <https://agendaweb.org/listening-exercises.html>

1.11 SUGGESTED ASSESSMENT SCHEME

(to be filled by teacher)

The given performance indicators should serve as a guideline for assessment regarding the process and product-related marks.

Performance indicators (Sample)		Weightage	Marks Awarded
Process Related: Marks* (70%)			
1.	Attentive listening is crucial		
2.	Listening and interpreting goes hand in hand		

Product Related: Marks* (30%)			
1.	Active listening is highly appreciative		
2.	Pronunciation of accent, tone and pitch is of utmost importance		
3.			
4.			
Total		100%	

* Marks and percentage weightage for product and process assessment will be decided by the teacher.

Name of the Student:.....			Signature of Teacher with Date
Marks Awarded			
Process Related	Product-Related	Total	
1.			

P2

Pronunciation, Intonation, Stress and Rhythm

1.1 PRACTICAL STATEMENT

“Language is legislation, speech is its code. We do not see the power which is in speech because we forget that all speech is a classification and that all classifications are oppressive”. This thought about language was expounded by Roland Barthes, who is famous as a French literary theorist, essayist, philosopher and critic.

Learning pronunciation, intonation, stress and rhythm, today is in need of an Einsteinian revolution of thought. The reason being, speech perception proceeds through a series of stages in which acoustic cues are extracted and stored in sensory memory and then mapped onto linguistic information. When air from the lungs is pushed into the larynx across the vocal cords and into the mouth and nose, different types of sounds are produced.

1.2 PRACTICAL SIGNIFICANCE

The beauty of English language lies in its pronunciation. Accent, stress, intonation and rhythm lend naturalness and beauty to your English. If you can't pronounce words clearly and stress properly, your English might sound like 'Tinglish', 'Pinglish' or 'Hinglish'! These Language Labs provide various types of content inputs such as texts, audio, video, animation, graphics and interactivity. They can provide a realistic picture of the features of different varieties of English. If second language learners get holistic and comprehensible input in the form of spoken and written discourses rather than fragmentary input in the form of isolated sounds, words and sentences, they would be better equipped to acquire the knowledge of English. Hence, multimedia labs have much significance in the context of the emerging constructivist paradigm.

1.3 PRACTICAL OUTCOMES (PRO)

The students will be able to:

- Learn a variety of self-instructional learner-friendly modes of language learning.
- Practice better pronunciation through stress and intonation.
- Deploy language effectively to face interviews, group discussions, public speaking.

1.4 PRACTICAL SETUP: In the Language Lab.

1.5 RESOURCES REQUIRED

1. Teacher console with functions to control students' nodes (a computer used as a server).
2. Students' console (computers used by students).
3. Digital multimedia language lab software for connecting the nodes with the teacher console.
4. Headphone sets and microphones.
5. Multimedia packages such as for pronunciation, reading, study skills etc.
6. Internet access.

1.6 PRECAUTIONS

1. Get familiar with all 44 sounds of English.
2. Try to talk to people in English only.
3. Listen to a text, now read aloud in normal speed with focus on intonation.
4. Read aloud of dialogues, texts, poems, speeches focusing on intonation.
5. Work on self-introduction and role plays on any given situations.
6. Understand syllables and stress patterns.
7. Make short contribution in Language Lab of 25-30 seconds 3-4 times a day.
8. Recognize words with similar sounds and minimal pairs (sit & seat), read out and the participants have to identify the sounds.

1.7 PROCEDURE AND OTHER SIMILAR ACTIVITIES

Language Lab focuses on computer-aided multi-media instructions and language acquisition to achieve the set target. It particularly exposes the students to a variety of self-instructional learner-friendly modes of language learning. Communication Lab acquaint the learners with the uses of résumé/CV preparation, report writing, format making etc. and to improve writing skills. The Lab trains them to use the basic concepts of communication in an organised set up and social context.

1.8 CONCLUSIONS AND/OR VALIDATION

Accent, intonation stress etc. are very important to make your speech intelligible. While working on them give an opportunity to every student to analyse any problem analytically and to find solutions/ideas to every problem around them. This also encourages the students to express their ideas and point of views in front of the audiences effectively.

1.9 PRACTICAL RELATED QUESTIONS

- Q.1 Discuss the importance of pronouncing words or sentences with proper intonation or rhythm.
- Q.2 Explain the 3 types of intonation.
- Q.3 Define the importance or role to teach stress and intonation to Indian students.
- Q.4 Explain, the steps through which you can improve your intonation in English.
- Q.5 Discuss the intonation techniques that are helpful in English.
- Q.6 Do you think that it is important to have a good pronunciation?

- Q.7 Explain some of the functions of intonation.
- Q.8 Enlighten the difference between stress and intonation.
- Q.9 Give some of the examples of intonation.
- Q.10 Discuss the style with the help of which you can show intonation in your speech.

1.10 SUGGESTED LEARNING RESOURCES

English and Communication Skills, Books and Websites:

Books:

1. English Phonetics for Indian Students by T. Balasubramanian, published by Trinity Press.
2. A General Introduction to Linguistics by Tariq Rahman, published by Orient Blackswan.
3. Elements of General Linguistics Volume-I, by Dr Sharad Rajimwale, published by Brothers.
4. Elements of General Linguistics Volume-II, by Dr Sharad Rajimwale, published by Brothers.
5. A Course in Phonetics and Spoken English. By J. Sethi and P.V. Dhamija, published by Prentice Hall India Learning Private Limited.

Websites:

1. <https://www.cambridge.org/core/books/handbook-for-english-language-laboratories/accent-rhythm-and-intonation/171B8C4037B467140B0FEFA16C012CFF>
2. <https://englishlive.ef.com/blog/language-lab/10-tips-perfect-english-pronunciation/>
3. <http://www.gpsambalpur.com/rengali/LM/1ST%20YEAR%20-COMMUNICATIVE%20ENGLISH%20LAB%20MANUAL-Pdf.pdf>
4. <http://riesielt.org/language-lab>
5. https://www.researchgate.net/publication/326083268_The_Roles_of_the_Language_Laboratory_In_Teaching_Languages_A_Case_Study_of_Bayero_University_Kano

1.11 SUGGESTED ASSESSMENT SCHEME

(to be filled by teacher)

The given performance indicators should serve as a guideline for assessment regarding the process and product-related marks.

Performance Indicators (Sample)		Weightage	Marks Awarded
Process Related: Marks* (70%)			
1.	Accent, tone and pitch are highly crucial		
2.	Practising oral communication is important		
Product-related: Marks* (30%)			
1.	Learning Phonetics is very important for appropriate pronunciation		
2.	Recognize the difference between stress and intonation		
3.			
4.			
Total		100%	

Name of the Student:.....			Signature of Teacher with Date
Marks Awarded			
Process Related	Product-Related	Total	
1.			

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P3

Common Everyday Situations: Conversations and Dialogues

1.1 PRACTICAL STATEMENT

Talking in English is mostly adventurous for students because they usually feel a little nervous but excited also. The main problem faced by them is studying and learning English sounds. But if the teacher pushes them in their English-speaking comfort zone and just when they will open their mouth, they will feel proud and motivated to keep learning! At the same time, their English will improve a lot if they inculcate the habit of having more conversations.

1.2 PRACTICAL SIGNIFICANCE

Conversing or talking with others in English opens up a whole new world of opportunities. Having a conversation in English doesn't have to be complicated. Students may feel a little awkward and shy about their English speaking style at first, but it's all natural. If someone is scared of making a mistake while speaking, this is but obvious that mistakes are going to happen when someone gets started with spoken English, it's absolutely normal. Making mistakes is a big part of learning English conversation for beginners. This is how the learners get better, so just go for it. Just start talking, because now you know what to say! Learning business English dialogues can help navigate life at work with ease. Knowing what to say for each situation you encounter helps you maintain a professional appearance regardless of what is thrown your way.

1.3 PRACTICAL OUTCOMES (PRO)

The students will be able to:

- Develop confidence among students to speak in public.
- Recognize the motives and needs for interpersonal communication.
- Realize the importance of conversation and discern conversation habits.

1.4 PRACTICAL SETUP: In Classroom or Language Lab.

1.5 RESOURCES REQUIRED

Computers and Language Lab. Software

1.6 PRECAUTIONS

1. Watch or listen to English conversations.
2. Make vocabulary lists of the most commonly-used words.
3. Get familiar with all the sounds of English.
4. Try to talk to people in English only.
5. Listen actively to others. Listening shows that you are interested in the other persons as what they have to say.
6. Read English conversations and solve exercises.
7. Subscribe to podcasts or YouTube channels in English.
8. Pay attention to the person who is speaking but don't interrupt.

1.7 PROCEDURE AND OTHER SIMILAR ACTIVITIES

Conversation is interactive communication between two or more people. Some of the most important elements of conversation are discussion, sharing opinions that are related to our thoughts during any conversation. So, here is a long list of practical conversations-

1. Practical conversations
2. Asking to see a product
3. Buying clothes
4. At a doctor
5. Booking a hotel room
6. Room service
7. Checking out of the hotel
8. Ordering breakfast, lunch and dinner
9. Telephone facilities
10. Buying food
11. At the post office
12. Reservations (railway/airline)
13. Confirmation (flight)
14. At passport office
15. Railway travel

1.8 CONCLUSIONS AND/OR VALIDATION

Everyday conversation is envisioned for all grades of students learning English as a foreign language or English as a second language. Students can listen to and/or can dialogues in English. Topics of the conversations include introductions and small talk, shopping, asking for directions, hobbies, giving advice, normal greetings and farewells, telephone calls, at the doctor's clinic, calling for help, catching up after class, giving your opinion and all that.

1.9 PRACTICAL RELATED QUESTIONS

1. Mention the basic needs of conversation.
2. Explain the steps taken by you for practicing conversation.
3. Mention the basic steps in order to start a formal conversation.

4. State the stages through which a student can speak English confidently and fluently.
5. Elaborate the steps for improving English speaking skills at home, fast.
6. Just how can you break the ice with a stranger?

1.10 SUGGESTED LEARNING RESOURCES

English and Communication Skills, Books and Websites:

Books:

1. English Dialogues by H. Martin and J. K. Gangal, published by S. Chand Publishers.
2. Learn Correct English Conversation Part-4. Authored by Dreamland Publications, published by Dreamland Publications.
3. Spoken English Conversation Practice: 500 Mini-Dialogues for Beginners by Artsun Akopyan published by Artsun Akopyan.
4. Basic English in Dialogues by Artsun Akopyan published by Artsun Akopyan.
5. CORRECTLY SPEAKING...: A Self Learning Guide To Self Spoken ENGLISH, by Aradhana Rana, published by Adhyyan Books.

Websites:

1. <https://www.youtube.com/watch?v=e6FuQGCMBOA>
2. <https://www.youtube.com/watch?v=VXypp7avy9U>
3. <https://www.youtube.com/watch?v=AgNjWXhJSu0>
4. <https://www.youtube.com/watch?v=OHK-xsvW0TQ>
5. <https://www.youtube.com/watch?v=AgNjWXhJSu0>
6. <https://www.youtube.com/watch?v=EjGyIi2z6UE>
7. <https://www.youtube.com/watch?v=9cVfVERxHRE>
8. <https://www.youtube.com/watch?v=nJQBuQQxVd0>
9. <https://www.youtube.com/watch?v=Qxlmpf83vxE>
10. <https://www.youtube.com/watch?v=nJQBuQQxVd0>
11. <https://www.fluentu.com/blog/english/english-conversation-for-beginners/>
12. <https://www.fluentu.com/blog/business-english/business-english-dialogues/>

1.11 SUGGESTED ASSESSMENT SCHEME

(to be filled by teacher)

The given performance indicators should serve as a guideline for assessment regarding the process and product-related marks.

Performance indicators (Sample)		Weightage	Marks Awarded
Process related: Marks* (70%)			
1.	Planning before any conversation is very important		
2.	Practising before oral performance with appropriate vocabulary		

Product-related: Marks* (30%)			
1.	Conversation must follow appropriate vocabulary, syntax and intonation		
2.	Exchange of dialogue under different situations require proper pronunciation, tone and pitch		
3.			
4.			
		Total	100%

* Marks and percentage weightage for product and process assessment will be decided by the teacher.

Name of the Student:.....			Signature of Teacher with date
Marks Awarded			
Process Related	Product-Related	Total	
1.			

P4

Communication at Workplace

1.1 PRACTICAL STATEMENT

Icebreaker communication activities are on getting to know one another and breaking the ice for students/employees who really haven't worked together much.

1.2 PRACTICAL SIGNIFICANCE

Practising Ice Breaking exercises in the class or in Language Lab should be an on-going part of students' personal and professional development. There is long list of such games available on the internet that are a fun and an interactive way to hone important skills for effective communication. Not only do these exercises improve student's ability to express themselves clearly and actively listen, but they boost morale and bring the students, closer together.

For student's academic success, at all levels of education, students must be able to communicate effectively. This ability to communicate effectively in the workplace can increase overall productivity, and create a strong team and can promote better performance. Hence, as the name denotes, all such exercises like break the ice etc. help students relax, and set the tone to improve their communication skills, whether verbal or written.

1.3 PRACTICAL OUTCOMES (PRO)

The students will be able to:

- Define communication for professional purposes.
- Explain barriers to communication.
- Describe the benefits of using a personal development plan.
- Deal with challenging behaviour in the classroom.

1.4 PRACTICAL SETUP: In Classroom or in Language Lab.

1.5 RESOURCES REQUIRED

Computer Lab Internet facility, some loose papers, sketch pens, mike and speakers in case of large gathering, language softwares etc.

1.6 PRECAUTIONS

To make ice breaker activities effective, it is necessary to employ certain measures-

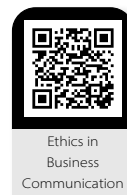
1. Icebreaker exercises must relate to the topic discussed in class.
2. Purpose during these exercises should be to create a team spirit among participants.
3. Problem-solving exercises must focus on working together as a group to tackle specific safety problems and come up with effective solutions.

1.7 PROCEDURE AND OTHER SIMILAR ACTIVITIES

Ice-breaker activities are helpful in developing a positive classroom climate that is conducive to learning, especially through interactions among students. As a facilitator, you can have as many icebreaking sessions but design those sessions with specific objectives in mind and make sure that all the sessions are appropriate and comfortable for everyone involved. Below mentioned ice-breaking exercises will help the teachers encourage students to share ownership for the learning environment of the class. These icebreaker exercises also help break tension among the students when they are an employee, by helping learn facts about each other and form deeper bonds.

Some of the ice-breaking games that can be played in class as well as in Language Lab are-

1. The One-Word Icebreaker
 2. The OMG Icebreaker
 3. Laugh Out Loud Icebreaker
 4. The Movie Pitch Icebreaker
 5. The ‘Start Happy Hour Early’ Icebreaker
 6. The Office Charades Icebreaker
 7. The Boss Q & A Icebreaker
 8. The Trading Card Icebreaker
 9. The “Building Connections” Icebreaker
 10. The Problem-Solution Icebreaker
 11. The Friendly Debate Icebreaker
 12. The Employee-Driven Icebreaker
 13. Conflict Resolution Role Play
 14. Thought Experiment Icebreaker
 15. Peek Into Each Other’s Home Office/ Workspace Icebreaker.
- (Link to these ice-breakers along with many others is given below)



1.8 CONCLUSIONS AND/OR VALIDATION

These ice-breaking activities will provide some sort of unique opportunity to the students to develop in them new heights that can be critical for success in the workplace. When participants feel comfortable and relaxed, they will have more productive discussions.

1.9 PRACTICAL RELATED QUESTIONS

1. Name one important skill that you think everyone should have.
2. There are now 26 hours in a day! How do you spend your extra two hours.
3. Elucidate one thing you are looking forward to doing when you retire.

4. Mention one of your greatest achievements that will help you in job.
5. Suppose you want that you could change one thing about your job, what would it be?
6. Name a unique skill you want to bring with you to your job.
7. Discuss precisely, the things you would do with your 60 minutes of fame.
8. Explain your expectation to be doing 10 years from now.
9. Explicate three positive words that people often use to describe you.
10. Mention one non-work related goal that you would like to achieve in the next five years.

1.10 SUGGESTED LEARNING RESOURCES

Books:

1. The Big Book of Icebreakers: Quick, Fun Activities for Energizing Meetings and Workshops, by Edie West, published by McGraw-Hill Education
2. Quick Team-Building Activities for Busy Managers by Brian C. Miller, published by Amacom Publishers.
3. Big Book of Virtual Teambuilding Games by Mary Scannell, Michael Abrams and Mike Mulvihill. Published by McGraw-Hill Education.
4. The Big Book of Team-Motivating Games by Mary Scannell and Edward Scannell, published by McGraw-Hill Education.
5. The Big Book of Team Building Games, by John Newstrom and Edward Scannell, published by McGraw-Hill Education.

Websites:

1. <https://www.open.edu/openlearn/ocw/mod/oucontent/view.php?id=87012§ion=3>
2. <https://www.tinypulse.com/blog/sk-work-icebreaker-games>
3. <https://www.youtube.com/watch?v=7BrdHfdiaWw>
4. <https://www.youtube.com/watch?v=WEhlQtS8570>
5. <https://www.eventmanagerblog.com/ice-breakers>
6. <https://snacknation.com/blog/boost-productivity-meetings-icebreakers-games/>
7. <https://www.youtube.com/watch?v=OtZ0HtamJ7E>
8. <https://www.youtube.com/watch?v=YKusHAP2gPU>
9. <https://www.youtube.com/watch?v=kojStYcuIG0>
10. <https://www.klientsolutech.com/importance-of-communication-skills-for-students/>
11. <https://www.userlike.com/en/blog/communication-games>

1.11 SUGGESTED ASSESSMENT SCHEME

(to be filled by teacher)

The given performance indicators should serve as a guideline for assessment regarding the process and product-related marks.

Performance indicators (Sample)		Weightage	Marks Awarded
Process related: Marks* (70%)			
1.	Initialization in any professional communication is crucial		
2.	Summarization of any oral presentation at workplace is always appreciable		

Product-related: Marks* (30%)			
1.	Follow the rules of professional communication		
2.	Professional communication requires appropriate vocabulary and body language		
3.			
4.			
Total		100%	

* Marks and percentage weightage for product and process assessment will be decided by the teacher.

Name of the Student:.....			Signature of Teacher with Date
Marks Awarded			
Process Related	Product-Related	Total	
1.			

P5

Interview Skills

1.1 PRACTICAL STATEMENT

An interview is essentially a structured conversation where one or more persons ask questions, consult or evaluate another person and the other provides answers.

1.2 PRACTICAL SIGNIFICANCE

An interview is a professional meeting in which a series of questions are asked to determine eligibility and discover information regarding experience and past work history of the candidate. They want to ask why he/she would be a good addition to the company. So, one should always answer interview questions honestly and professionally. During the interview, the employer hopes to determine whether or not the applicant is suitable for the job, while the applicant tries to learn more about the position impressing the employer.

As a general rule, a job interview is an important part of the process of applying for a job, and it may range in formality from a casual conversation to a series of serious discussions with an assortment of people working within the company.

1.3 PRACTICAL OUTCOMES (PRO)

The Student will be able to:

- Explain the purpose of interviews.
- Describe the processes involved in different types of interviews.
- Develop skills to succeed through all types of interviews.

1.4 PRACTICAL SETUP: In Classroom and Language Lab.

1.5 RESOURCES REQUIRED: Computers and related software.

1.6 PRECAUTIONS

1. Know the exact time and location of your interview and arrive early.
2. Wear smart business attire with comfortable, polished shoes. Let your personality shine.

3. Come prepared with as much information about the company and industry as possible.
4. Treat other people you encounter with courtesy and respect.
5. Be confident. Begin introductions with a firm handshake to your interviewer(s) before and after.
6. Be as enthusiastic and make a good first impression.
7. Display positive body language, speaking clearly, smiling frequently and retaining eye contact.
8. Sit still in your seat; avoid fidgeting and slouching.
9. Listen and respond accordingly.
10. Do not criticize any previous employers.
11. Respond to questions and back up your statements about yourself with specific examples whenever possible.
12. Ask for clarification if you don't understand a question.
13. Have intelligent questions prepared to ask the interviewer.
14. After the interview, make notes right away so you don't forget critical details.
15. After the interview, write a thank-you letter to your interviewer promptly.



Interview Skills
Lecture-01



Interview Skills
Lecture-02



Interview Skills
Lecture-03

1.7 SUGGESTED PROCEDURE

Interview is a formal conversation between two or more people to ascertain and evaluate the qualifications of a person to fill a particular job situation. Although, all job interviews have the same objective, but employers reach that objective in a variety of ways. It is equally important for the candidate to recognize the type of interviews he/she is facing and flow with them.

1.8 CONCLUSIONS AND/OR VALIDATION

An interview is a procedure designed to obtain information from a person through oral responses to oral inquiries. It enables a student to bring self-confidence in him/her to communicate to all types of people confidently and make him/her acquainted with various types of interviews taking place in the business organizations. Mock interview helps the students learn how to answer difficult questions, develop interview strategies, improve their communication skills, and reduce their stress before an actual job interview so as to crack any interview easily.

1.9 PRACTICAL RELATED QUESTIONS

1. Do you believe that interview is an important screening tool for companies?
2. Explain the process through which you can clearly express your talents and expertise to create a positive impression on the interviewers.
3. As an interviewee, discuss the strategies, you will adopt to succeed in gaining a job offer.

1.10 SUGGESTED LEARNING RESOURCES

1. "How to Talk to Anyone" McGraw-Hill Professional Publishing by Leil Lowndes

2. 60 Seconds and You're Hired! Career Cup; 5th edition (22 August 2011); 5th edition (January 1, 1905) by Robin Ryan
3. Smart Answers to Tricky Interview Questions: How to prepare for a job-winning interview, Robinson Press, by Rob Yeung.
4. Get That Job!: The Quick and Complete Guide to a Winning Interview, Plovercrest Press, by Thea Kelley
5. Knock 'em Dead Job Interview: How to Turn Job Interviews Into Job Offers, Adams Media, by Martin Yate.



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1.11 SUGGESTED ASSESSMENT SCHEME

(to be filled by teacher)

The given performance indicators should serve as a guideline for assessment regarding the process and product-related marks.

Performance Indicators		Weightage	Marks Awarded
Process Related: Marks* (70%)			
1.	Presenting oneself as the most favourable candidate		
2.	Evaluating the level of motivation, values, attitude and personality		
3.			
4.			
Product Related: Marks* (30%)			
1.	The personality during interview comprises of body language, proper attire and confidence		
2.	Confidence and sound knowledge of the subject is essential		
3.			
4.			
Total		100%	

* Marks and percentage weightage for product and process assessment will be decided by the teacher.

Name of the Student:.....			Signature of Teacher with date
Marks Awarded			
Process Related	Product-Related	Total	

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P6

Formal Presentations

1.1 PRACTICAL STATEMENT

Presentations are considered formal when someone has been asked to share ideas with an individual or group for enlightening, inspiring, or compelling and he/she has been given time to prepare.

1.2 PRACTICAL SIGNIFICANCE

Presentations usually require preparation, organization, event planning, writing, use of audio and visual aids, dealing with stress, and answering questions. The key features of a presentation consist of presenter, audience, message, reaction and method to deliver speech for organizational success in an effective manner. No doubt, you owe your audience and yourself a good presentation, but creating an effective presentation takes planning and practice. A well planned presentation is a means of communication that can be adapted to various speaking situations, such as talking to a group, addressing a meeting or briefing a team. Today, presentation skills are required in almost every field, and mostly, students are required to give presentations on various occasions. Many students feel terrified when asked to talk before others or in front of class, especially to bigger groups. However, these fears can be reduced by good preparation, which will also lay the groundwork for making an effective presentation.

1.3 PRACTICAL OUTCOMES (PRO)

The practical outcomes are derived from the curriculum of this course to:

- Consider your audience.
- Create a clear, logical structure.
- Give yourself plenty of time to prepare thoroughly.
- Practice your presentation multiple times.

1.4 PRACTICAL SETUP: In Classroom or in Language Lab.

1.5 RESOURCES REQUIRED:

1. Computer or laptop
2. Typography

3. Images or videos
4. LCD Projector
5. Screen to project
6. Well-furnished room or auditorium
7. Mike and speakers in case of large gathering
8. Audience
9. Language Soft wares



1.6 PRECAUTIONS

- Start preparing early; don't wait until the last few days to prepare
- Check out audio visual equipment ahead of time
- Think about your audience
- Be clear about your purpose
- Organize your presentation clearly and simply
- Decide on your presentation method
- Understand the medium through which you are describing something
- Use an effective introduction and proper language
- The arrangement of facts should be in sequence
- Don't block the audience's vision; limit the time your back is to the audience
- Take care of non-verbal communication
- Focus on voice quality and clarity
- Give accurate and updated information
- Create an effective conclusion



1.7 PROCEDURE AND RELATED ACTIVITIES

Presentations are a necessary part of students' life. In order to deliver a successful formal presentation, teachers need tell the students to-

- Stage and craft a presentation that is creatively engaging, entertaining and informative
- Give lots of thought to your presentation as they are in learning stage
- Use a variety of teaching methods and strategies
- Remember that it's all about your audience
- Compose for the ear, not for the eye
- Face the question-and-answer session boldly as this is the worst part of the event.

1.8 CONCLUSIONS AND/OR VALIDATION

Conclusion of your presentation gives the audience their last impression of you and your content. Therefore, end your presentation on a positive note; communicate the audience of importance of your ideas and the subject matter. Make a connection between your opening and closing statements giving them a strong sense of conclusion. Your conclusion should leave the audience with a solution, an insight and questions for further study or a call to action. Now end the essay on a positive note.

1.9 PRACTICAL RELATED QUESTIONS

- Q.1 Mention the 7/7 rule applicable for formal presentations.
- Q.2 Explain the 10 20 30 rule of power point presentation.
- Q.3 Discuss in detail, the 10 elements of a powerful presentation.
- Q.4 State the best format for a presentation.
- Q.5 Mention the style through which you make a killer presentation.



1.10 SUGGESTED LEARNING RESOURCES

Books:

1. R K Bali and A Dwivedi , The Small Book of Big Presentation Skills, Lexden Publishing Limited (2006).
2. Raman, Meenakshi & Sangeeta Sharma. Technical Communication: Principles and Practice. Second Edition. New Delhi: Oxford University Press, 2011.
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10. <https://en.wikipedia.org/wiki/Presentation>

1.11 SUGGESTED ASSESSMENT SCHEME

(to be filled by teacher)

The given performance indicators should serve as a guideline for assessment regarding process and product-related marks.

The performance indicator is to achieve the Co of the particular unit.

Performance indicators (sample)		Weightage	Marks Awarded
Process Related: Marks* (70%)			
1.	Description of an object or process in a formal presentation		
2.	Call to action and use of positive words is important		
3.			
4.			
Product Related: Marks* (30%)			
1.	The description must be clear and detailed		
2.	The use of simple terms and words is vital		
3.			
4.			
Total		100%	

(to be filled by teacher)

The given performance Indicators should serve as a guideline for assessment regarding process and product-related marks.

* Marks and percentage weightage for product and process assessment will be decided by the teacher.

Name of the Student:.....			Signature of Teacher with date
Marks Awarded			
Process Related	Product-Related	Total	
		100	

Note: These are the sample practicals with a detailed description. kindly refer to the practical exercises enlisted at the end of each unit.

COURSE COMPETENCY

The overall aim of this course is to facilitate the students to develop competency in:

1. Communicating grammatically correct English.
2. Communicating in English in both Reading and Writing forms.
3. Enhancing vocabulary for honing business communication.
4. Listening and speaking for effective communication skills in English for professional purposes.
5. Soft skills and life skills for achieving excellence in professional world.
6. Personality Development for harnessing their potential for professional excellence.

CO AND PO ATTAINMENT TABLE

Course outcomes (COs) for this course can be mapped with the programme outcomes (POs) after the completion of the course and a correlation can be made for the attainment of POs to analyse the gap. After proper analysis of the gap in the attainment of POs, necessary measures can be taken to overcome the gaps.

Table for CO and PO Attainment

Course Outcomes	Expected Mapping with Programme Outcomes (1- Weak Correlation; 2- Medium correlation; 3- Strong Correlation)											
	PO-1	PO-2	PO-3	PO-4	PO-5	PO-6	PO-7	PO-8	PO-9	PO-10	PO-11	PO-12
CO-1												
CO-2												
CO-3												
CO-4												
CO-5												
CO-6												
CO-7												
CO-8												

The data filled in the above table can be used for gap analysis.

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8. Grammar Practice for Upper Intermediate Students, by Elaine Walker and Steve Elsworth, published
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LLC, New York, 10013, USA.
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