

D.EL.ED., Second Year

D.EL.ED.-22

PROFICIENCY IN ENGLISH – II



मध्यप्रदेश भोज (मुक्त) विश्वविद्यालय – भोपाल

MADHYA PRADESH BHOJ (OPEN) UNIVERSITY - BHOPAL

Reviewer Committee

1. Dr. Rohita Grover
Assistant Professor (Guest Faculty), DME
Madhya Pradesh Bhoj (Open) University
Bhopal (M.P.)
2. Dr. Ramakar Raizada
Professor
Regional Institute of Education,
NCERT, Bhopal
3. Dr. Pushpita Rajawat
Assistant Professor
Madhyanchal University, Bhopal (M.P.)

Advisory Committee

1. Dr. Jayant Sonwalkar
Hon'ble Vice Chancellor
Madhya Pradesh Bhoj (Open) University
Bhopal (M.P.)
2. Dr. L.S. Solanki
Registrar
Madhya Pradesh Bhoj (Open) University
Bhopal (M.P.)
3. Dr. Hemlata Dinkar
HOD, DME
Madhya Pradesh Bhoj (Open) University
Bhopal (M.P.)
4. Dr. Rohita Grover
Assistant Professor (Guest Faculty), DME
Madhya Pradesh Bhoj (Open) University
Bhopal (M.P.)
5. Dr. Ramakar Raizada
Professor
Regional Institute of Education,
NCERT, Bhopal
6. Dr. Pushpita Rajawat
Assistant Professor
Madhyanchal University, Bhopal (M.P.)

COURSE WRITERS

Deb Dulal Halder, Assistant Professor, Department of English, Kirori Mal College, University of Delhi

Copyright © Reserved, Madhya Pradesh Bhoj (Open) University, Bhopal

All rights reserved. No part of this publication which is material protected by this copyright notice may be reproduced or transmitted or utilized or stored in any form or by any means now known or hereinafter invented, electronic, digital or mechanical, including photocopying, scanning, recording or by any information storage or retrieval system, without prior written permission from the Registrar, Madhya Pradesh Bhoj (Open) University, Bhopal.

Information contained in this book has been published by VIKAS® Publishing House Pvt. Ltd. and has been obtained by its Authors from sources believed to be reliable and are correct to the best of their knowledge. However, the Madhya Pradesh Bhoj (Open) University, Bhopal, Publisher and its Authors shall in no event be liable for any errors, omissions or damages arising out of use of this information and specifically disclaim any implied warranties or merchantability or fitness for any particular use.

Published by Registrar, MP Bhoj (Open) University, Bhopal in 2020



VIKAS® is the registered trademark of Vikas® Publishing House Pvt. Ltd.

VIKAS® PUBLISHING HOUSE PVT. LTD.

E-28, Sector-8, Noida - 201301 (UP)

Phone: 0120-4078900 • Fax: 0120-4078999

Regd. Office: A-27, 2nd Floor, Mohan Co-operative Industrial Estate, New Delhi 1100 44

• Website: www.vikaspublishing.com • Email: helpline@vikaspublishing.com

SYLLABI-BOOK MAPPING TABLE

Proficiency in English – II

Syllabi	Mapping in Book
BLOCK-I: Development of Writing Skill	
Unit-I Writing Skill: An Introduction <ul style="list-style-type: none"> Understanding Writing Skill and its Importance in Language Learning 	Unit-1: Writing Skill: An Introduction (Pages 3-14)
Unit-II Mechanism of Writing Skill <ul style="list-style-type: none"> Strokes and Curves, Capital and Small Letters, Cursive and Print Script, Punctuations 	Unit-2: Mechanism of Writing Skill (Pages 15-49)
Unit-III Types of Writing and their Examples <ul style="list-style-type: none"> Narrative, Descriptive, Expository, Persuasive 	Unit-3: Types of Writing and their Examples (Pages 51-72)
Unit-IV Improving Writing Skills <ul style="list-style-type: none"> Writing Letters (Informal, Business, to the Editor, Application for a Job), E-mails, Notices, Reports, Articles, Reviews, Advertisements, Making Notes, Writing Replies (Formal and Informal), Invitations (Formal and Informal) and Summarization 	Unit-4: Improving Writing Skills (Pages 73-103)
BLOCK-II: Grammar and Vocabulary Development - Part II	
Unit-I Sentences <ul style="list-style-type: none"> Simple, Compound and Complex Phrases and Clauses 	Unit-1: Sentences (Pages 105-112)
Unit-II Transformation of Sentences <ul style="list-style-type: none"> Active and Passive Voice Affirmative, Assertive, Interrogative, Exclamatory, Negative Sentences Direct and Indirect Speech 	Unit-2: Transformation of Sentences (Pages 113-129)
Unit-III Non Finite Verbs <ul style="list-style-type: none"> Infinitives, Gerund, and Participles Agreement of the Verb with the Subject 	Unit-3: Non-Finite Verbs (Pages 131-141)
Unit-IV Vocabulary Development <ul style="list-style-type: none"> Synonyms, Antonyms, Homophones, Homographs, Phrasal Verbs and Idioms 	Unit-4: Vocabulary Development (Pages 143-153)



CONTENTS

INTRODUCTION	1
BLOCK-I: DEVELOPMENT OF WRITING SKILL	
UNIT 1 WRITING SKILL: AN INTRODUCTION	3-14
1.0 Introduction	
1.1 Objectives	
1.2 Understanding Writing Skills and its Importance in Language Learning	
1.2.1 Editing and Revising	
1.2.2 Ways to Strengthen Writing Skills	
1.3 Answers to ‘Check Your Progress’	
1.4 Summary	
1.5 Key Terms	
1.6 Self-Assessment Questions and Exercises	
1.7 Further Reading	
UNIT 2 MECHANISM OF WRITING SKILL	15-49
2.0 Introduction	
2.1 Objectives	
2.2 Choosing the Right Sentences	
2.3 Strokes and Curves	
2.4 Cursive and Print Script	
2.5 Capital and Small Letters	
2.6 Punctuation Marks and their Significance	
2.7 Skills to Strengthen Writing	
2.7.1 Cohesion in Writing: Linking Words, Phrases, Sentences and Paragraphs	
2.8 Answers to ‘Check Your Progress’	
2.9 Summary	
2.10 Key Terms	
2.11 Self-Assessment Questions and Exercises	
2.12 Further Reading	
UNIT 3 TYPES OF WRITING AND THEIR EXAMPLES	51-72
3.0 Introduction	
3.1 Objectives	
3.2 Descriptive Writing	
3.3 Narrative Writing	
3.4 Expository Writing	
3.5 Argumentative or Persuasive Writing	
3.6 Answers to ‘Check Your Progress’	
3.7 Summary	
3.8 Key Terms	
3.9 Self-Assessment Questions and Exercises	
3.10 Further Reading	

UNIT 4 IMPROVING WRITING SKILLS

73-103

- 4.0 Introduction
- 4.1 Objectives
- 4.2 Letter Writing
- 4.3 Writing Emails
- 4.4 Notices
- 4.5 Report Writing
- 4.6 Article Writing
- 4.7 Review Writing
- 4.8 Advertisements
- 4.9 Note Making
- 4.10 Invitations and Replies
- 4.11 Summarizing
- 4.12 Answers to 'Check Your Progress'
- 4.13 Summary
- 4.14 Key Terms
- 4.15 Self-Assessment Questions and Exercises
- 4.16 Further Reading

BLOCK-II: GRAMMAR AND VOCABULARY DEVELOPMENT – PART II

UNIT 1 SENTENCES

105-112

- 1.0 Introduction
- 1.1 Objectives
- 1.2 Basic Sentence Patterns: Phrases and Clauses
- 1.3 Simple Sentence
 - 1.3.1 Compound Sentence
 - 1.3.2 Complex Sentence
 - 1.3.3 Compound-Complex Sentence
- 1.4 Answers to 'Check Your Progress'
- 1.5 Summary
- 1.6 Key Terms
- 1.7 Self-Assessment Questions and Exercises
- 1.8 Further Reading

UNIT 2 TRANSFORMATION OF SENTENCES

113-129

- 2.0 Introduction
- 2.1 Objectives
- 2.2 Direct and Indirect Speech
- 2.3 Active and Passive Voice
- 2.4 Transformation of Sentences: Affirmative, Assertive, Interrogative, Exclamatory and Negative Sentences
- 2.5 Answers to 'Check Your Progress'
- 2.6 Summary
- 2.7 Key Terms
- 2.8 Self-Assessment Questions and Exercises
- 2.9 Further Reading

UNIT 3 NON-FINITE VERBS

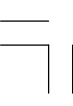
131-141

- 3.0 Introduction
- 3.1 Objectives
- 3.2 Verbs
- 3.3 Infinitives
- 3.4 Gerunds
- 3.5 Participles
- 3.6 Agreement of the Verb with the Subject
- 3.7 Answers to 'Check Your Progress'
- 3.8 Summary
- 3.9 Key Terms
- 3.10 Self-Assessment Questions and Exercises
- 3.11 Further Reading

UNIT 4 VOCABULARY DEVELOPMENT

143-153

- 4.0 Introduction
- 4.1 Objectives
- 4.2 Significance of Vocabulary
- 4.3 Synonyms
 - 4.3.1 Antonyms
 - 4.3.2 Homophones, Homonyms and Homographs
 - 4.3.3 Idioms
 - 4.3.4 Phrasal Verbs
- 4.4 Answers to 'Check Your Progress'
- 4.5 Summary
- 4.6 Key Terms
- 4.7 Self-Assessment Questions and Exercises
- 4.8 Further Reading



INTRODUCTION

English compulsory comprises two components: Language and Literature. English is one language that most people all over the world choose to speak or learn to speak, beside their own mother tongue. Although language has been an object of attention for many philosophers from the times of Aristotle and Plato, it is said that the nineteenth century saw the birth of the study of language as a science.

While the ability to communicate distinguishes human beings from animals, the ability to communicate effectively distinguishes one human being from another. Every human being faces the need to be well equipped with effective communication tools. In today's competitive environment, success depends to a great extent on good communication, i.e., the ability to not just speak well but also listen well.

If you are able to speak and listen correctly, you leave no scope for miscommunication. Good communication is also dependant on the correct usage of grammar. A person whose language is grammatically incorrect is bound to sound unpleasant. If you cannot speak correctly, chances are you will not be able to write correctly either. So, a sound knowledge of grammar is necessary for good communication, not just at the workplace but also at home.

This book, *Proficiency in English - II*, has been written in the Self-Instructional Mode (SIM) wherein each unit begins with an Introduction to the topic followed by an outline of the Objectives. The detailed content is then presented in a simple and an organized manner, interspersed with Check Your Progress questions to test the understanding of the students. A Summary along with a list of Key Terms and a set of Self-Assessment Questions and Exercises is also provided at the end of each unit for effective recapitulation.

NOTES



BLOCK-I:
DEVELOPMENT OF WRITING SKILL

*Writing Skill:
An Introduction*

**UNIT 1 WRITING SKILL:
AN INTRODUCTION**

NOTES

Structure

- 1.0 Introduction
- 1.1 Objectives
- 1.2 Understanding Writing Skills and its Importance in Language Learning
 - 1.2.1 Editing and Revising
 - 1.2.2 Ways to Strengthen Writing Skills
- 1.3 Answers to 'Check Your Progress'
- 1.4 Summary
- 1.5 Key Terms
- 1.6 Self-Assessment Questions and Exercises
- 1.7 Further Reading

1.0 INTRODUCTION

Writing is an essential human activity that came into existence much later than speech. Writing is a graphical representation of speech. However, the rules of writing are often different from that of speech. We also need to remember that speech is a distinguishing characteristic of every human being. However, it is only the literates who can write. In other words, literacy is a prerequisite for writing.

Writing skills are essential capabilities that enable writers to convert their thoughts into clear words, in a meaningful way, without losing the essence of the thoughts. Various linguists have defined writing differently. Writing is an integral part of a larger activity where the focus is on something else such as language practice, acting out or speaking (Harmer, 2007:33)

On the other hand, writing is the representation of the language in textual medium through the use of a set of sign or symbols. Some people consider that writing is difficult. Elbow (1981: 9) states that writing calls on the ability to create words and ideas out of yourself, but it also calls on the ability to criticize them in order to describe which ones to use. Writing is the nature of the composing process of writing. Written products are often the result of thinking, drafting and revising procedures that require specialized skills, skills that not every speaker develops naturally (Brown, 2003: 335).

To convert writing as a tool of effective communication, knowledge of basic grammar is essential. Writing skills are often very personal to each writer as they are more about developing a personal style and a unique voice as a writer. New writers also face the challenge of finding their unique style to make their work more noticed and effective in the process.

NOTES

With a lot of new writers, the challenges are as much about the practice of writing and what to write about as anything else. In term of skills, producing of coherent, fluent, extended piece of writing is probably the most difficult thing there is to do in language. Until the mid-1970s, writing was a subservient skill, whose function was to support the development of oral language (Nunan, 1999: 271).

In this unit, the focus is on various aspects of writing and developing writing skills.

1.1 OBJECTIVES

After going through this unit, you will be able to:

- Describe writing skills
- Explain the significance of writing in language learning
- Assess ways of strengthening writing skills

1.2 UNDERSTANDING WRITING SKILLS AND ITS IMPORTANCE IN LANGUAGE LEARNING

Let us first understand writing.

Writing – A Process

Writing is a process that we need to plan appropriately to be effective. We need to know how to put down our thoughts logically and cohesively so that the writer's intended audience finds them fruitful and meaningful. We need to develop and strengthen our writing through constant practice.

Writing is not a spontaneous, unplanned activity that can be undertaken without any thoughts put in. In other words, to write effectively, we need to plan writing in a step-by-step manner. There usually are various steps involved in effective writing.



Fig. 1.1 Steps for Writing

Source: <https://www.toppr.com/guides/business-correspondence-and-reporting/introduction-to-basic-writing/steps-for-writing/>

People differ in their opinions in terms of the steps to be followed in the process of writing. In simple terms, the writing process can be divided into three parts – prewriting – writing – revising. However, each of these processes can be broken down into different steps again. For the sake of simplicity, we will follow writing to be having three steps of “prewriting – writing – revising” As mentioned.

In the essay “Dream Children”, Charles Lamb must have thought that he would write an essay about his children and then sketch an outline of what he will write about. He wanted to talk about his children, who are not accurate as he is a bachelor. So, he decided that he would write about his relationship with his children and then, in the end, will divulge the information that he is sitting in “bachelor’s armchair.” He decided that he would write in a narrative mode. This is the pre-writing phase of the essay. The actual writing is done when Lamb arranges various incidents with his children in a particular manner to keep the readers’ interest alive. After finishing his writing, he must have revised the writing to develop the final essay we read today.

(i) First Step - Prewriting

The first step of any writing begins with the decision that you need to write on a topic. If your instructor gives the topic, then half of your problem is solved. You do not have to spend time figuring out what topic you should and can write. Otherwise, it would help if you thought of a topic that interests you and can research and find sufficient information and details within a specific period. It is important to remember that when you are writing for academic purposes, mostly you have a stipulated time within which you need to complete the writing, so while choosing the topic, the do-ability of research on that topic within a specific time is a big concern. When you have decided on a topic, it is time to do some readings on that topic (you can also watch some audio-visuals, scan through some blogs/ vlogs, search through some websites, visit some libraries) so that you can brainstorm and come up with something which interests you so much that you feel like writing about it. It is to be remembered here that when you start passionately feeling about something, you can bring some passion to your writing which enhances the quality of your writing.

Doing research and collecting information on the topic is a necessity when one thinks of effective writing. While writing, you need to take a position if you are writing argumentatively. If you are doing expository writing, then you need to be informative. If you are narrating, then imagination and descriptive competence should be put to use. So, after researching the topic, you need to decide which mode of writing you need to employ to do justice to the topic and the readers. The mode of writing will necessarily correspond to the topic and the intended audience/ readers.

For example, suppose you have chosen the topic “Industrialization.” This topic can be thought about and written from various perspectives. You can write argumentatively on how industrialization is detrimental to the environment. You may choose to write in an expository manner on the history of industrialization or write a narrative involving how a particular character has benefited from

NOTES

NOTES

industrialization. The topic you choose and the mode of writing you employ to do justice to the topic will decide your future course of writing.

When you have chosen these two – the topic and the mode of writing – it is time to make a rough structure. Making a rough outline helps immensely in the writing process as you know how and where to progress. In the essay “Dream Children” by Charles Lamb, the essayist must have first got struck with the idea of writing an essay on Dream Children. The author was in love with children, but being a bachelor, he didn’t have any. So, he imagined them and wrote an essay where he was talking to his imaginary children. As the essayist must have chosen the topic, he probably figured out that he should write a personal essay on which imagination is the key. So before writing the essay “Dream Children”, he must have chalked out an outline. As he was writing a narrative essay, he decided that the “children” are imaginary should come at the end of the essay as a surprise. The emotions explored with the children by a bachelor makes the suspense of the essay work wonders. Till today, the essay is considered to be one of the masterpieces.

(ii) Second Step – Writing

It would help if you remembered that when you are a reader and are about to read something, you necessarily are trying to answer the ‘five W and one H questions’ — Who, What, When, Where, Why, How.



Source: <https://www.wordstream.com/blog/ws/2014/08/07/improve-writing-skills>

So, while writing, you also need to answer these questions so that the readers’ queries are resolved. Suppose if you are writing a news story for a newspaper, then these six questions need to be answered at the very beginning of the story (the term used in newspapers for introduction is Lead). But suppose you are doing creative writing and doing a short story. In that case, you probably will postpone the answers to some of these questions until the end of the narrative to create suspense, which will make the reader have the pleasure of reading the story. So, while choosing to write on a particular topic, you also need to decide the writing mode, which necessarily leads you further to make a writing plan.

Now it is time to delve into the actual writing process where you write the first draft. It is to be understood here that the first draft you write is not the final

draft. You need to rework your drafts time and again to come to the final write up. But it is always advisable that when writing the first draft, be careful to keep the logical flow and cohesion of the write-up at par with the standard.

It is also significant to understand that writing is often a messy affair. Therefore, if you are not organized about it, then it can lead to more and more mess which becomes difficult to deal with in the later period while you revise and edit. Writing should not be taken as an end in itself, but while you write, you are also learning at the same time. Each writing exercise you take up makes you learn many things. The important ones among them are as follows:

- Your writing skill and competence develops and strengthens with each writing task that you get into
- Your subject knowledge increases as you write, as writing often provides you clarity of thought. Reading different things on a subject makes us have many ideas. However, when writing, those thoughts are amalgamated into a unified whole and presented coherently and cohesively, leading to a better organization of thought on that subject.

Specific points to keep in mind while writing

- It should be kept in mind that you are writing for your intended audience. Writing has to be in a language that your readers are comfortable in comprehending. Therefore, their comfort zone and linguistic skills should be kept in mind while writing.
- One should write following proper grammar and sentence structure. It helps in putting across your thoughts properly to the readers.
- Jargons and flowery language may often take away the beauty and depth of your thought or idea. So, it is preferable that you use language which presents your thoughts in a manner that justifies the subject and the intended audience. For example, if you are writing for a legal journal, you can use legalese (law specific jargon). However, the same cannot be used if you are writing for a newspaper article as your intended readers are ordinary men who do not understand legal language.
- While writing, connecting words/transitions are very significant as they provide some cohesion to your writing. So, it is advisable that you use transitions properly to make your write up easier to understand.

In the process of reading “Dream Children,” you must have felt that there is an ease of reading the essay. It is an easy flowing essay that immediately strikes a chord with the readers because of its language. As “Dream Children” is an emotional journey of the writer. Therefore, the essay shows that the writer is trying to get the readers emotionally involved in the journey. He is taking the readers in a mental tour of his children and making us revisit our own childhood and thus evoking emotions, which makes the reading pleasurable.

The pleasure of reading is a critical factor for the readers. If something is not pleasurable to read, the readers may choose not to read it. Therefore, we must write in a manner that provokes the reader to read further. So, to strengthen your

NOTES

NOTES

writing, try to approach writing as an ideal reader. What the reader would like to read should be one of your prime concerns.

Along with the pleasure of reading, if the reader can be given more information and instruction, then writing is accomplished. “The bachelor’s armchair”, where Charles Lamb is sitting and dreaming of his children, is coming at the end of the essay, making us feel the mental tour that the essayist took is significant as we often take such mental tours sitting at ease with ease ourselves. These imaginary aspects of our beings should not be discarded as something outrageous. However, they can be great content for writing, provided we can use linguistic skills and narrative structures to present those thoughts on paper. So, writing needs to be taken as a challenge to present your utmost more profound (both imaginary and critical) thoughts so that the readers feel that they are experiencing something they haven’t done earlier. This is one of the most significant ways to improve your writing skill and strengthen your competence as a writer.

Importance of Writing

The purpose of any writing is to communicate and convey a message. When you write, you want to communicate your ideas, thoughts sentiments, feelings, events, experiences, etc. You want to inform, motivate, inspire, persuade, elicit information, invite, announce, remind, and so on. Enquiries, invitations, price lists, offers, quotations, announcements, due notices, new arrivals, clearance and disposal, recoveries and reminders, orders and a host of other such activities of everyday relevance are to be covered through written communication. Written correspondence thus has an extremely wide reach and as such is very useful.

Written communication has certain distinct advantages as compared to verbal communication. It has a much larger reach whereas verbal communication can only go as far as the voice or oral messages can travel. Moreover, while verbal communication goes with the non-verbal message, written communication creates a solo impact. For this very reason, in oral communication, the communicator has to be quite conscious of the accompanying body language and other non-verbal messages, for they have the potential to distort or contradict the basic oral message.

Written communication has certain clear advantages as detailed below:

- Written communication has an extremely wide reach, co-terminus with the literate world.
- Written communication can be well organized to convey the precise message.
- Written communication, generally speaking, can be prepared at the time when the communicator is best prepared to do so.
- Written communication, unlike oral communication, can be effective as a stand-alone medium.
- Written communication can be targeted to reach specific individuals/ sections.

- Written communication can be composed in a language that the receiver can read and understand.
- Written communication can carry the much desired personal touch.
- Written communication can be erased, revised and re-written.
- Written communication, when stored, can be exactly reproduced or repeated.
- Written communication, organized properly, can be cost effective.
- Written communication, very importantly, creates records and reference sources.
- Written communication, when presented in an appealing manner can create the right impression.

NOTES

1.2.1 Editing and Revising

When one has written the first draft, it is time to take a break and go back to your writing after some time. Often reading your writing immediately after finishing writing does not let you figure out the mistakes, lacunas and shortcomings of your writing. So, it is better to let it rest for a while and then go back to it. While revising the draft, the things that you should be extra careful of are as follows:

- If the idea/ thought presented in your write up is logically presented.
- If the writing is readable and comprehensible by your intended readers.
- There are no grammatical and syntactical (sentence structure) mistakes or punctuation errors.
- There are proper transitions or connecting words used to make the writing cohesive.
- The thesis statement is stated correctly at the beginning of the write-up.
- That each paragraph has a topic sentence.
- That paragraph division is justified, and each paragraph deals with a concept or idea related to your topic.
- The conclusion restates the thesis statement in a different language than initially used at the beginning of the write-up.
- If you are writing a narrative, then the suspense element is maintained.
- That citation is provided for the references, evidence, and statistics so that the readers can figure out the sources of information and cross-check if needed.
- The bibliography is made according to the standard format prescribed style (MLA or APA or Chicago Style Sheet).

When you have done all these – taken a step-by-step process from prewriting to revising, it is time that you can present the work to your readers or submit it to your instructor for evaluation.

NOTES

1.2.2 Ways to Strengthen Writing Skills

It is imperative to understand that while undertaking writing as an activity, you should be extra careful of the process undertaken. Your writing is a document that will be there for a longer time period and may be subject to scrutiny and reference. So, while writing, some of the things that you should not use are as follows:

- Don't use discriminatory language of any kind, whether gender discrimination or discrimination against any race, creed, colour or ethnicity or people with special needs or physically challenged. For example, don't use the word "man force"; use the word "workforce"; don't use "Chairman"; use "Chairperson" as these are gender discriminatory. Similarly, we should think of all such words which are discriminatory in some way or the other and avoid using them at all times.
- You should not use any language which shows your casual attitude if you are not texting your friend. Writing as an academic exercise should be taken with utmost seriousness, and any simple words can mar it all together.
- Writing is communication where you are not writing for yourself (except for Diary Writing) but for your readers; therefore, it is essential that you keep in mind your readers. For example, if you are writing an assignment for your teacher and writing something to be read by your peer group, it will not be the same as the subject knowledge, linguistic skill, level of intellect of your instructor and your peer group is usually not the same. Just keeping in mind, an ideal reader would lead to you not being understood by the majority.

Check Your Progress

1. Name the three parts of the writing process.
2. State one necessity of effective writing.
3. Mention one point that should be kept in mind while writing.

1.3 ANSWERS TO 'CHECK YOUR PROGRESS'

1. The three parts of the writing process are prewriting, writing and revising.
2. Doing research and collecting information on the topic is a necessity of effective writing.
3. One point that should be kept in mind while writing is that one should write following proper grammar and sentence structure. It helps in putting across one's thoughts properly to the readers.

1.4 SUMMARY

- Writing is a graphical representation of speech. However, the rules of writing are often different from that of speech.

- Writing is not a spontaneous, unplanned activity that can be undertaken without any thoughts put in. In other words, to write effectively, we need to plan writing in a step-by-step manner. There usually are different steps of writing.
- In simple terms, the writing process can be divided into three parts which are prewriting, writing and revising. However, each of these processes can be broken down into different steps again.
- The first step of any writing begins with the decision that you need to write on a topic.
- It is important to remember that when you are writing for academic purposes, mostly you have a stipulated time within which you need to complete the writing, so while choosing the topic, the do-ability of research on that topic within a specific time is a big concern.
- Doing research and collecting information on the topic is a necessity when one thinks of effective writing.
- While writing, you need to take a position if you are writing argumentatively. If you are doing expository writing, then you need to be informative.
- If you are narrating, then imagination and descriptive competence should be put to use.
- When you are a reader and are about to read something, you necessarily are trying to answer the 'five W and one H questions' — Who, What, When, Where, Why and How.
- Writing should not be taken as an end in itself, but while you write, you are also learning at the same time.
- Each writing exercise you take up makes you learn many things. The important ones among them are as follows:
 - Your writing skill and competence develops and strengthens with each writing task that you get into
 - Your subject knowledge increases as you write, as writing often provides you clarity of thought. Reading different things on a subject makes us have many ideas.
- It should be kept in mind that you are writing for your intended audience. Writing has to be in a language that your readers are comfortable in comprehending.
- One should write following proper grammar and sentence structure. It helps in putting across your thoughts properly to the readers.
- While writing, connecting words/transitions are very significant as they provide some cohesion to your writing. So, it is advisable that you use transitions properly to make your write up easier to understand.

NOTES

NOTES

- When one has written the first draft, it is time to take a break and go back to your writing after some time.
- While revising the draft, the things that you should be extra careful of are as follows:
 - If the idea/ thought presented in your write up is logically presented.
 - If the writing is readable and comprehensible by your intended readers.
 - There are no grammatical and syntactical (sentence structure) mistakes or punctuation errors.
- Don't use discriminatory language of any kind, whether gender discrimination or discrimination against any race, creed, colour or ethnicity or people with special needs or physically challenged.
- You should not use any language which shows your casual attitude if you are not texting your friend.
- Writing as an academic exercise should be taken with utmost seriousness, and any simple words can mar it all together.
- Writing is communication where you are not writing for yourself (except for Diary Writing) but for your readers; therefore, it is essential that you keep in mind your readers.

1.5 KEY TERMS

- **Essay:** It refers to a short piece of writing on one subject.
- **Academic writing:** This type of writing is clear, concise, focused, structured and backed up by evidence.
- **Note-making:** It is the practice of recording information from different sources and platforms.
- **Blog:** It refers to a website where a person writes regularly about topics that interest them, usually with photographs and links to other websites they find interesting.
- **Linguistics:** It is the scientific study of language.
- **Narrative:** It refers to a story or an account of a series of events.
- **Syntactic:** Relating to the rules of language.
- **Grammar:** It is the rules of a language, for example for forming words or joining words together in sentences.
- **Citation:** It is the formal reference to a published or unpublished source that one consulted and obtained information from while writing.
- **Bibliography:** It refers to a list of the books and articles that a writer used when they were writing a particular book or article.

1.6 SELF-ASSESSMENT QUESTIONS AND EXERCISES

Short-Answer Questions

1. What do you think is the most significant step that you can take to develop your writing skills?
2. Define writing.
3. While choosing a topic for a write-up, what factors should you keep in mind?
4. List some of the advantages of writing.

Long-Answer Questions

1. Suppose you are Charles Lamb and writing the essay “Dream Children.” Would the mode of your writing be similar to that of the essayist?
2. Revising a write-up of your own is often a tricky proposition. It becomes challenging to figure out one’s mistakes and gaps in arguments / logical progression of the write-up. What should you do in such a situation?
3. Can you think of a way in which you can make your writing more concise and crisper?

1.7 FURTHER READING

- Bailey, S. 2003. *Academic Writing: A Practical Guide for Students*. United Kingdom: RoutledgeFalmer.
- Frodesen, J., Wald, M. 2016. *Exploring Options in Academic Writing: Effective Vocabulary and Grammar Use*. United States: University of Michigan Press.
- Gill, C. 2014. *Essential Writing Skills for College and Beyond*. United States: Penguin Publishing Group.
- Gould, M., Higgins, E. 2019. *Cambridge Grammar and Writing Skills Learner’s Book 9*. United Kingdom: Cambridge University Press.
- Jeffrey, R. 2018. *About Writing*. (n.p.): Open Oregon Educational.
- Leslie, L., Palmer, J. M., Beck, C. K., Hancock, J. 2011. *Foundations for Writing: Building Paragraphs and Essay*. (n.p.): Kendall Hunt Publishing Company.
- Leso, R. I. 2012. *Building Blocks of Writing Skills*. United States: Xlibris Corporation LLC.
- McCarthy, T. 2009. *100 Writing Lessons: Narrative, Descriptive, Expository, Persuasive: Ready-to-use Lessons to Help Students Become Strong Writers and Succeed on the Tests*. United States: Scholastic.

NOTES

NOTES

Melvin, J. 2016. *English Grammar: Grammar & Vocabulary Exercises for Intermediate Students*. (n.p.): CreateSpace Independent Publishing Platform.

Minovi, R. 2019. *Early Reading and Writing: The Foundations of Literacy*. United Kingdom: Taylor & Francis.

Roche, M. 2019. *Advanced English Writing Skills* (n.p.): Amazon Digital Services LLC - KDP Print US.

Slawter, A., Brokaw, D. 1983. *Let's Learn ... Vocabulary Development: Compound Words, Antonyms, Synonyms, Homonyms*. United States: Carson-Dellosa Publishing Company.

Watson, D. 2010. *Advanced Vocabulary in Context*. United Kingdom: Cambridge University Press.

Wyrick, Jean. 1993. *Steps to Writing Well: with Additional Readings*. Second Edition. Fort Worth: Harcourt Brace College Publishers.

Developing and Assessing Academic and Professional Writing Skills. 2016. Austria: Peter Lang.

English Grammar and Writing Skills. 2017. (n.p.): Notion Press.

High School English Grammar & Composition (Multicolour Edition). 2017. India: S. Chand Publishing.

Writing and Language Learning: Advancing Research Agendas. 2020. Netherlands: John Benjamins Publishing Company.

UNIT 2 MECHANISM OF WRITING SKILL

*Mechanism of
Writing Skill*

NOTES

Structure

- 2.0 Introduction
- 2.1 Objectives
- 2.2 Choosing the Right Sentences
- 2.3 Strokes and Curves
- 2.4 Cursive and Print Script
- 2.5 Capital and Small Letters
- 2.6 Punctuation Marks and their Significance
- 2.7 Skills to Strengthen Writing
 - 2.7.1 Cohesion in Writing: Linking Words, Phrases, Sentences and Paragraphs
- 2.8 Answers to 'Check Your Progress'
- 2.9 Summary
- 2.10 Key Terms
- 2.11 Self-Assessment Questions and Exercises
- 2.12 Further Reading

2.0 INTRODUCTION

The right words in the proper context have power, but if words are used without any thought, they still wield power but of the wrong kind and often have the opposite effect. While writing, one must have the following parameters in mind:

- **Use Simple, Familiar, Straightforward Words**

When one writes in complex language, one is not keeping the reader in mind. In written communication, the reader is not always in front of the writer to seek clarification; therefore, the language should be such that it can be easily comprehended. When writing, one should be careful to use simple, straightforward, and familiar words to the readers. It is best to use words that are commonly used every day. In written communication, obscure words can only lead to more obscurity in comprehension. The following is a list of some obscure words that one should try to avoid and use familiar, straightforward, easily understandable words.

NOTES

Obscure words	Alternative words
Accede	Agree
Aforementioned	Already discussed
As per your request	As you requested
Ascertain	Find out
Attached herewith	Attached
Cognizant	Know
Endeavour	Try
In lieu of	Instead of
Inasmuch as	Because
Initial	First
Issuance	Send
Pertaining to	About
Pursuant to	After
Remittance	Pay
Subsequent	Later
Supersede	Replace

• Use Specific and Concrete Words

In written communication, one should use specific words rather than using general and abstract words. Concrete words make the reader feel that one has in-depth knowledge about the subject and, therefore, interests the reader. For example, if one writes in an email to his or her friend, “I saw apparel in a mall which I liked very much. I wish you were with me to buy it. Let’s plan to meet sometime in the near future to buy the apparel.” This sentence would not provide the reader with any concrete detail about which apparel the writer has seen, in which mall or when s/he intends to meet and buy the apparel. Instead, if it is mentioned as a ‘t-shirt’ instead of apparel, ‘Ambience Mall’ instead of ‘a mall’ and “Saturday afternoon at 5 pm” instead of “in near future”, the reader would have exact details.

• Avoid Clichés

Clichés are words and phrases which are used so much that they have lost their appeal. When one uses such words and phrases, again and again, it becomes unimpressive, and the reader loses all interest. For example, if one says – “There is no point in burning the midnight oil in discussing a topic which would not provide any food for thought in the audience.” The phrases “burning the midnight oil” or “food for thought” are redundant as they have been used so much that when one hears or reads them, one feels that the encoder of the message has no original thought of his or her own. Instead, the encoder could have said the same thing in a much more direct way – “There is no point in putting so much of labour in discussing a topic which would not interest the audience.”

• Avoid Jargon

Jargon is words or expressions which are subject-specific or profession-specific and consequently can be easily understood by the people within the same profession or who are dealing with the same subject. But for others who are not from the same profession or the same discipline to comprehend jargon. If one is writing a paper for a journal, then it is appropriate to use jargon. However, when writing for

the general reader, it is sensible/desirable to minimize jargon. Below is a list of jargon words from different fields.

Newspaper Jargon	beat, breakline, byline, chaser, circulation, cut, dateline, ears, flag, lead, stringer, strip, teaser, and zone
Business Jargon	actionable, axe, back burner, best practice, bean counter, bearish, brain dump, bullish, buzz, change agent, circular file, core competency, down and dirty, downsize, headcount, hired guns, in the black, in the loop, in the red, level playing field, leverage, org chart, out of pocket, out of the loop, stakeholders, sweat equity, timeframe, traction, value-added
Computer Jargon	browser, bus, cache, chip, cookie, CPU, crash, database, download, driver, file, firewall, folder, fragmentation, freeware, hardware, interface keyboard, shortcuts, mouse, network, operating system, plug and play, resolution, software, spam, upload, URL, and virus

NOTES

• Avoid Redundant Words and Circumlocution

Sometimes, one is in the habit of using unnecessary words, yet one uses them thinking that they look stylish. One even uses a roundabout way of saying things (circumlocution) rather than saying things directly using concise words. These kinds of words and expressions should be avoided as they make writing unimpressive. Below are lists of kinds of expressions that should be avoided in written communication.

(a) Redundancies

Redundancies are two or more words that say the same thing, yet we use all of them. For example, we often write “During the year 2010”, it is unnecessary to use the words “the year” as “during 2010” carries the whole sense. Such redundancies should be excluded from communication. Below is a list of some expressions with redundant words and their corresponding concise alternatives:

Phrases with Redundancies	Concise Alternatives
In the month of December	In December
Needless to say	Then why say it?
It will cost a sum of ₹ 1000.	It Will cost ₹ 1000.
Our regular monthly status reports	Our monthly status reports
We collaborated together	We collaborated
The other alternative	The alternative
A new innovation	An innovation
The consensus of opinion is to	The consensus is to

(b) Avoid ‘Shun’ Words

‘Shun’ words end with ‘-tion’ or ‘-sion’; that is, words ending in a ‘shun’ sound. This will not only makes the sentence concise but also makes it more comprehensible. For example, instead of using “I want you to take into consideration the following”, it can easily be said “Consider the following.”

NOTES

Shun Words and phrases	Concise Alternatives
Came to the conclusion	Concluded or decided
With the exception of	Except for
Make revisions	Revise
Investigation of the	Investigate
Consider implementation	Implement
Utilization of	Use

(c) Avoid Camouflaged words

However, people tend to use the expression in a camouflaged fashion. Camouflaged words are words in which a shorter expression can be used. For example, instead of saying “thank you” in a letter, we often use “thank you in anticipation”, which is unnecessary.

Camouflaged Words	Concise Alternatives
Arrive at an agreement	Agree
At a later moment	Later
For the purpose of discussing	Discuss
Have a meeting	Meet
Make an adjustment of	Adjust
Make an amendment to	Amend

(d) Avoid Wordy Phrases

Wordy phrases are used unnecessarily to say things in a roundabout way that could be avoided.

Wordy Phrases	Concise Alternatives
A significant number of times	Often (or state the number of times)
Am in receipt of	Received
As soon as possible	State the exact time
At a rapid rate	Fast (or state the exact speed)
At all times	Always
At that point in time	Then
At the present time	Now
At this present writing	Now
Beyond a shadow of a doubt	Certainly
Despite the fact that	Although
Due to the fact that	Because
Due to the fact that	Because
Enclosed please find	Enclosed is
For the purpose of	For

NOTES

In accordance with	According to
In connection with	With
In most instances	Usually
In order to	To
In order to purchase	To buy
In some instances	Sometimes
In spite of the fact that	Although
In the event that	If
In the first place	First
In the likely event that	If
In the near future	Soon
Is of the opinion that	Thinks
It is evident that	Evidently
On a daily basis	Daily
On an everyday basis	Routinely
Rendered completely inoperative	Broken
Subsequent to	After
The reason is because	Because
With regard to	About
These phrases could be avoided altogether All things considered As a matter of fact As far as I'm concerned For all intents and purposes In the final analysis It is a fact that It is clear that It seems that The point I am trying to make is	

• Avoid Discriminatory Words and Phrases

Discriminatory language is a symptom of and a contributor to the unequal socio-cultural status of women, the differently abled and people from various ethnic and racial backgrounds. It is inappropriate to use non-discriminatory language as it is politically correct and reflects one's mental and psychological makeup. The discriminatory words and phrases that one should avoid are:

- (a) Sexist language expresses bias favouring one sex/gender and thus discriminates against the other. Any language that discriminates against women or men by not adequately reflecting their roles, status and presence in society is sexist. Women are made invisible in language, such as using the terms 'mankind' or 'manmade'. Often, we refer to men first and then women, for example, he/she, his/her, etc., which refers to the subordinate status of women.

Non-sexist language should be used to ensure a balanced and fair representation of men and women. Reversing the word order women and men, her and him, she and he, Madam or Sir, etc., can be one way. However,

NOTES

it is better to alternate the words throughout a document for fair representation. One should avoid using the terms such as ‘lady doctor’, ‘women academic’, etc., as they stereotype occupation with gender. Below are some other examples that one can avoid.

Avoid	Use
Men of science	Scientists
Manpower	Workforce
Manning the office	Staffing the office
Man-made	Synthetic/artificial
Chairman	Chairperson

- (b) Those differently abled should not be labelled as crippled, deaf, dumb, disabled, handicapped, mentally retarded, blind, etc. Instead, terms like ‘physically challenged’ or ‘differently abled’ should be used.
- (c) Similarly, racial biases should not be a part of the language we use. We should not use ‘ethnic’ to mean ‘foreign’ or ‘the other’. Everybody has an ethnicity and belongs to an ethnic group. Moreover, other such terms, such as ‘uncivilized’, ‘uncultured,’ etc., to refer to a minority group not in touch with the mainstream culture should be avoided as they have their own culture and civilization having its uniqueness and identity.

One should keep in mind that discriminatory language is highly hurtful and upsetting for the recipient and, in most cases, even unlawful.

• Use Acronyms and Abbreviations Judiciously

Acronyms are words coined by taking the first letters of each word in a series of words, for example, WHO for ‘World Health Organization.’ The word *abbreviation* refers to any shortened form of a word or a phrase, such as Dr. for ‘doctor’ or Prof for ‘professor.’ We use a lot of them in our communication. When someone writes that “The Radio angular detecting and ranging is not working” or “My computer is being bugged by Vital resource and information under seize”, one would not comprehend. But if the same things are said as “The RADAR is not working” or “VIRUS is bugging my computer”,; then the general readers would immediately understand what is being said. When the acronyms or abbreviations are so popular that people have forgotten the original words, it is advisable to use the acronyms or abbreviations. However, suppose it is the other way round where the acronyms or abbreviations are not so widespread in everyday usage. In that case, it is advisable to use the complete form initially and then shift to the acronym and abbreviations during the later stage of the writing. For example, suppose the acronym ‘CIA’ is used in a business letter. In that case, it should be mentioned that the CIA refers to ‘Cash-in Advance’; otherwise, the recipient might wonder why you are referring to the ‘Central Investigating Agency’, which is the other complete form of this acronym.

With the growth of new media and the widespread use of SMS (Short Messaging Service), acronyms and abbreviations have become very popular. In

informal writing, they are used a lot. Some popular acronyms and abbreviations used in SMSes are as follows:

2day	Today
AFAIR	As far as I remember
ASAP	As soon as possible
Brb	be right back
C U	See you
HAND	Have a nice day
KISS	Keep it short and simple
LOL	Laugh out Loud
W4u	Waiting for you

In this unit, we will be studying about various elements and techniques used while writing and their rules in detail.

NOTES

2.1 OBJECTIVES

After going through this unit, you will be able to:

- Discuss the usage of right sentences
- Explain the meaning of strokes and curves
- Differentiate between cursive and print script
- Describe the uses of capital and small letters

2.2 CHOOSING THE RIGHT SENTENCES

Choosing the right words is essential in communication but putting them properly in grammatically and semantically coherent sentences is vital to effective written communication. If the sentences are loosely formed, grammatically incorrect, ambiguous, awkward, then they fail to impact the reader. Therefore, it is essential to write in grammatically correct and coherent sentences.

• Use Simple, Short and Straightforward Sentences

Simplicity is a feature of anything good, and it applies to sentences too. When one writes in simple language, one is reader friendly. Short, simple sentences convey the meaning in a much better fashion than unnecessarily long sentences. As we know, too much of information overload can act as a deterrent in communication; similarly, if one loads too much information in a sentence, it becomes difficult for the readers to fathom the meaning of the sentence. When one says that one should write in simple language, it does not necessarily mean avoiding using complex and compound sentences. Simplicity in sentence construction and simple sentences are two different things.

• Economize with Words

In the earlier section, we have seen many ways of saying things in a roundabout (circumlocutory) way using wordy phrases, redundant words, etc. This unnecessarily

NOTES

makes the sentence longer. One should not try to write in as brief as possible as that gives the reader less time to read and s/he can be more focused on comprehending the idea. Therefore, for better writing, one must economize with words. One should use as few words as possible to express oneself. The shorter the expression, the greater is the chance of being understood.

In the following sentence: “Despite the fact that she was feeling ill, she concluded that she would go to attend her classes”, there are too many words that are unnecessarily used. The same idea can be expressed in a much better fashion if expressed as “Despite being ill, she decided to go for her classes.” The earlier sentence makes the meaning abstruse and is more time taking for both the sender and the receiver of the message. It is better to use a shorter version that is much clearer and has a more significant impact.

• Use Active Voice

As the economy of words is an essential element of any good writing, one must use as much active voice as possible as it creates an economy of expression. Mostly, when one uses the passive voice, it leads to certain vagueness. The complexity of passive sentences makes the reader lose sight of any agent. Consequently, the writing becomes dominated by things and concepts instead of people. Therefore, it is thought that writing in the active voice is better as it engages the reader. Passive voice is good in writing only when dealing with data and analysis and wants to present conclusions objectively. The other occasion on which the passive voice is recommended is when one wants to focus on the action and not on the doer of the action and when one is giving bad news as it is easier to accept in the passive voice. Suppose in the regulation and rules of RiceCalls.Org, there is a regulation that no one should make personal calls except for emergencies. The following are the same idea in active and passive voice:

Active Voice	Passive Voice
Do not make personal calls (except for emergency calls) during work hours.	Personal calls (except for emergency calls) are not to be made during work hours.

In active voice, the statement is very blunt and better to avoid as the passive voice sounds better. But apart from cases like these, one should use active voice as far as possible.

• Avoid Ambiguous Sentences

Ambiguity can never be a characteristic of clear thinking and clear understanding. Therefore, it can never be a feature of good writing. One needs to write in a fashion where the meaning is clear. In some cases, one uses words so that the readers are not able to fathom the meaning as there is much ambiguity in the sentence. If someone writes, “five teachers taught five students last year,” we are not sure whether ‘each of the five students was taught by five teachers each’ or whether ‘each student had one teacher.’ It is better to communicate in concrete and specific details rather than communicating abstractly and ambiguously. In this case, suppose the writer intended to communicate that ‘each of the five students was taught by five teachers each’, then the unambiguous way of saying it would be “All the five teachers taught five students last year.”

Some ways to Structure your Writing:

Let us discuss some of the ways to structure our writing.

Starting with Introduction:

Suppose you are reading a newspaper or a magazine. Would you carry on reading any news item even if you find the first sentence or the first paragraph boring and providing you with no new detail, idea, information or news and views that you are not already familiar with? In most cases, the answer would be no. We often overlook or not take a person seriously if s/he is not dressed according to the occasion. Looks, dresses, etc.– the first impression matters.

In the same way in most kinds of writing, a good introduction is a must since

- It gives readers an idea/ suggestion /scheme of what the rest of the writing will be dealing with.
- It provides a reason for readers to keep reading. In a sense, it evokes interest in the reader.

This is why journalists are so worried about writing the perfect lead sentence. If the lead sentence is not attractive, no one will bother to read or listen to the news. It is not always true that the introduction should be a single paragraph. There are cases where there are introductions that run into several pages. If you are writing a report, the introduction can run into several pages

The introduction of any writing usually includes –

- A background or history for the topic
- Definition of the term, phrase, or central concept to the writing
- A clear and specific **thesis statement**, which usually comes at the end of the introduction. If the introduction is of one paragraph, usually, the thesis statement comes as the last sentence of the first paragraph.

Ways of Writing an Introduction:

- Formulate a question that will evoke readers' interest and engage them
- Provide data, statistics, etc. that will surprise the reader or unsettles their common beliefs
- Provide an interesting anecdote or story related to the topic
- Start with an exciting and relevant quotation
- Provide an unusual or unexpected comparison and contrast

What not to do while writing an Introduction:

- Avoid stereotypes, clichés, jargon and dull constructions
- Avoid dictionary and encyclopedia definitions if possible and explain in your own words
- Avoid writing the introduction till you have finished writing the draft.

Make sure that the readers now know enough to follow your paper, but not too much that they lose the focus of your paper.

NOTES

NOTES

Paragraph

A paragraph can be defined as a group of sentences that expresses a single idea, supported by facts, evidence, examples, anecdotes, quotations, etc. Paragraphs primarily indicate the beginning and end of a new idea to the readers. Thus it helps the readers in assimilating the contents in an organized manner without much difficulty. In paragraph writing, therefore, the writer can develop just one idea. When writing something longer like an essay or a report, each paragraph explains or demonstrates a key point or thought of the central idea, usually to inform or persuade.

Writing good paragraphs is essential for two reasons:

1. It helps one as a writer; you remain focused while writing.
2. It makes the writing more readable, and the reader can quickly figure out that a new idea has been introduced.

Body Paragraphs

Body paragraphs can be written in many ways, depending on your purpose. However, each paragraph should have one point which supports the thesis statement. Most body paragraphs will have:

1. A Topic Sentence

The first sentence in a paragraph is usually known as the **Topic Sentence**. It introduces the main idea of the paragraph. In other words, it is a sentence in which the main idea of a paragraph is summarized so that the readers can figure out what they can expect in the rest of the paragraph. One should keep in mind here that the topic sentence should relate to the thesis statement and, in some way, should uphold the thesis. Though this may not always be true, as the Topic Sentence can also be elsewhere in the paragraph, depending upon the demand of the writing.

The following points should be kept in mind while writing the topic sentence –

- The topic sentence should connect to the previous paragraph so that the readers do not lose focus.
- The topic sentence is not about just stating a fact but about a point of view. A point of view that the writer is about to develop in the rest of the paragraph.
- Every sentence in the paragraph should support the topic sentence.

2. Supporting Sentences:

Supporting sentences are sentences that support or uphold the topic sentence and make the body of a paragraph. The supporting sentences support by providing facts, details and examples to present the argument logically.

One should keep in mind to provide specific details to show how the ideas are valid.

- While stating facts, examples, studies, experts' opinions, etc., be specific.
 - Use the experts' names and other details.
 - Examples should also be specified in terms of their names, places, dates, etc.

- Use specific numbers and dates.
- In the case of scientific studies, explain in short how the study was done.
- Use vivid descriptions to provide details.
- One should make sure that all the details provided in the supporting sentences are relevant; otherwise, the reader may lose interest and focus with unnecessary digressions.
- Try to explain things in detail so that the readers do not have to think too hard to determine the significance.
- Supporting sentences should not be used to repeat your topic sentences. In other words, merely. However, they should be the explanations, justifications, interpretations and analyses of the topic sentence.
- One should also make sure that all the supporting sentences are in a logical order.

NOTES

3. Concluding sentence

The last sentence of the paragraph is termed as the concluding sentence, which is usually a review of the paragraph. It should emphasize the main point or the topic sentence. Therefore, it is advisable not to end the paragraph with a quotation but with your own words and ideas.

2.3 STROKES AND CURVES

A series of strokes that form curved and straight lines in different directions are responsible for producing all drawing and handwriting of letters and numbers. These strokes are linked together to form patterns, shapes, letters and numbers.

Pre-writing skills are the fundamental skills that need to be developed prior to practicing writing skills. These skills help in developing the ability to hold and use a pencil correctly, and the ability to draw, write, copy, and colour. The pre-writing shapes are a major component of pre-writing skills. These are the pencil strokes that most letters, numbers and early drawings are comprised of.

They are typically mastered in sequential order, and to an age specific level. These strokes include the following strokes: |, —, O, +, /, square, \, X, and Δ.

There are also various types of strokes used in hand lettering. Two of those are as follows:

- **The upstroke:** It is exactly what its name suggests. The line made whenever the pen is moving upward (away from your body) on the paper is called as an upstroke.
- **The compound curve:** When the overturn and underturn strokes are combined, it results in a compound curve. To form this shape, begin with an upstroke, then switch to a downstroke and finally back to an upstroke.

NOTES

2.4 CURSIVE AND PRINT SCRIPT

As adjectives, the difference between cursive and print is that cursive is running; flowing while print is of, relating to, or writing for printed publications. Cursive is typically an antonym of Print.

As nouns the difference between cursive and print is that cursive is a cursive character, letter or font while print is (uncountable) books and other material created by printing presses, considered collectively or as a medium.

Cursive Handwriting

- In this style of writing letters are joined together to make a meaningful word.
- This style of writing has a flow that provides a comfortable and efficient method of writing.
- “Cursive” is derived from Latin word “currere” which means “to run” and therefore it is written in running hand.
- It is an ancient style of writing. It has a history dating back to almost 2000 years.
- It forms an essential part of an elementary curriculum, and this style is more adaptable in countries like India and other Asian countries.

Print Handwriting

- In this style of handwriting, the letters are written separately while forming a word.
- Print style imitates words or sentences when typed or printed on a paper, book etc. using a computer device.
- This style consists of breaks between every letter which is attained through pauses in the flow of hand.
- Print is a more recent adaptation owing more to the technological advancements such as use of keyboards.
- The print style is emphasized on and included in the school syllabus in countries such as the US, the UK etc.

2.5 CAPITAL AND SMALL LETTERS

In English, as you know, we have Small Letters and Capital Letters and both of them are used in writing. However, Capital Letters are used in some specific cases. We will discuss the rules of using a Capital letter in this section.

When to Use Capital Letters

- To Start a Sentence
- Each sentence must begin with a capital letter.
- The personal pronoun “I” is always written in Capital.
- Speeches always begin with a capital letter; for example, Mary asked, “Do you love me?”

- When writing a title of a work or a paper, one usually uses a Capital letter. For example, *Waiting for Godot*, *As You Like It*, etc.
- Proper Nouns are always started with capital letters, for example, Karan, Modi, Microsoft, Everest, Narmada, etc. Sometimes, exceptions are there, such as the phone from Apple is called an “iPhone”, and it starts with a small letter though for marketing. The same is with “eBay.”
- Names of days, weeks, months, holidays, countries, languages & nationalities, religions are always written in capital letters.
- Capitals are used in Acronyms usually such as BBC, BJP, TDP, UAE, etc.
- For Contractions, usually, Capitals are used, for example, HiFi for ‘High Fidelity’ or SciFi for science fiction
- Sometimes, one breaks the rules and writes everything, even the whole sentence, for emphasizing a thing. In formal writing, it is usually considered very rude.

Small letters are used when referring to common nouns and for every other part of the sentence that does not start with a capital letter. Small letters are also called lower case letters.

Example

The teacher wrote six new words on the board.

In this sentence, “the” starts with a capital because it is the first word. Rest of the sentence is in small letters.

Exercise:

Use Capital Letters in appropriate places in the given passages.

1. rodoreda’s novel *the time of the doves* begin with the epigraph “my dear, these things are life.” usually an epigraph is used by a writer to state the theme of the work of art or sometimes as an antithesis to the theme. the role of an epigraph is to prepare the readers to launch themselves into the work of art in a manner where they get a hint of what is to be expected in reading the work. in *the times of the doves*, rodoreda presents to us life of natalia, a woman who is caught in a web of anxieties during the spanish civil war. the atrocities that she suffers in her life leading to her liberation at the end is something that can be seen as a significant slice not only of natalia’s life, but also that of women who are bound by patriarchal dictates and not able to live according to their own wishes. moreover, the spanish civil war background makes the novel interesting in terms of how people are suffering in the midst of the war. thus, the novel is a kind of survival literature and when we read the epigraph, we know that we are entering into a world where we will come to know great struggles of life. f. scott fitzgerald’s novel *the great gatsby* was not received well upon its publication in 1925; but since the 1940s, the novel caught the attention of the people. from then, even till now, the novel is considered to be the fittest portrayal of the ‘roaring’ 1920s american society and culture. the 1920s america is being termed as the jazz age, when hedonistic pleasures, materialistic culture and longing to realize one’s dreams had made people of all ages pursue pleasure as the only objective in life. the novel *the great gatsby* is thought to be a critique of all these aspects of american culture as well as a demystification of the great american dream which has been implanted in the american soil since the colonial days.

NOTES

2.6 PUNCTUATION MARKS AND THEIR SIGNIFICANCE

NOTES

Have you read any piece of writing without punctuation mark? Can you make sense of that piece of writing without punctuation marks? It is almost impossible as punctuation marks decide how we read, where we pause and how long we pause, and it also decides the meaning of a piece of work. Without punctuation marks it will not be possible for us to decipher how to read and therefore the meaning or signification of a piece of writing will be lost altogether. Any good writer not only uses proper and to the point language but also makes use of punctuation marks in a proper fashion so as to help the readers in the process of reading. In this unit, we will get to know about the different punctuation rules in English and also will come to know their different uses.

It is to be remembered here that if punctuation marks are used correctly then they can be a guide to the readers; but if they are not used in the right place then it can be a disaster often. Think about the following example – Let us think there is a sentence “a woman without her man is nothing” and we are asked to punctuate. In first case, someone punctuates it as “A woman, without her man, is nothing.” The second person punctuates it as “A woman: without her, man is nothing.” In both the cases, the punctuation is fine; but the meanings of both the sentences are completely different – in fact, opposites – One celebrates women and other shows women to be dependent on men. The above example proves that the meaning of a sentence is not just there in the word but in the way they are being read because of the punctuation marks.

Different Punctuation Marks – Their Uses

We have been using punctuation marks in writing since we were young. We are aware of punctuation marks and their usage, and this unit will make you go through the uses of punctuation marks in detail once again so that you are conscious of them while writing and use them with much sharper focus while writing. For the sake of convenience, we will take one punctuation mark at a time and then discuss its uses in points form to keep them for ready reckoning.

- **Full Stop:** What is called “Full stop” in British English is termed as a “Period” in American English which is symbolized by a (.) and is usually used at the end of a sentence expressing a statement.

For example: I was playing a new game in my Xbox console(.)

The sentence is a statement and this at the end of the sentence a full stop is used.

There are other uses of a full stop. They are –

- (a) Often in an acronym, full stop is used such as
- (b) Usually when we do Orthographic Abbreviation like Mr. or Mrs., we use the full stop.

- **Comma (,):** Comma is where there is a small pause while speaking a sentence. Some of the uses of comma are –
 - (a) when we are giving a list in writing, we usually use comma, such as “milk, bread, jam and butter”
 - (b) In direct speech, before the dialogue, for example, Meena said, “Let’s go for a movie.”
 - (c) Often to mark out additional information comma is used, for example, “William Wordsworth, a Romantic poet and a poet laureate, was a lover of nature.”
- **Semicolon (;):** Semicolon is used in the following circumstances –
 - (a) Separate two related sentences where there is no conjunction (such as “and” or “but”), and where using only a comma would be ungrammatical. *Example:* She is a good singer; she has released many music albums.
 - (b) Organizes syntax thought where many commas are used *Example:* We bought stationery items such as pen, pencils, erasers; medicines like Saridon and Rantac.
- **Colon (:):** Colon are used in the following cases –
 - (a) To Separate statements which are in dramatic opposition, such “Man proposes: God disposes.”
 - (b) To starts list: *Example,* Store: (a) Pens, (b) Pencils (c) Notebooks.
 - (c) To Separate characters forming a dialogue, for example, “Ram: “How do go to College?””
- **Quotations (“...”):** Quotation marks are used to quote someone or some speech or writing. For *Example:* Jadu said, “I will be in the mall before noon.”
- **Dashes and brackets/parentheses (— ()): Dashes** are used in writing to separate a comment (i.e. a parenthetical remark) from the rest of the sentence. For example, “*One week later — who knows why — she made a decision to join the office.*”
- **The apostrophe (’):** Apostrophes are used in genitive forms, contracted forms, abbreviations and plurals of abbreviations, For example, *the workers’ complaints, We landed at Delhi Int’l Airport or the CEO’s of the two companies.*
- **Capital letters:** Capital letters are used in the following circumstances:
 - (a) at the beginning of sentences and quotations
 - (b) for names of people, places, works of literature, the days of the week, the months, nationalities, and all the planets except the earth (but not for the sun, the moon or the seasons)

NOTES

NOTES

- **The hyphen (-): Hyphens are used in a number of cases such as**
 - a. *Compound nouns - example, a passer-by (plural passers-by)*
 - b. *Compound adjectives - example a ten-kilometer journey, a two-minute silence*
 - c. *Coordination compounds- example staff-student ratio*
 - d. *Numerals and fractions- example twenty-two, two-thirds*
 - e. *Prefixes- example anti-terrorist, anti-colonial, etc.*
- **The Exclamation Mark (!):** Exclamation marks are used when we are too happy or sad about something which is done to suggest and signal emotions such as surprise, anger, interest, fear etc. For example, “*That’s great!*”, “*Be careful!*”, “*You idiot!*”
- **The Question mark (?):** The question mark indicates a question, such as, “Where do you stay?”, “What’s your name?”, etc.
- **The slash (/):** The slash (/) is used as a punctuation to indicate a series of alternatives (equivalent to *either/or* and *and/or*), in contrast to the use of the hyphen to signal coordination. for example, *The actor /actress*.
- **The triple dot (suspension point — dot dot dot) (...):** Often while reading research papers and other significant documents you will notice that three dots (...) are used within quotation marks or at the end of sentences. This is done for two purposes –
 - (a) Within quotation marks, it is used to suggest that some words are missing within the quotation. For example, “Life is a tale told by an idiot Signifying nothing.”
 - (b) The three dots (...) can come at the end of the sentence to suggest that the sentence was incomplete.

Now that you have learned about the various punctuation marks commonly used in English language to punctuate the writing (both formal and informal), you should practice more and more to understand how you can use them correctly in your writing. Merely theoretical knowledge will not help in making yourself better in this business.

2.7 SKILLS TO STRENGTHEN WRITING

Writing is a planned activity that needs to be undertaken logically in a cohesive, coherent and concise manner. In argumentative writing, we need to be extra careful to present the arguments, both for and against, to state out claim(s) and counter the counterclaims. To write cohesively, we need to connect sentences and paragraphs using transition words, co-ordinating and co-relative conjunctions and conjunctive adverbs so that our writing looks logical and interconnected. By instilling in yourself the ways of connecting sentences and paragraphs, you can develop your writing skills further.

Lesson Reading

To complete the activities found in this lesson, you will need to read, study, and be familiar with the given text “On Shaking Hands” by A. G. Gardiner.

NOTES

2.7.1 Cohesion in Writing: Linking Words, Phrases, Sentences and Paragraphs

One can have a great idea, but if that idea is not presented logically and smoothly flowing and logically, everyone would miss the greatness of the concept. To achieve it, Cohesion is the element that needs to be followed to bind the writing together. No writing can be effective if a string of thoughts and ideas does not bind it together and if the links between the words and sentences and paragraphs are not tightly bound. Cohesion refers to formal (stylistic) aspects of writing, specifically on the paragraph and sentence level. Cohesion is achieved by skilful language that highlights the sense relations that bind the paragraphs and sentences. Cohesion is achieved using synonyms, lexical sets, pronouns, verb tenses, time references, grammatical references, transitional words and phrases, etc. For example, ‘it’, ‘neither’, and ‘this’ refers to a previously mentioned idea. ‘First of all’, ‘then’ and ‘after that’ help to sequence writing. ‘However’, ‘in addition’ and ‘for instance’ link ideas and arguments. In other words, cohesion establishes connections within writing at different levels, e.g., sections, paragraphs, sentences, and even phrases.

One of the ways to write cohesively is to structure information and facts in a chronological presentation. A straightforward way of presenting the sequence is to use lexical items like first ... second ... thirdfinally. Other lexical items like in the beginning/ at the start/ to start with/ after that/ and then/ in between/ before that/ following on that/ in the end, etc. can also be used.

In writing, where one is comparing, contrasting or evaluating facts, ideas, events, etc. the lexical items such as, similarly/ in the same way/ in a different way/ but/ on the one hand ... on the other hand/ in contrast/ though/ however/ moreover/ in addition/ on top of that/ whereas, etc. can be used. Even the use of comparatives such as more/ most/ better/ best/ worse/ worst/ better than/ worse than/ even worse, etc. also serve the function in some cases of writing.

When one is argumentative in writing, the words such as because/ consequently/ therefore/ as a result, etc. would fit the purpose. In case of conditional truths, the words like depending on/ given that/ assuming that, etc. can be of help.

Thus, what is required is an understanding of how we can strengthen the connection between major sections of our writing and make the writing appear unified and cohesive. Interconnectedness or interlinking of ideas through transitions or connecting words should be done in a logically bound manner to make writing seem comprehensible to the readers.

To understand this notion further, we will delve into a discussion on Claims and Counterclaims, arguments, reason and evidence in the following section.

NOTES

Argument

In argumentative writing, we usually try to write in favour of or against a particular idea or a statement. To do this, we need to present arguments so that the readers can logically understand why we are saying what we are saying. The arguments need to be so that the readers are convinced that the position we are taking against or for a particular idea is the most justified and therefore they should think in a similar manner. Argumentative writing can also be termed as a persuasive writing; but the persuasion is not from an emotional point of view; but a rational one. The readers should feel that the writing is appealing to their rational self and making them look at the pros and cons of the topic. By writing in such a manner one can convince the readers to think (and sometimes act) in the manner in which we think we should be doing.

Thus, the arguments that you present in your writing should be such that the readers should be able to judge them both qualitatively and quantitatively. There are four main parts of an argument –

- (a) Claims
- (b) Counterclaims
- (c) Reasons
- (d) Evidence

Claims

A Claim is a statement that you make on a given topic or idea. There can be different ways of approaching or interpreting an idea. The way you choose to defend in an argumentative writing is your claim. A Claim always has to be supported by arguments which should be based on reason and evidence. Suppose you want a new cell phone and you want to convince your parents to buy you one. So, the claim is “I need a new cell phone” which you need to substantiate with arguments as to why you need it. These arguments will be the reasons which we will be dealing with shortly.

Counterclaim

A counterclaim is the exact opposite of the claim. Each aspect of an idea has its pros and cons, and arguments can be given for both the positions. The contrary position to that of the claim is called the counterclaim. The counterclaim to the claim “I need a cell phone” can be that “You don’t need a new cell phone” which your parents may suggest citing their own reasons. In other words, it can be said that a counterclaim is opposite to the claim. The role of counterclaim is to disapprove the claim, but again by means of reasons and evidence.

Reasons

In arguments and argumentative writing as well as debates, we need to give rational arguments to prove our claim and discredit the counterclaims. These rational arguments can be called the Reasons. Your parents’ next reaction when you ask for a new cell phone usually is “Why do you need a new one, when you already have one?” This is the time when you are trying to give reasons as to why you want a new cell phone. The reasons can be –

- (a) Your cell phone hangs quite often.
- (b) Your cell phone memory and RAM is not up to the mark and does not let you access internet properly which is often needed to complete the tasks given by the school to do at home.
- (c) Your existing phone's screen is too small to manage all work.

What you have done is too give the reasons to support your claim.

Your parents can also have their own set of reasons to support the counterclaim, such as –

- (a) The cell phone is not even a year old. Do you want to keep changing your hand set every year?
- (b) You can repair the old handset if there are problems with it.
- (c) You can erase the unnecessary data in the phone and can reformat it to make it work better and faster.
- (d) For internet related things related to homework, you can use the computer/ laptop.

You have understood how the reasons are provided for your claims and counterclaims.

Evidence:

Evidence is the examples and statistical data that you provide to claim that the reasons of your claims, and counterclaims are justified. Evidence are the grounds upon which the claim is made. Sometimes it might be data from a study, other times it might be a quote or reference to someone else's published work. For example, in case of the need of a new cell phone, you can show evidence by the number of times it has hanged in the past one week. This would be statistical evidence.

Applying Claims, Counterclaims, Reasons, Evidence in Writing

Now that you have understood the relations between claims, counterclaims, reasons and evidence, we need to know how they can be applied to our argumentative writing. We need to understand here that in argumentative writing, critical thinking is a necessity as critical thinking makes us produce arguments which can make us defend our position. Critical thinking is the ability to intelligently reflect upon and evaluate ideas and experiences. It is the cultivation of mental discipline that allows an individual to rationally interpret, analyse and explain rather than merely find solutions to problems.

A rough structure of an argumentative essay

- Introduction – Thesis Statement – where your claim is encapsulated in very clear terms
- Body Paragraphs
 - o Para 1: Most Strong Argument for the Claim
 - ♣ Argument 1: Statement

NOTES

NOTES

Reasons for such an argument

Evidence for the argument

- o Para 2: Next Argument for the claim

♣ Argument 2: Statement

Reasons for such an argument

Evidence for the argument

- o Para 3: Next Argument
- o Para 4: Argument of Counterclaim

♣ Argument 1: Statement

Reasons for such an argument

Flatten the argument in favor of the claim.

- o Para 5: 2nd Argument of Counterclaim

♣ Argument 1: Statement

Reasons for such an argument

Flatten the argument in favor of the claim.

- Conclusion:

Restating your claim in different language.

The structure provided above is a tentative one which we can/need to modify according to the topic as each topic on which you write an argumentative essay should be critically thought first and then a rough structure of the same should be created. After creating the rough structure one should pursue in the process of writing the essay where the different sections of the texts can be made into an unified whole and presented in a cohesive manner to the readers following some of the following transitional devices:

Addition: again, also, and, and then, besides, equally important, finally, first, further, furthermore, in addition, in the first place, last, moreover, next, second, still, too

Comparison: also, in the same way, likewise, similarly

Contrast: although, and yet, at the same time, but at the same time, despite that, even so, even though, for all that, however, in contrast, in spite of, instead, nevertheless, notwithstanding, on the contrary, on the other hand, otherwise, regardless, still, though, yet

Concession: granted, naturally, of course

Emphasis: certainly, indeed, in fact, of course

Example/

Illustration: after all, as an illustration, even, for example, for instance, in conclusion, indeed, in fact, in other words, in short, it is true, of course, namely, specifically, that is, to illustrate, thus, truly

Summary: all in all, altogether, as has been said, finally, in brief, in conclusion, in other words, in particular, in short, in simpler terms, in summary, on the whole, that is, therefore, to put it differently, to summarize

Time Sequence: after a while, afterward, again, also, and then, as long as, at last, at length, at that time, before, besides, earlier, eventually, finally, formerly, further, furthermore, in addition, in the first place, in the past, last, lately, meanwhile, moreover, next, now, presently, second, shortly, simultaneously, since, so far, soon, still, subsequently, then, thereafter, too, until, until now, when

Place/Direction: above, below, farther on, nearby, to the right

Relationships: therefore, so, consequently, for this reason, since

Performative Verbs and Commenting Adverbs

Transition words, as mentioned earlier, helps the writer bring cohesiveness to the writing, but when the writer wishes to guide or influence the readers then s/he can use performative and modal verbs and commenting adverbs.

Examples of performative verbs are: X claims, X states, X argues, X insists, X mentions, X believes, X postulates ...or (the author) postulates, suggests, describes, illustrates, criticizes, demonstrates, believes, assumes, concludes...

Examples of modal verbs, which indicate the degree of strength of claims are: may/ might/ can be/ could be/ is/ has/ is not/ cannot be/ must be....

Examples of commenting adverbs are: obviously, essentially, crucially, certainly, secretively, tacitly, boldly, clearly, allegedly, surreptitiously ...

Now that you have come across a list of connecting words which can make your writing cohesive, try to follow these in your writing, especially argumentative writing, so as to have maximum effect on your readers. These connecting words not only binds your writing with logicity, but interconnects and unifies different facets, ideas and arguments of your writing into a whole.

Activity

1. _____ made in an argumentative essay is usually the Thesis statement.

- (a) Claim
- (b) Counterclaim
- (c) Evidence
- (d) Reason.

Ans. (a) Claim.

Explanation: Your claim (position of a given topic or idea) is usually the thesis statement of your argumentative essay.

2. Arguments should be presented in an argumentative essay in _____.

- (a) Introduction
- (b) Conclusion

NOTES

NOTES

- (c) Body paragraphs
- (d) Evidence

Ans. (c) Body paragraphs.

Explanation: The body paragraphs usually have the arguments.

3. Which of the following is a connecting word in argumentative writing?
- (a) Article
 - (b) Preposition
 - (c) Noun
 - (d) Conjunctions

Ans. (d) Conjunctions

Explanation: Articles, Prepositions and Nouns usually do not connect words, phrases or sentences, but conjunctions do.

4. Transition words are _____ for argumentative writing.
- (a) Essential
 - (b) Unnecessary
 - (c) Detrimental
 - (d) None of the above

Ans. (a) Essential

Explanation: Without Transition words, the ideas in an argumentative essay will not be connected to each other.

5. If you are writing an argumentative essay, which arguments should you think about first?
- (a) Arguments supporting the claim
 - (b) Arguments opposing the claim
 - (c) Arguments opposing the counterclaim
 - (d) Statistics

Ans. (a) Arguments supporting the claim

Explanation: Only when the arguments supporting the claims are strong enough, we can think of proving the claim to be right. Therefore it is essential that we first look for the arguments supporting the claim.

Multiple Choice Questions

1. Which of the following is not a feature of writing?
- (a) Cohesion
 - (b) Logicality
 - (c) Conciseness
 - (d) Randomness

Ans. (d) Randomness

Explanation: Randomness cannot be a feature of writing as we should write in a planned manner to make it most effective.

2. Sentences and paragraphs in an essay should be _____.

- (a) mismatched
- (b) connected
- (c) unified
- (d) at variance

Ans. (b) Connected

Explanation: Sentences and paragraphs should be connected to each other so as to achieve a unified whole in writing.

3. Cohesion in writing refers to _____.

- (a) Intimation about the writing
- (b) Explanation of the writing
- (c) Connections in different parts of the text
- (d) Counterclaims of the claims

Ans. (c) Connections in different parts of the text.

Explanation: Writing is thought to be cohesive when different parts of the text connect to each other.

4. A. G. Gardiner's essay "On Shaking Hands" talks _____ of shaking hands.

- (a) In favour of
- (b) Against
- (c) Both (a) and (b)
- (d) Neither (a) nor (b)

Ans. (a) In favour of

Explanation: A. G. Gardiner's essay "On Shaking Hands" talks in favour of shaking hands. It provides arguments against shaking hands but those are not to argue against it.

5. In an argumentative essay, the counter claims should be _____.

- (a) established with full force
- (b) demolished / countered
- (c) stated vehemently with strong arguments
- (d) None of the above

Ans. (b) demolished/ countered

Explanation: In an argumentative essay, the counter claims should be countered or demolished so as to prove the claims to be right.

NOTES

NOTES

6. In conclusion, the claim of an argumentative essay should _____

- (a) be written in the same words as it is being done in the introduction
- (b) be written in different words than it is being done in the introduction
- (c) not be written at all
- (d) not be mentioned as it has already being stated earlier.

Ans. (b) be written in different words than it is being done in the introduction

Explanation: The claim should be repeated in the conclusion in different words so as to prove that you have proven your claim to be justified.

7. Lexical items like “first ... second ... thirdfinally” are used in argumentative writing as words, which shows _____.

- (a) sequence
- (b) randomness
- (c) chance
- (d) trend

Ans. (a) Sequence

Explanation: Lexical items like “first ... second ... thirdfinally” are used in argumentative writing as words, which shows sequence in which you are presenting the arguments.

8. In case of conditional truths which of them can be used

- (a) depending on
- (b) given that
- (c) assuming that
- (d) All of them

Ans. (d) All of them.

Explanation: All these words can be used in case of conditional truths in argumentative writing.

9. Cohesion is a _____ aspect of writing.

- (a) Stylistic
- (b) Ideological
- (c) Ideational
- (d) Content based

Ans. (a) stylistic

Explanation: Cohesion refers to formal /stylistic aspect of writing in the sense as it makes the writer present her or his content in a manner which makes it more comprehensible.

10. Argumentative writing makes the reader _____ the manner of the writer.

- (a) get persuaded to think in
- (b) disassociate from
- (c) disclose
- (d) counter

Ans. (a) get persuaded to think in

Explanation: Argumentative writing makes the reader get persuaded to think in the manner of the writer as the writer wants the reader to rationalize and believe in what he or she is presenting.

11. An argumentative writing persuades the reader think from _____ point of view.

- (a) an emotional
- (b) a touching
- (c) a rational
- (d) none of the above

Ans. (c) a rational

Explanation: Argumentative writing makes the reader think from a rational point of view as it appeals through reasons and arguments.

12. A counterclaim _____ the claim.

- (a) disapproves
- (b) contradicts
- (c) challenges
- (d) All the above

Ans. (d) All the above

Explanation: A counterclaim disapproves, contradicts as well as challenges the claim.

13. A Counterclaim is _____ based on arguments.

- (a) usually
- (b) not
- (c) antithetically
- (d) reversely

Ans. (a) usually

Explanation: A counterclaim is also usually based on arguments but those arguments are not as strong as that of the claim.

NOTES

NOTES

14. Statistical evidences are _____ to argumentative writing.

- (a) conducive
- (b) antithetical
- (c) hostile
- (d) antagonistic

Ans. (a) conducive

Explanation: Statistical evidences are conducive to argumentative writing as often statistical evidences are provided to prove one's claim and to discredit the counterclaims.

15. Critical thinking is _____ in argumentative writing.

- (a) an absolute must
- (b) an anomaly
- (c) a deterrent
- (d) an advancement

Ans. (a) an absolute must

Explanation: Critical thinking is as absolute must in argumentative writing as Critical thinking makes us reflect upon and evaluate ideas and experiences as well as to rationally interpret, analyse and explain.

16. The following phrases “an illustration”, “for example”, “for instance” are usually used in argumentative writing for providing –

- (a) claims
- (b) counterclaims
- (c) evidences
- (d) arguments

Ans. (c) evidences

Explanation: The following phrases “an illustration”, “for example”, “for instance” are usually used in argumentative writing for providing evidences or examples to prove the argument.

17. The words “postulates, suggests, describes, illustrates, criticizes, demonstrates, believes, assumes, concludes” are usually used in Argumentative essays. These are –

- (a) Gerunds
- (b) Adverbs
- (c) Performative verbs
- (d) Conjunctions

Ans. (c) Performative verbs

The words “postulates, suggests, describes, illustrates, criticizes, demonstrates, believes, assumes, concludes” are performative verbs which are generally used in argumentative essays.

18. The words “obviously, essentially, crucially, certainly, secretively, tacitly, boldly, clearly, allegedly, surreptitiously” are _____.

- (a) Adverbs
- (b) verbs
- (c) conjunctions
- (d) prepositions

Ans. (a) Adverbs

Explanation: The words “obviously, essentially, crucially, certainly, secretively, tacitly, boldly, clearly, allegedly, surreptitiously” are adverbs generally used in argumentative writing to achieve cohesion.

19. The strongest argument for your claim should be provided _____ in your essay.

- (a) Introduction
- (b) The first Body paragraph
- (c) The last Body paragraph
- (d) Conclusion

Ans. The first body paragraph

Explanation: The strongest argument for your claim should be provided in the first body paragraph of the essay as it immediately makes the reader feel convinced about your argument and the claim.

20. While writing argumentatively, we should provide _____ of the topic / idea.

- (a) pros
- (b) cons
- (c) both pros and cons
- (d) neither pros, not cons

Ans. (c) Both pros and cons

Explanation: While writing argumentatively, we should provide both pros and cons of the topic or the idea so that the readers can have both the views and decide accordingly, though the pros should be presented in such a light that the readers are convinced about the pros of your claim.

21. A. G Gardiner’s “On Shaking Hands” is an argumentative piece of writing which is also –

- (a) persuasive
- (b) analytical
- (c) purposeful
- (d) all of the above

NOTES

NOTES

Ans. (d) all of the above

Explanation: A. G. Gardiner's "On Shaking Hands" is an argumentative piece of writing which is persuasive, analytical as well as purposeful as the author tries to convince the readers about the ways in which this etiquette is one of the best in the world.

22. In A. G. Gardiner's "On Shaking Hands", he writes "No doubt the custom has its disadvantages." What is it?

- (a) Claim
- (b) Counterclaim
- (c) Reason
- (d) Evidence

Ans. (b) Counterclaim.

Explanation: The sentence "No doubt the custom has its disadvantages." in A. G. Gardiner's "On Shaking Hands" can be considered to be a counterclaim as it states the opposite notion of the claim by the author.

23. In A. G. Gardiner's "On Shaking Hands", he writes "No doubt the custom has its disadvantages." Which among the following word(s) is a transition word(s) or connecting word(s)?

- (a) No doubt
- (b) Custom
- (c) Disadvantages
- (d) None of the above

Ans. (a) No doubt

Explanation: "No doubt" is the connecting word in A. G. Gardiner's "On Shaking Hands", he writes "No doubt the custom has its disadvantages." as it connects the counterclaim to the claim.

24. "It would be denying our hands their natural office. They would revolt." In A. G. Gardiner's "On Shaking Hands", these sentences are used to argue

- (a) For the claim
- (b) For the counterclaim
- (c) For evidence
- (d) For argument

Ans. (a) For the Claim.

Explanation: While reading or rereading the essay A. G. Gardiner's "On Shaking Hands", we can easily figure out that the sentences are used to argue in favour of the claim.

25. There are examples of “Oriental’ formal salaam and Russian’s enormous hug” which is given in A. G. Gardiner’s “On Shaking Hands.” These are _____.

- (a) Claims
- (b) Counterclaims
- (c) Evidence
- (d) Reasons

Ans. (b) Counterclaims

Explanation: These are counterclaims to hand shaking.

26. Coleridge remark after parting with Keats “There is death in that hand” is an example of _____.

- (a) argument
- (b) evidence
- (c) reason
- (d) statistics

Ans. (b) evidence

Explanation: It is evidence for the counterclaim as to why we should not shake hands.

27. The essay A. G. Gardiner’s “On Shaking Hands”, ends in a _____ note.

- (a) conclusive
- (b) inconclusive
- (c) open-ended
- (d) vague

Ans. (a) conclusive

Explanation: The essay A. G. Gardiner’s “On Shaking Hands” ends in a conclusive note as it says that there is no medical evidence yet available to prove that shaking hands is bad.

28. The essay A. G. Gardiner’s “On Shaking Hands” ends with a quote from a poet. What kind of a conclusion is this?

- (a) poetic
- (b) persuasive
- (c) credible
- (d) All the above

Ans. (d) All the above

Explanation: The conclusion of A. G. Gardiner’s “On Shaking Hands” is poetic, persuasive as well as credible as it makes us feel that shaking hands is the best etiquette to follow.

NOTES

NOTES

29. From your reading of A. G. Gardiner's "On Shaking Hands", would you consider the essay to be using the format of the argumentative essay with lots of transitions?

- (a) Yes, it is argumentative
- (b) No, it is not argumentative, but merely persuasive
- (c) No, it is expository
- (d) None of the above

Ans. (a) Yes, it is argumentative

Explanation: A. G. Gardiner's "On Shaking Hands" can be considered to be argumentative as it follows the structure of an argumentative essay with claims, counterclaims, reasons, arguments and evidence.

30. What is the most significant argument against shaking hands provided in the essay A. G. Gardiner's "On Shaking Hands"?

- (a) Its heart-warming
- (b) Its unhygienic
- (c) Its culturally inferior
- (d) Its an English way.

Ans. (b) Its unhygienic

Explanation: The most powerful argument against shaking hands is that it is unhygienic. However, the author is of the view that it is yet to be medically proven. So he champions the English way of shaking hands as the warmest mode of greeting others.

Check Your Progress

1. What is a jargon?
2. What are redundancies in a sentence?
3. Define 'shun' words.
4. Give one example of an acronym.

2.8 ANSWERS TO 'CHECK YOUR PROGRESS'

1. Jargon refers to words or expressions which are subject-specific or profession-specific and consequently can be easily understood by the people within the same profession or who are dealing with the same subject.
2. Redundancies are two or more words that say the same thing, yet we use all of them in a sentence.
3. 'Shun' words end with '-tion' or '-sion'; that is, words ending in a 'shun' sound.
4. An example of an acronym is WHO which stands for 'World Health Organization'.

2.9 SUMMARY

- Writing skills are specific abilities which help writers put their thoughts into words in a meaningful form and to mentally interact with the message.
- Writing is an integral part of a larger activity where the focus is on something else such as language practice, acting out or speaking (Harmer, 2007:33)
- When one writes in complex language, one is not keeping the reader in mind. In written communication, the reader is not always in front of the writer to seek clarification; therefore, the language should be such that it can be easily comprehended.
- In written communication, obscure words can only lead to more obscurity in comprehension.
- In written communication, one should use specific words rather than using general and abstract words.
- Clichés are words and phrases which are used so much that they have lost their appeal. When one uses such words and phrases, again and again, it becomes unimpressive, and the reader loses all interest.
- Jargon is words or expressions which are subject-specific or profession-specific and consequently can be easily understood by the people within the same profession or who are dealing with the same subject.
- When writing for the general reader, it is sensible/desirable to minimize jargon.
- Sometimes, one is in the habit of using unnecessary words, yet one uses them thinking that they look stylish.
- One even uses a roundabout way of saying things (circumlocution) rather than saying things directly using concise words. These kinds of words and expressions should be avoided as they make writing unimpressive.
- Redundancies are two or more words that say the same thing, yet we use all of them.
- Discriminatory language is a symptom of and a contributor to the unequal socio-cultural status of women, the differently abled and people from various ethnic and racial backgrounds.
- Sexist language expresses bias favouring one sex/gender and thus discriminates against the other.
- Non-sexist language should be used to ensure a balanced and fair representation of men and women.
- One should avoid using the terms such as 'lady doctor', 'women academic', etc., as they stereotype occupation with gender.
- Those differently abled should not be labelled as crippled, deaf, dumb, disabled, handicapped, mentally retarded, blind, etc.
- Similarly, racial biases should not be a part of the language we use. We should not use 'ethnic' to mean 'foreign' or 'the other'.

NOTES

NOTES

- Acronyms are words coined by taking the first letters of each word in a series of words, for example, WHO for ‘World Health Organization.’
- The word *abbreviation* refers to any shortened form of a word or a phrase, such as Dr. for ‘doctor’ or Prof for ‘professor.’
- Choosing the right words is essential in communication but putting them properly in grammatically and semantically coherent sentences is vital to effective written communication.
- As we know, too much of information overload can act as a deterrent in communication; similarly, if one loads too much information in a sentence, it becomes difficult for the readers to fathom the meaning of the sentence.
- Body paragraphs can be written in many ways, depending on your purpose. However, each paragraph should have one point which supports the thesis statement.
- The first sentence in a paragraph is usually known as the Topic Sentence. It introduces the main idea of the paragraph.
- Supporting sentences are sentences that support or uphold the topic sentence and make the body of a paragraph.
- The supporting sentences support by providing facts, details and examples to present the argument logically.
- The last sentence of the paragraph is termed as the concluding sentence, which is usually a review of the paragraph. It should emphasize the main point or the topic sentence.
- What is called “Full stop” in British English is termed as a “Period” in American English which is symbolized by a (.) and is usually used at the end of a sentence expressing a statement.
- Writing is a planned activity that needs to be undertaken logically in a cohesive, coherent and concise manner.
- In argumentative writing, we need to be extra careful to present the arguments, both for and against, to state out claim(s) and counter the counterclaims.
- In writing, where one is comparing, contrasting or evaluating facts, ideas, events, etc. the lexical items such as, similarly/ in the same way/ in a different way/ but/ on the one hand ... on the other hand/ in contrast/ though/ however/ moreover/ in addition/ on top of that/ whereas, etc. can be used.
- In argumentative writing, we usually try to write in favour of or against a particular idea or a statement. To do this, we need to present arguments so that the readers can logically understand why we are saying what we are saying.
- Argumentative writing can also be termed as persuasive writing; but the persuasion is not from an emotional point of view; but a rational one.
- A Claim is a statement that you make on a given topic or idea. There can be different ways of approaching or interpreting an idea. The way you choose to defend in an argumentative writing is your claim.

- A counterclaim is the exact opposite of the claim. Each aspect of an idea has its pros and cons, and arguments can be given for both the positions.
- Evidence is the examples and statistical data that you provide to claim that the reasons of your claims, and counterclaims are justified.

NOTES

2.10 KEY TERMS

- **Comprehension:** It is an exercise that tests how well you understand spoken or written language.
- **Clichés:** It refers to a phrase or idea that has been used so many times that it no longer has any real meaning or interest.
- **Jargon:** It refers to the special or technical words that are used by a particular group of people in a particular profession and that other people do not understand.
- **Circumlocution:** It is the use of too many words to express something; a long, complicated, indirect way of speaking or writing.
- **Discrimination:** It refers to treating someone as inferior based on their race, sex, national origin, age, or other characteristics.
- **Proper noun:** It is a word or group of words that is the name of a particular person, place, or thing and that usually begins with a capital letter.
- **Antithesis:** It means a contrary or opposite opinion, concept, or characteristic.
- **Lexical:** It is something relating to the words or vocabulary of a language.

2.11 SELF-ASSESSMENT QUESTIONS AND EXERCISES

Short-Answer Questions

1. Why should we use simpler words in writing?
2. Mention few obscure words that should be avoided while writing and the alternate words that can be used instead.
3. What are clichés? Why should we avoid using a lot of them?
4. Define jargons. Give two examples.
5. Give three examples of 'shun' words.
6. Write a short note on usage of acronyms and abbreviations in writing.
7. What are some of the ways through which one can strengthen their writing?
8. What are body paragraphs?
9. What are strokes?
10. Differentiate between cursive and print script.
11. What is the significance of punctuation marks?

NOTES

Long-Answer Questions

1. “The right words in the proper context have power”. Elucidate this statement given in the unit. How does choosing the right words and phrases impact the quality of writing?
2. Examine the importance of forming correct coherent sentences while practicing writing skills. How does cohesion help strengthen writing skills?
3. Examine how use of discriminatory words and phrases can impact the quality of writing. Analyse how using such words can be rooted from deep internalisation of the unequal socio-cultural and gender bias.
4. Analyse how a sentence is categorised as ‘right’ while practicing writing. What factors must be kept in mind while forming right sentences?
5. Explain in detail when capital letters are used in a sentence.

2.8 FURTHER READING

- Bailey, S. 2003. *Academic Writing: A Practical Guide for Students*. United Kingdom: RoutledgeFalmer.
- Frodesen, J., Wald, M. 2016. *Exploring Options in Academic Writing: Effective Vocabulary and Grammar Use*. United States: University of Michigan Press.
- Gill, C. 2014. *Essential Writing Skills for College and Beyond*. United States: Penguin Publishing Group.
- Gould, M., Higgins, E. 2019. *Cambridge Grammar and Writing Skills Learner’s Book 9*. United Kingdom: Cambridge University Press.
- Jeffrey, R. 2018. *About Writing*. (n.p.): Open Oregon Educational.
- Leslie, L., Palmer, J. M., Beck, C. K., Hancock, J. 2011. *Foundations for Writing: Building Paragraphs and Essay*. (n.p.): Kendall Hunt Publishing Company.
- Leso, R. I. 2012. *Building Blocks of Writing Skills*. United States: Xlibris Corporation LLC.
- McCarthy, T. 2009. *100 Writing Lessons: Narrative, Descriptive, Expository, Persuasive: Ready-to-use Lessons to Help Students Become Strong Writers and Succeed on the Tests*. United States: Scholastic.
- Melvin, J. 2016. *English Grammar: Grammar & Vocabulary Exercises for Intermediate Students*. (n.p.): CreateSpace Independent Publishing Platform.
- Minovi, R. 2019. *Early Reading and Writing: The Foundations of Literacy*. United Kingdom: Taylor & Francis.
- Roche, M. 2019. *Advanced English Writing Skills* (n.p.): Amazon Digital Services LLC - KDP Print US.

Slawter, A., Brokaw, D. 1983. *Let's Learn ... Vocabulary Development: Compound Words, Antonyms, Synonyms, Homonyms*. United States: Carson-Dellosa Publishing Company.

*Mechanism of
Writing Skill*

Watson, D. 2010. *Advanced Vocabulary in Context*. United Kingdom: Cambridge University Press.

Wyrick, Jean. 1993. *Steps to Writing Well: with Additional Readings*. Second Edition. Fort Worth: Harcourt Brace College Publishers.

Developing and Assessing Academic and Professional Writing Skills. 2016. Austria: Peter Lang.

English Grammar and Writing Skills. 2017. (n.p.): Notion Press.

High School English Grammar & Composition (Multicolour Edition). 2017. India: S. Chand Publishing.

Writing and Language Learning: Advancing Research Agendas. 2020. Netherlands: John Benjamins Publishing Company.

NOTES



UNIT 3 TYPES OF WRITING AND THEIR EXAMPLES

*Types of Writing and
their Examples*

NOTES

Structure

- 3.0 Introduction
- 3.1 Objectives
- 3.2 Descriptive Writing
- 3.3 Narrative Writing
- 3.4 Expository Writing
- 3.5 Argumentative or Persuasive Writing
- 3.6 Answers to 'Check Your Progress'
- 3.7 Summary
- 3.8 Key Terms
- 3.9 Self-Assessment Questions and Exercises
- 3.10 Further Reading

3.0 INTRODUCTION

While writing, one has to decide how to present thoughts, ideas, information, etc., according to the need, circumstance, and people. Due to these multiple variables that determine the nature of our writing, a change in one of these factors brings about a change in the writing one uses to encode one's message. Suppose you went on a field trip and were asked to write a report about it. Will you be argumentative in your writing? You cannot be as there is nothing to argue against or for. One can narrate or describe the field trip experience and talk about what new things one has learned. In another situation, one is issued a show-cause notice. One needs to respond to it. When one replies to a show-cause notice, one needs to be argumentative as one has to prove one's innocence and demonstrate how one is blameless. Thus, our writing varies from circumstance to circumstance, from person to person, etc.

There can be many kinds of writing, but we can classify it into four broad categories. They are as follows:

- Descriptive writing
- Narrative writing
- Expository writing
- Argumentative or Persuasive writing

Each of these four writing genres has a different objective, and different types of writing skills are required by each. These are also at times referred to in an academic setting as modes of discourse or rhetorical modes.

- Expository writing presents facts.
- Descriptive writing evokes images through vivid description.

NOTES

- Persuasive writing intends to influence the reader towards the author's point of view.
- Narrative writing tells a story.

This unit explains these four types of writing in detail.

3.1 OBJECTIVES

After going through this unit, you will be able to:

- Discuss the characteristics of descriptive, narrative, expository and argumentative or persuasive writing
- Differentiate between the four types of writing

3.2 DESCRIPTIVE WRITING

Descriptive writing refers to the kind of writing where we describe a person, place, process or thing in such a fashion that a vivid picture is formed in the reader's mind. When describing an imaginary object, person, place or process, the writer should have a vivid imagination that will help him/her imagine each detail and describe it so that the reader feels that it is a real thing, person etc. It is essential that when one is describing a real object, person, place or process, one should pay close attention to all the details that will help the reader visualize what is being described, thereby making the communication successful.

An example of Descriptive Writing

From Charles Dickens' novel *Hard Times* (1854)

He was a rich man: banker, merchant, manufacturer, and what not. A big, loud man with a stare and a metallic laugh. A man made out of a coarse material seemed to have been stretched to make so much of him. A man with a great puffed head and forehead swelled veins in his temples and such a strained skin to his face that it seemed to hold his eyes open and lift his eyebrows. A man with a pervading appearance was inflated like a balloon and ready to start. A man who could never sufficiently vaunt himself a self-made man. A man who was always proclaiming, through that brassy speaking-trumpet of a voice of his, his old ignorance and his old poverty. A man who was the Bully of humility. A year or two younger than his eminently practical friend, Mr Bounderby looked older; his seven or eight and forty might have had the seven or eight added to it again, without surprising anybody. He had not much hair.

One might have fancied he had talked it off; and that what was left, all standing up in disorder, was in that condition from being constantly blown about by his windy boastfulness. In the formal drawing-room of Stone Lodge, standing on the hearthrug, warming himself before the fire, Mr Bounderby delivered some observations to Mrs Gradgrind on the circumstance of its being his birthday. He stood before the fire, partly because it was a fantastic spring afternoon, though the sun shone; partly because the ghost of damp mortar always haunted the shade of Stone Lodge; partly because he thus took up a commanding position,

from which to subdue Mrs. Gradgrind. “hadn’t a shoe to my foot. As to a stocking, I didn’t know such a thing by name. I passed the day in a ditch and the night in a pigsty. That’s the way I spent my tenth birthday. Not that a ditch was new to me, for I was born in a ditch.”

*Types of Writing and
their Examples*

NOTES

After reading the above description, one can easily imagine what the character described must look like. When Charles Dickens wrote *Hard Times*, a tiny percentage of the population of England was literate, so he had to write in such a manner that even when people could not read, just listening to a description like the one above would give them enough material to create a mental image of the character. Similarly, when describing something or someone, do it so that your reader/listener has no trouble imagining what is being described.

To make your descriptive writing vivid, you should keep the following in mind:

- Descriptive writing should include sensory details so that the reader is not tempted to flip through the pages merely but is touched by the description in such a way that it appeals to his/ her five senses. The description should be such that the reader should comprehend and probably even feel while describing abstract things, feelings, and emotions. For example, suppose the writer is describing the anger of a person. In that case, s/he should describe anger through such imagery that the readers can feel the anger’s nature and depth. Merely saying that someone is angry does not help. What s/he needs to do is to bring about the exact nature of the anger by description. In the above example from Dickens’ novel, the author did not merely mention that Mr. Bounderby is a cruel capitalist but described the details in such a manner that the readers can place the figure of Mr. Bounderby in the context of nineteenth-century England.
- In descriptive writing, the writer often uses figurative language (such as analogies, similes and metaphors, etc.) to portray the picture in the reader’s mind. For example, in the above description of Mr. Bounderby, Dickens says, “A man with a pervading appearance on him of being inflated like a balloon, and ready to start.” The phrase “inflated like a balloon” is figurative and used by Dickens very innovatively to describe Mr. Bounderby.
- Precision is a key to any good writing. Descriptive writing is no exception. While describing a person, place, process or thing, it is essential to remember that the writer does not use general language. General adjectives, nouns, and passive verbs cannot qualify in good descriptive writing. One needs to use specific adjectives and nouns and strong action verbs so that the description gets vibrant and appeals to the reader. In the above example from Dickens’ *Hard Times*, the author has described Mr. Bounderby in precise detail, which provides a picture of Bounderby in readers’ minds.

NOTES

- Like any other writing, descriptive writing should also be organized so that the readers can comprehend the description. Suppose one describes a process, like downloading software on a computer. The writer must use a chronological (time) way of doing it step-by-step to download the software. Similarly, when describing a person, one needs to begin with the face and describe it in detail and then go on to the head and hair and then the voice and so on. Did you notice how Dickens described Mr. Bounderby in the above extract?
- Similarly, when a place is described, the writer should keep in mind to describe the place in such terms that readers can form a mental picture of the place. When a forest is described, one cannot merely say that it is a dense forest but also mention the kinds of vegetation and animals that one can see in the forest. Whether the forest is dark or the sunlight can penetrate through the branches and leaves to illuminate the forest. Whether there are small bushes, waterbody, etc., in the forest. The forest should be described so that while the readers are reading the description, they can visualize the forest and feel the forest. So the sounds that are there in the forest should also be described. In describing a thing, the writer should describe it so that the reader can see it in front of him or her. For example, while describing an antique watch, the writer should point out its features, making it antique and worthy of reading the description.

3.3 NARRATIVE WRITING

When one is narrating, one is primarily telling a story. In other words, when one has a story to tell, one uses narrative writing. Narration is not merely a description; it is different from descriptive writing. A narrative is written from a definite point of view. You have witnessed a particular incident, and you are asked to write about it. If you are describing the incident, then it is descriptive writing. But if you are writing a narrative, you need to relate the incident from a particular point of view. Suppose the incident that you witnessed is a road accident. When you narrate the incident, you can take a perspective on the urgency that makes people violate traffic rules. Or you can take a perspective of how rash driving was the cause of the accident. It may also be that one of the drivers had a family problem, and he was mentally disturbed while driving. As he was driving, he thought of something else, and his mental disturbance caused the accident. When the writer takes a perspective and writes from that point of view, the readers find something new in writing and get involved in the narrative.

Description of an Accident

A Santro car and an auto-rickshaw collided in the Pitampura red light when the speeding car broke the traffic rules by disobeying the red light and was making a right turn. It hit the auto-rickshaw, and the two passengers of the rickshaw were thrown out of the vehicle. One passenger's head hit the footpath badly, and he is

now in the coma of the Max Hospital. Doctors believe he is in a critical state, and nothing can be said until he regains consciousness. At the same time, the other passenger and the driver of the auto-rickshaw were released after first aid. The driver of the car is being taken to police custody, awaiting trial.

The Same accident narrated

A young woman and her little girl are sitting on a bench of Max Hospital, holding each other with tears rolling down their cheek and waiting for the doctors to come and announce that woman's husband and little girl's father is out of danger. All three of them had an excellent breakfast today morning and left for the little girl's school, where there was a parents-teachers meeting. After the meeting, the little girl stayed back in the school, and the parents took an auto-rickshaw to head back home. Instead of reaching home, the father went into a coma as a speeding Santro car, disobeying the traffic light, hit the rickshaw they were travelling. The incident happened in the same place where the young man and the woman met for the first time, a red light at Pitampura. The young woman sitting at the bench is sitting hoping that they met for the first time would provide a second chance in their life. The auto-rickshaw driver informs her that the car driver has been arrested, but it does not matter to her. What matters is whether her husband would be able to walk out of the coma. The woman thinks that if he walks out of the Coma, she will withdraw the case against the car driver.

Both paragraphs talked about the same incident when a speeding Santro Car collided with an auto-rickshaw while taking a right turn disobeying the traffic light. But the first paragraph is merely descriptive, which provides the readers with the details about how the accident happened. In contrast, in the second paragraph, the incident was narrated from the perspective of a woman who was also a passenger of the auto-rickshaw and the wife of the person in the coma. From this point of view, the narrative creates a sense of sympathy for the young woman.

Therefore, the writer should use all the storytelling conventions in narrative writing, such as plot, character, setting, dialogue, climax, and end. A good writer can make an ordinary thing look extraordinary with his power of language. A good painter or a photographer helps us see beauty in ordinary things and see the world around us with new eyes.

For example, when narrating the road accident, it is not necessary in narrative writing that the writer narrates the incident in chronological order. S/he may make a permutation and combination of the incidents during the event so that when the readers read the narrative, they feel involved in it. S/he may start with the outcome of the accident when one of the drivers is in the hospital in an unconscious state. And then from there, s/he can present the whole incident in flashback stating how he fought with his brother that day early in the morning regarding some financial matters and then went out with the car.

As a mode of writing, the narrative approach, more than any other, offers the writer a chance to think and write about what s/he thinks. The experiences are lodged in our memories, which we share with readers. These memories can be fused with the present incident to make the narrative more convincing and exciting.

NOTES

Example of Narrative writing

NOTES

A Visit to a Forest

A visit to a forest can be written by describing a forest that you have visited or probably even describe an imaginary forest based on the idea of the forest that we have read in books, watched on Discovery Channel and other media, etc. if we do that then it would simply be a description of the forest. But the same can be written from a narrative point of view. Below is one such example,

Moonlight was passing through the leaves of long pine trees and illuminating the ground of the forest-covered with dry leaves. As I was treading through the forest cautiously without making much noise to make the animals feel my presence, I saw a small water body shining in the moonlight. It was a beautiful sight to watch, and I sat down by a tree to enjoy the beauty of the forest on a whole moon night. The fear of being attacked by animals passed away as I pondered over the serenity of the place. The water was reflecting the moonlight and illuminating the surroundings, and I was illuminated too. As I was gazing into the water, I saw something golden shining. I wondered for a moment, thought it to be an illusion. But curiosity took over me, and I decided to get into the water. As I reached about knee-deep water, I could reach the object. I picked it up and saw that it was a golden key. The moment I picked it up, a sharp shrill noise buzzed somewhere near me; I was shuddered with fear and could not move out of the water. I do not know for how long I stayed in the water, but when I became conscious, I saw that the moonlight was not there anymore and was dark. I looked up and saw clouds have covered the moon and could guess that it would rain heavily in a few moments. I gathered courage and moved out of the water, but I was unsure what to do next. I had no idea which way to go to get out of the forest. So I closed my eyes and chose a direction, and left it to my luck to take me out of here. As I was moving cautiously, it started to drizzle and then it started pouring. I was all wet by then and was feeling very cold. I was undecided whether to keep on walking or to wait somewhere in the forest. As there was no shade anywhere where I could have protected myself from the downpour, I decided to move on. I walked for about fifteen-twenty minutes or maybe more, and suddenly my eyes fell to my right, where I could see an old, dilapidated wall in the lightning. I thought it must be some old structure and decided to move towards it and rest till morning as I trod towards the wall and thought, why not climb the wall and go to the other side. I tried climbing, but the wet wall made me slip down. I dropped the idea of climbing and sat down weeping at my ill fate when I decided to visit a forest on a moonlit night. Many thoughts started clambering my mind, even the fear of dying in such a forest where my dead body would probably not reach my loved ones and probably become a lovely feast for the foxes and hyenas. The thought of the animals feasting on my dead body made me wonder as I have not seen a single animal in the forest in these hours that I am trapped here. It somehow made me gather my strength, and I started walking again along the wall. Down pouring also stopped in a while, but the water was still drizzling from the leaves, and the moon again started showing its face. Again the forest was lighting up, and my hope of survival was brightening with it. I started running, and I noticed that there was a metal door shining amidst the decrepit wall. I was taken aback. Then I started pushing and pulling the door to open it.

Suddenly the thought occurred to me that I have a golden key in my pocket – “why not try it?” I took out the key and put it on the keyhole and the key fitted well. I turned and unlocked it. I was now worried again whether to open the door or not as I was unsure what lay on the other side. Probably my ill fate will make me get into new peril. But when I have survived what I have gone through in the last few hours, why not take another chance. So I pushed the door, and to my amazement, there were treasures which no one could ever imagine. As I was wondering what to do with all these gold and diamond, I heard a voice “Wake up, it’s morning. Don’t you wanna go to college?” I realized it was my sister’s voice. Sun has already illuminated my room.

*Types of Writing and
their Examples*

NOTES

Narrative writing should have the following characteristics:

- Narrative writing should be done from a definite point of view to feel involved while reading. Instead of simply telling the story, it is better to recreate the story. For example, in the road accident narrated above, the paragraph was written from a definite point of view. It does not merely describe but retells or recreates the story so that the readers get involved with the narrative.
- Though the main content of narrative writing is the story, the minute, precise details should be carefully presented to support the story and enhance the effect on the reader. For example, in the narration of a visit to the forest, the details of the forest are given to create a picture in the reader’s mind.
- The writer should use vivid verbs and modifiers to suggest the action of the protagonists of the narrative. In the narrative on a visit to the forest, vivid verbs are used. In the sentence “So I closed my eyes and chose a direction and left it to my luck to take me out of here”, the verbs “closed”, “chose”, “left”, and “take out” are used to suggest the actions of the protagonists.
- Narrative writing should employ the conventions of stories such as plot, including setting and characters, dialogues, climax and an ending. In the narrative on a visit to the forest, dialogues (such as, “Wake up, its morning. Don’t you wanna go to college?”) characters such as the protagonist and his sister are used. The narrative ends with a revelation for the reader that the action happens in the protagonist’s dream.
- Though it is not essential to have a thesis statement in narrative writing, it is essential to find a generalization so that the writers’ personal experiences appeal to the readers. By generalization, it does not mean that the narrative writing should find some universal generalization that appeals to humanity at large, but should at least appeal to specific sections of humanity, such as children, women, the working class, etc. In both the narrative writing, on a visit to a forest and narration of an accident, no thesis statement is used, though both the narrative appeals as one deals with a dream in which the protagonist through unusual means finds a treasure and other talks about human suffering and uncertainty of life.

NOTES

- Narrative writing is usually done in the first person (using I), but it can also be in the third person (using he/she/it).
- Narrative writing relies on concrete, sensory details to convey its point. These details should create a unified, forceful effect, a dominant impression. In the narrative on a visit to a forest, concrete sensory details are used, such as the feelings of fear, appreciation of beauty, courage in overcoming fear, etc. are the emotions that are evoked through description so that the readers who are accustomed to these emotions could feel them while reading the narrative.

3.4 EXPOSITORY WRITING

Expository writing is the most frequently used mode of writing. Expository writing includes explanations of chemical reactions, classification of plants, animals, or chemical substances, descriptions of causes of natural disasters, and comparisons of writing styles of different authors, to name just a few. As expository writing calls for logical analysis, it is necessary to present ideas logically and weave sentences together smoothly. In expository writing, the writer's primary aim is to explain, describe, give information, and inform. The writer's job is not to give an opinion about the information or develop an argument but to provide an objective account. In other words, the writer does an impartial analysis of facts and evidence. Therefore, expository writing is always done in the third person.

There are different types of expository writing. These are as follows:

- **Definitional:** The writer explains the meaning of a word, term, or concept. The topic can be a concrete subject, or it can be an abstract term.
- **Classification:** The writer aims at classifying abroad subjects or ideas and groups.
- **Comparing and contrasting:** The writer describes the similarities and differences between two or more people, places, or things. Generally speaking, comparison-contrast expository writing has two subjects which are compared and contrasted. Comparison and contrast focus on strengths and weaknesses of something or advantages and disadvantage of something.
- **Cause and effect:** The writer explains how things affect each other and depend on each other. Cause-effect writing serves one of the two purposes: either it shows the effects of an event or explains the causes of an event. In other words, cause and effect writing aims at explaining why things happen and what happens as a result.
- **"How to" essays or process essays:** The writer exposits a procedure, step-by-step process, or how to do something to instruct the reader.

Expository writing can even be classified as follows:

*Types of Writing and
their Examples*

Informative	Directions	Opinions	Persuasion
<ul style="list-style-type: none"> • Reports • Informative speeches • Research • Brochures • Presentations • Memoirs • Messages • Biographies • Autobiographies • Experiments • Testimonies 	<ul style="list-style-type: none"> • How-to paragraphs • Recipes • Travel directions • Instructions • Game rules • Explanations • Schedules • Commands • Orders 	<ul style="list-style-type: none"> • Personal Opinions • Reviews • Comparisons • Value judgments • Speeches • Letters • Recommendations • Suggestions 	<ul style="list-style-type: none"> • Debates • Courtroom Scenes • Political Rallies • Advertising • Travel brochures • Critiquing • Self-Defence

NOTES

Expository writing, as mentioned earlier, the most frequently used mode of writing, is different from other kinds of writing as one does not try to analyze facts in this kind of writing but presents it in such a logical manner that the readers get all the required information and can decide for themselves the course of action. They are neither swayed by emotional outpouring, nor motivated by narrative storytelling, nor by arguments that lead them to think in the way the writer's think. The introduction to any expository writing states the thesis. The body of the writing consists of the development of the thesis by dividing it into sub-topics. Every paragraph in expository writing must point out a dominant point that elaborates the thesis. In expository writing, transitions play a crucial role, especially in exposition dealing with processes and sequences. Transitions provide organization to the writing and also help the reader understand the writing in a better fashion.

Example of Expository Writing

Reality Shows on Indian Television

Indian Television Industry has seen immense popularity of reality shows in recent times because of various reasons, the primary one being the emotional quotient of these shows, which forges an immediate bond with the Indian audience. Where saas-bahu serials, romantic movies, whatever has an emotional appeal always work to be a profit-making show business for the entertainment industry. The reality shows have added another dimension to it as the prodigies from different parts of India, even interiors of India, get a chance to showcase their talent.

Reality shows became a hit in India when Channel V came up with Viva, a band of five young singers. The auditions were announced, and young people gathered in huge numbers to give their luck a try. When it was aired, people lapped up the failures of many but the triumphs of the few. The emotions associated with it became an instant hit. Since then, reality television proliferated with each passing day as the audience votes poured in billions. Many such shows followed – Indian Idol, Fame Gurukul, India's Best, Roadies, etc. Kaun Banega Crorepati, India's take on Who Wants to Be a Millionaire, made Star TV rise in popularity. Indian Idol did it for Star One. The Great Indian Laughter Challenge and Nach Baliye also became favourites among the Indian mass. Reality shows showed how it can change the destinies of the TV channels and made ordinary people come out of their ordinariness and prove to the world their worth.

NOTES

Reality television thus is a boon for everyone, whether it be contestants, channels or the viewers. However, one should keep in mind that people did not accept anything and everything that TV channels were airing in the name of reality shows – shows like *Kamjor Kadi Kaun*, aired on Star and *Jeeto Chappar Phad Ke* on Zee were miserable in their quotient on striking a chord with the mass.

Though reality TV became very popular, it was also criticized by many for various reasons. Many raised their doubts over the authenticity of the voting system based on which the contestants are voted out. In some cases where the shows concerned the children, it cruelty to them in putting them in situations that the young minds could not handle.

One should keep in mind here that reality shows are nothing very new to the Indian audience as shows like *Sa Re Ga Ma Pa*, *Boogie Woogie* were already a hit among the Indian audience before the recent reality shows became popular. But what happened in recent years is that the reality shows that taken the position of the *saas-bahu* serials and have become a tremendous money-churning machine for the entertainment industry and, to some extent, a platform for ordinary to prove their extraordinariness.

3.5 ARGUMENTATIVE OR PERSUASIVE WRITING

In argumentative or persuasive writing, the writer aims to convince the readers to agree with the facts, values, arguments, and conclusions presented by the writer. The writer proves the thesis statement through logical arguments. The counterarguments are also presented to refute them and to prove that the thesis statement is justified. Argumentative writing proceeds very much on the lines of a debate. In many cases, the writer takes recourse to such writing to persuade and convince the readers to adopt the writer's way of thinking

Therefore, in argumentative writing, the writer should start by stating the issue, usually the thesis statement. The thesis statement needs to be developed carefully in writing by providing relevant statistics, facts, expert opinions in terms of quotations and paraphrasing, historical examples, anecdotes, if necessary, etc. The argument is solid and believable. As the objective is to convince the reader that the position taken is justified and needs to be taken seriously, therefore the writer must take care to present the evidence and other details in such a logical manner that the reader gets convinced that the writer is justified in his or her thought process.

So the writer must plan the arguments carefully before he or she starts writing. In the planning stage, the writer should list all the points for both sides of the argument and pick the side he or she believes in or the side with stronger arguments. For academic writing to be effective, the writer should dig deeper into the arguments and present points detailed. One should keep in mind here that simplistic arguments are something that everyone has heard before. So, the writer needs to make the arguments complex so that the readers feel that it is a well thought out argument that cannot be refuted easily. Argumentative writing should

present both sides of the issue with an assessment of each and then point out how the writer's arguments are more substantial than the counterarguments. Once the arguments are jotted down, one should gather evidence, facts, statistical details and examples to support one's arguments and show how the counterarguments fail.

When the detailed plan is chalked out, the writer can think about getting down to the actual writing. Like any other writing, argumentative writing has the same three parts: the introduction, the body, and the conclusion. The first paragraph (or first few paragraphs in case of more extended writing) should contain a short introduction to the topic with some background information and a thesis statement (one's opinion and stand on a topic). The body of the essay should contain the arguments. When the arguments favouring the writer's position are stated, the writer should present the counter-side to prove how they are not justified. The conclusion should reiterate the thesis with conviction. The conclusion should not be such that the readers feel that it is a belief or an opinion but should feel that it is a judgment supported by irrefutable facts.

Example of Argumentative or Persuasive Writing

Should College Students Participate in Politics?

Students are a young and energetic lot. If steered adequately, they can be an indomitable force that is very tough to resist. Therefore, during India's independence struggle, we saw many young students joining politics to free their motherland from the clutches of the British colonial force. But once independence was achieved, many people believed that students should not be initiated into politics in their college life as it hampers their studies and makes them lose focus in life and often are misled by crooning politicians. But the truth is that **if students are initiated into politics early in their life, it is beneficial for them in the long run, more so in their career prospects.**

The aim of studies is not to merely memorize facts and figures, formulas and quotations, but **to liberate one's mind in such a fashion that one can see what lies underneath the apparent.** This cannot happen in a day as it is not a revelation that one will arrive at on a given day. When one is initiated into politics early in their life, one gets the focus; one understands how things work in our life's socio-political and cultural arena. To understand it deeply, it is necessary to fathom how the ruling class uses different state apparatuses to rule over the mass. It becomes easier for him or her to deal with things in life.

Many argue that **student politics is about destructive vandalism.** The fact is that in many cases, the crooning politicians act in the same manner as the masses. They do not operate independently but are manipulated by shrewd political leaders to achieve their petty goals. There are many cases where the political leaders misuse the students' strength and make them behave like a mob with no sense of understanding and control over themselves and merely act according to their whims and wishes. When one learns this early in their life, it helps them later as they cannot be made the plaything of the politicians anymore.

More importantly, from the point of view of the career, **joining politics in one's college life is significant as it helps in building different capabilities in students which help them throughout their life**, such as – the art of public speaking, be assertive and impressive, mass involvement, group activity,

NOTES

NOTES

leadership quality, etc. all of which are significant to succeed in our career. One also gets aware of the issues like national integration, environmental concern, industrial and agricultural development and balance between the two in case of a country like India, and many such other issues which directly and indirectly affects our life. Student life is the learning stage of one's life; therefore, students must have an overall development as an individual rather than just academic development.

In recent years, **with the rise of competitive spirit in the academic arena, students and their parents are focusing on studies and nothing else.** They think that is how they will grow up to be good money-earning machines. But one should remember that no one can live alone in society. We have to live with others as we are social beings. Therefore, to live a social life in the true sense of the term, one should know one's society very well. Politics does not merely mean that one should fight for the position of power. But politics means that one is standing up for one's rights, fighting for others' rights and addressing concerns which helps society to be a better place to live in. When one learns all these early in life, one grows up to be a responsible citizen and benefit as an individual. Consequently, a nation can prosper.

Students' politics can be dangerous when irresponsible leaders ignite a fire in them for unjust and petty issues, but that does not mean that all leaders are the same. Suppose one has to grow as an individual and as a nation. They also have a favourable view of politics and have been active in politics from an early stage of their lives. In that case, we must change our outlook towards politics and initiate a similar spirit amongst the students.

Things one should remember while writing argumentatively or in a persuasive manner:

- In argumentative writing, one should avoid emotional language as far as possible. Emotions may make the readers feel that you cannot logically prove your arguments. Therefore, you have taken recourse to emotional language. Suppose you are not emotionally attached to cause. In that case, it becomes challenging to argue passionately for or against it. However, while presenting the arguments, one should not show one's emotions.
- One should sequence one's writing logically as that helps the readers gain confidence in your thought process and agree to what you have written done.
- In most cases, we try to prove our arguments by providing facts and evidence. And if by any chance the readers can make out that one of the pieces of evidence or facts are made up, then readers lose all faith in the arguments, and the writing does not serve its purpose.
- It is always important to cite the sources in argumentative writing as that makes the writing authentic.
- Before one starts writing, it is essential to logically outline all the arguments and counterarguments so that the writing becomes a more straightforward job and none gets left out.

- One should be prepared to defend one's side by knowing the strongest arguments for the other side.

*Types of Writing and
their Examples*

Kind of Writing	Descriptive	Narrative	Expository	Argumentative
Primary Focus/agenda	To describe in detail	To tell a story	To explain and inform	To present an argument or case
Special Features	To describe all the minutest of details as far as possible. To imagine the details if it's of an imaginary object, person or place, etc.	To use all elements of storytelling	To be objective, so that readers get a fair account	To be persuasive in the use of language so that the readers accept your arguments To quote sources.

NOTES

Some Examples of Essays

(a) The Information Revolution

Industrialised economies are gradually changing into “information economies” as the shift has happened in the 1970s and 1980s due to the social, economic and technological changes during those decades in advanced industrialised societies. The social changes included the entry of entertainment media and computers at home and the growth of telecommunicating, making it possible to work from home. The divisions between the house and factory or office started breaking down as the main work of telecommuters was gathering, processing and storing information with the help of personal computers.

Thus as far as the economy is concerned, more workers are now involved with information related industries, such as travel, tourism, hospitality, banking, insurance etc., than the production of commodities for a mass consumer market.

The technological changes made this new kind of social and economic change possible, which is brought about by integrating telecommunications, mass media, and computers. And as a result, greater flexibility, greater efficiency, and lower costs become the motif of the business groups.

In sum, today's world is on the way to becoming information centred society. Though not all the world countries are at the same level in terms of their adoption of Information Technologies, we cannot talk about a single Information society. Therefore, some sociologists believe that an “information revolution” is taking place, a complete break from the nineteenth century's industrial revolution. However, Information Revolution is undoubtedly on the way.

(b) Women Entrepreneurs

An entrepreneur is not a new concept, as an entrepreneur is a person who makes money by starting or running businesses, especially when this involves taking financial risks. But there are almost no examples of women entrepreneurs in history before the twentieth century. Entrepreneurship was primarily a male arena as women were confined to their house and hearth. Society looked down upon any woman who came out of her household.

NOTES

But the twentieth century saw a change in societal makeup as women started coming out of their traditional roles of housekeepers and ventured into male-dominated arenas. The business was one cutthroat arena where women entered and tried to make the mark. Some faltered as they could not cope with the trauma, risk and stress, but so do some men. But few women made a significant contribution with their business acumen. They created success stories that are no less than their male counterparts.

Some women ventured into conventional business small businesses such as running beauty parlours, cookery classes, sewing classes at home etc., to supplement their household income. However, others devoted themselves entirely too challenging fields such as real estate, construction of weight bridges, running restaurants, establishing textile mills, making television serials, founding multicore ceramic chip capacitors, etc. In these fields, women have proved and are proving themselves admirably. These success stories inspire many others to get into the arena and do well there, which was earlier thought to be an utterly male domain.

The government is also trying to do their bit, as The Entrepreneurship Development Institute and other National and State level Industrial Development investment Corporations are organising special programs to cater to the requirements of the existing women entrepreneurs and providing assistance to start new ventures. However, surveys and studies point out that many women are not fully aware of these programs and cannot benefit from these workshops and schemes. What is needed in the present circumstances is wider publicity of the strategies offered so that the talented women can come up and avail the schemes to make their mark and break the age-old notion that business or entrepreneurship is a male domain.

Moreover, to encourage women entrepreneurs, many prizes and awards have been instituted by the government and other institutions such as – “Outstanding International Personality of the Decade”; “Women of the Year”; “Udyog Ratna”; “Best Women Entrepreneur”; “Woman of the Decade”: and many others. These awards and prizes not only honour the meritorious and successful women entrepreneurs but also encourage and inspire other women to venture out from their traditional roles of being a mother, wife and housekeeper.

In the given circumstances, it can be envisaged that women will come out in great numbers from their closets to create a mark in the cutthroat business world. Their skills will no longer be neglected and misused in doing household chores. But when the time has come for women to prove their credibility in newer fields of entrepreneurship, it is also true that we need to create an environment where not only a few but many women can come out to change the face of business.

(c) The Role of PR in Customer Satisfaction

Public Relations (PR) plays a significant role in the private sector as it establishes contact with the essential sections of the public – its customers, its stockholders and its employees. Securing the mutual understanding and co-operation of these groups is crucial to success. Moreover, it helps in promoting the company’s services and products in a highly competitive market.

NOTES

Relations with customers depend very much on the quality, price, and delivery time and very directly on the company's reputation. Public relations can play a vital role in safeguarding a reputation or in building a new public image. It can also do valuable work in improving methods of communication with existing and potential customers. PR is a marketing aid all along with the mine, from planning a new product to its effective selling.

The PR man can evaluate a customer's attitude towards a product and provide valuable lines to the marketing department to take corrective action and decide about the continuation, modification, or dropping of a particular product or service. The objective of PR is to win the customers' goodwill on a long term basis.

The PR Department should also be fully alive to the customers' complaints. Though the complaints department usually handles the individual complaints, the PR man has to be closely involved in this work as it affects its image. The PR man should also initiate prompt action in the objections voiced by the media. Even in the case of groundless and frivolous complaints, the PR man should write a polite letter to the customer. If the complaint is genuine, it is advisable to tender an apology and replace or repair the product.

The PR man must make a concerted effort with the production and marketing departments to project a new product or service. This can be done through features in house journals, by bringing our folders, brochure etc.

(d) Sales Promotion Methods

The success of any business, whether offering products or services, depends upon the sales it can achieve. One way of surviving in the competitive market today is adopting appropriate and effective sales promotion strategies.

Sales promotion methods vary from organisation to organisation. Each organisation has to select a way most suited to its needs and resource availability. The size of the organisation, the size of the market, the finance available and the nature of the goods or services, the type of consumers to be reached etc., influence the decision on the exact method to be employed.

The most commonly used methods of promoting sales that one comes across these days are:

Advertisements:

Advertisements in newspapers, magazines and other periodicals are pretty popular these days. Not only these during programmes, meets, sports events, etc. advertisement matter is depicted so as to attract the attention of the audience, of late, radio, television and internet are used as an effective means of advertising. The matter may be printed and distributed as handouts or displayed in hoardings on highways or in trains and buses. Besides, unique slides are shown at the cinema theatres. Sponsored programmes by the industrial houses, both over the television and radio, are a rule of the day. Companies advertise using banners that appear on the web pages as links that link one website to another.

Door to Door Sales Campaign:

NOTES

Door campaign through specially trained sales personnel of the company is yet another method of sales promotion. Sometimes even practical demonstration of the use of certain goods is shown by the sales personnel.

Participation in fairs and exhibitions:

Fairs and exhibitions may be organised at State National or even International level. The sellers can use their products/services in one place, and prospective buyers can visit their stall and check out the product/services they are interested in. The Trade Fair Authority of India actively assists in holding trade fairs in India and abroad.

Special Schemes:

Special Prize schemes, offer off-seasonal discounts (for instance, on fans and refrigerators in winter) free after-sale service, warranty for more extended periods, exchange of old goods with the new ones, incentive schemes for wholesalers and retailers, an offer of goods of sale on easy instalments, free door delivery service, etc. are a few other sales promotion methods that one usually comes across.

(e) Communal Harmony and Secularism

Despite having so many religions, India is a land known for its communal harmony and secularism. It is not that communal tensions and riots did not happen ever in this land; there are many such instances of that throughout the history of India, but the reasons for the communal disharmony or tension was never the intolerance of one religious group for the other. Most of the time, the communal tension resulted from reaping the benefits of a particular elite class. For example, the recent communal tension can be traced to the British policy of dividing Indians to rule over them.

When the colonisers came to India, one of the ways they justified their rule over India was that India at one point in time had an ancient golden civilisation which was lost due to the Muslim Rule (therefore, the Muslim Rule or the Middle Ages was presented by the British Historians as the Dark Ages, which can be debated and negated) and we needed the British to get back our lost civilisation.

With this aim, the Orientalists, such as William Bentinck and the Asiatic Society of India, started uncovering the ancient Hindu texts and monuments. Moreover, as the Hindus found some patronage from the British therefore they naturally thought of reforming their own religious and social parameters. In the early nineteenth century, we see many social reformists, such as Raja Ram Mohan Roy, Dayanand Saraswati, Ishwar Chandra Vidyasagar, and others trying to reform Indian society whether by the abolition of Sati or by introducing widow remarriage. These kinds of reformist activities brought the Hindus together. The Muslims also started coming together, and eventually, with the division of Bengal in 1905, the seeds of communal tension were sown properly in Indian soil leading to many communal riots in the twentieth century.

Despite all these communal tensions, India can boast of its secular spirit. Throughout history, we can see that people from different religions have been living together amicably. It is not just tolerance for other beliefs that we find in the

history of India but also mutual respect, which is of utmost importance when one talks about secularism. In his book *The Religion of Man*, Rabindranath Tagore emphasised the need for a secular character of humanity. In this context, it is to reiterate that India has been a land where people from all religious communities live together. Thus, secularism and communal harmony have to be some of the essential characteristics of Indian society.

(f) Demonetisation

On November 8, 2016, Prime Minister Narendra Modi made an unprecedented speech on national television which opened the floodgates of Facebook memes and WhatsApp jokes before making way for more severe discussions throughout the Indian Nation and worldwide. All currency notes of denominations Rs. 500 and Rs. 1000 lost legal sanction from midnight of that date. While currency notes of Rs. Five hundred are now to be re-issued, Rs. One thousand currency notes were utterly made away with.

Additionally, technologically advanced currency notes of denomination Rs. 500 and Rs. 2000 was introduced on November 10. However, all notes in the lower denomination remained unaffected.

The objective of such a national drive was to curb black money, corruption and terrorism. Several impacts of this decision can be ascertained. Although people with black money stand the most affected, several implications have to be faced by the average middle-class person, farmers, banks, and the economy. Although there was an apparent inconvenience to the commoner initially, given the short period to get these currency notes exchanged or deposited in banks and post offices, they are expected to adapt to the new currency system in a reasonable time, the government decided.

Rural area farmers had experienced slightly more inconvenience considering that this is the Rabi crop harvest season, where the farmer must have earned cash for their harvest. This concern was raised by the Congress spokesperson Randeep Surjewalla.

Also, in rural areas, the exchange and deposit system were expected to take a long time if there was a bank in the village and inconvenience in terms of transportation, additional expenses. Time was easily foreseeable in case there was no bank in the town. The people had to go to the city for this purpose.

The banks, however, are expected to experience two types of problems. One is the logistical problem of handling all the money if many people choose the easier way of depositing all their cash in their bank accounts or providing smaller denomination currency notes in case there is a considerable demand for withdraw or exchange.

The other problem is the managerial difficulty of handling long queues and the overburden of work in the next couple of days after the demonetisation announcement. This expectation gave rise to the government's decision to shut down banks for public dealings for one day. Instead, it let them deal exclusively with issues relating to depositing or exchanging the demonetised currency notes.

NOTES

Despite all the difficulties that the people faced initially, the Modi government's plan to sanitise the economy bore fruits through the demonetisation drive. It can be called one of the success stories of the Modi Government.

NOTES

Check Your Progress

1. Define descriptive writing.
2. Name the author of the book *Hard Times*.
3. State one characteristic of narrative writing.
4. What is the most frequently used mode of writing?

3.6 ANSWERS TO 'CHECK YOUR PROGRESS'

1. Descriptive writing refers to the kind of writing where we describe a person, place, process or thing in such a fashion that a vivid picture is formed in the reader's mind.
2. Charles Dickens is the author of the book *Hard Times*.
3. One characteristic of narrative writing is that the writer should use vivid verbs and modifiers to suggest the action of the protagonists of the narrative.
4. Expository writing is the most frequently used mode of writing.

3.7 SUMMARY

- Descriptive writing refers to the kind of writing where we describe a person, place, process or thing in such a fashion that a vivid picture is formed in the reader's mind.
- It is essential that when one is describing a real object, person, place or process, one should pay close attention to all the details that will help the reader visualize what is being described, thereby making the communication successful.
- Descriptive writing should include sensory details so that the reader is not tempted to flip through the pages merely but is touched by the description in such a way that it appeals to his/ her five senses.
- In descriptive writing, the writer often uses figurative language (such as analogies, similes and metaphors, etc.) to portray the picture in the reader's mind.
- General adjectives, nouns, and passive verbs cannot qualify in good descriptive writing. One needs to use specific adjectives and nouns and strong action verbs so that the description gets vibrant and appeals to the reader.
- When one is narrating, one is primarily telling a story. In other words, when one has a story to tell, one uses narrative writing.

NOTES

- A narrative is written from a definite point of view. You have witnessed a particular incident, and you are asked to write about it.
- If you are describing the incident, then it is descriptive writing. But if you are writing a narrative, you need to relate the incident from a particular point of view.
- A writer should use all the storytelling conventions in narrative writing, such as plot, character, setting, dialogue, climax, and end.
- Narrative writing should be done from a definite point of view to feel involved while reading. Instead of simply telling the story, it is better to recreate the story.
- Though the main content of narrative writing is the story, the minute, precise details should be carefully presented to support the story and enhance the effect on the reader.
- The writer should use vivid verbs and modifiers to suggest the action of the protagonists of the narrative.
- Narrative writing should employ the conventions of stories such as plot, including setting and characters, dialogues, climax and an ending.
- Though it is not essential to have a thesis statement in narrative writing, it is essential to find a generalization so that the writers' personal experiences appeal to the readers.
- Narrative writing is usually done in the first person (using I), but it can also be in the third person (using he/she/it).
- Narrative writing relies on concrete, sensory details to convey its point. These details should create a unified, forceful effect, a dominant impression.
- Expository writing is the most frequently used mode of writing.
- Expository writing includes explanations of chemical reactions, classification of plants, animals, or chemical substances, descriptions of causes of natural disasters, and comparisons of writing styles of different authors, to name just a few.
- In expository writing, the writer's primary aim is to explain, describe, give information, and inform.
- The writer's job is not to give an opinion about the information or develop an argument but to provide an objective account.
- There are different types of expository writing:
 - Definitional
 - Classification
 - Comparing and contrasting
 - Cause and effect
 - "How to" essays or process essays

NOTES

- Every paragraph in expository writing must point out a dominant point that elaborates the thesis.
- In expository writing, transitions play a crucial role, especially in exposition dealing with processes and sequences. Transitions provide organization to the writing and also help the reader understand the writing in a better fashion.
- In argumentative or persuasive writing, the writer aims to convince the readers to agree with the facts, values, arguments, and conclusions presented by the writer.
- The writer proves the thesis statement through logical arguments. The counterarguments are also presented to refute them and to prove that the thesis statement is justified.
- Argumentative writing should present both sides of the issue with an assessment of each and then point out how the writer's arguments are more substantial than the counterarguments.
- Once the arguments are jotted down, one should gather evidence, facts, statistical details and examples to support one's arguments and show how the counterarguments fail.
- Like any other writing, argumentative writing has the same three parts: the introduction, the body, and the conclusion.
- The first paragraph (or first few paragraphs in case of more extended writing) should contain a short introduction to the topic with some background information and a thesis statement (one's opinion and stand on a topic).
- The body of the essay should contain the arguments. When the arguments favouring the writer's position are stated, the writer should present the counter-side to prove how they are not justified.
- The conclusion should reiterate the thesis with conviction. The conclusion should not be such that the readers feel that it is a belief or an opinion but should feel that it is a judgment supported by irrefutable facts.
- In argumentative writing, one should avoid emotional language as far as possible. Emotions may make the readers feel that you cannot logically prove your arguments.
- It is always important to cite the sources in argumentative writing as that makes the writing authentic.
- Before one starts writing, it is essential to logically outline all the arguments and counterarguments so that the writing becomes a more straightforward job and none gets left out.

3.8 KEY TERMS

- **Analogy:** It is a comparison between two things that shows a way in which they are similar.

- **Metaphor:** It refers to a word or phrase that is used in an imaginative way to show that somebody/something has the same qualities as another thing.
- **Figurative language:** It is when a writer describes something by comparing it with something else.
- **Adjective:** It is a word that tells more about a noun.
- **Chronological:** It means to be arranged in the order in which the events happened.
- **Thesis:** It is an idea that is discussed and presented with evidence in order to show that it is true.

NOTES

3.9 SELF-ASSESSMENT QUESTIONS AND EXERCISES

Short-Answer Questions

1. Define descriptive writing.
2. What do you understand by a narrative?
3. Write a short note on the different types of expository writing.

Long-Answer Questions

1. What are the major characteristics of descriptive writing? What is its aim?
2. What factors must be kept in mind to make one's descriptive writing more vivid?
3. Discuss the characteristics of narrative writing.
4. Examine why repository writing is the most frequently used mode of writing. How is it classified?
5. Elucidate the meaning of argumentative or persuasive writing and describe its salient features in detail.
6. What are the important things that should be kept in mind while writing argumentatively or in a persuasive manner?

3.10 FURTHER READING

- Bailey, S. 2003. *Academic Writing: A Practical Guide for Students*. United Kingdom: RoutledgeFalmer.
- Frodesen, J., Wald, M. 2016. *Exploring Options in Academic Writing: Effective Vocabulary and Grammar Use*. United States: University of Michigan Press.
- Gill, C. 2014. *Essential Writing Skills for College and Beyond*. United States: Penguin Publishing Group.
- Gould, M., Higgins, E. 2019. *Cambridge Grammar and Writing Skills Learner's Book 9*. United Kingdom: Cambridge University Press.

NOTES

- Jeffrey, R. 2018. *About Writing*. (n.p.): Open Oregon Educational.
- Leslie, L., Palmer, J. M., Beck, C. K., Hancock, J. 2011. *Foundations for Writing: Building Paragraphs and Essay*. (n.p.): Kendall Hunt Publishing Company.
- Leso, R. I. 2012. *Building Blocks of Writing Skills*. United States: Xlibris Corporation LLC.
- McCarthy, T. 2009. *100 Writing Lessons: Narrative, Descriptive, Expository, Persuasive: Ready-to-use Lessons to Help Students Become Strong Writers and Succeed on the Tests*. United States: Scholastic.
- Melvin, J. 2016. *English Grammar: Grammar & Vocabulary Exercises for Intermediate Students*. (n.p.): CreateSpace Independent Publishing Platform.
- Minovi, R. 2019. *Early Reading and Writing: The Foundations of Literacy*. United Kingdom: Taylor & Francis.
- Roche, M. 2019. *Advanced English Writing Skills* (n.p.): Amazon Digital Services LLC - KDP Print US.
- Slawter, A., Brokaw, D. 1983. *Let's Learn ... Vocabulary Development: Compound Words, Antonyms, Synonyms, Homonyms*. United States: Carson-Dellosa Publishing Company.
- Watson, D. 2010. *Advanced Vocabulary in Context*. United Kingdom: Cambridge University Press.
- Wyrick, Jean. 1993. *Steps to Writing Well: with Additional Readings*. Second Edition. Fort Worth: Harcourt Brace College Publishers.
- Developing and Assessing Academic and Professional Writing Skills*. 2016. Austria: Peter Lang.
- English Grammar and Writing Skills*. 2017. (n.p.): Notion Press.
- High School English Grammar & Composition (Multicolour Edition)*. 2017. India: S. Chand Publishing.
- Writing and Language Learning: Advancing Research Agendas*. 2020. Netherlands: John Benjamins Publishing Company.

UNIT 4 IMPROVING WRITING SKILLS

Structure

- 4.0 Introduction
- 4.1 Objectives
- 4.2 Letter Writing
- 4.3 Writing Emails
- 4.4 Notices
- 4.5 Report Writing
- 4.6 Article Writing
- 4.7 Review Writing
- 4.8 Advertisements
- 4.9 Note Making
- 4.10 Invitations and Replies
- 4.11 Summarizing
- 4.12 Answers to 'Check Your Progress'
- 4.13 Summary
- 4.14 Key Terms
- 4.15 Self-Assessment Questions and Exercises
- 4.16 Further Reading

NOTES

4.0 INTRODUCTION

There are numerous types of writing styles. A lot of them include simple words, concise sentences, and direct language that excite readers. With writing, one can strengthen one's skills while retaining their original style of writing. This can be attained through constant practice and with deliberate choices about structure and usage.

Writing style can be referred to as the voice and tone a writer uses to convey a story or express an idea. Different writers have different styles and preferences to convey their thoughts and these styles are greatly personalised with attributes and experiences that influence a particular writer's writing. An effective writer uses various styles of writing basis the objective of their text. For instance, blogging has a more casual tone while business writing requires more formal language.

Here are some writing tips for improving writing style:

- Write short paragraphs.
- Always use the active voice.
- Be direct in your writing.
- Choose your words wisely.
- Use short sentences wherever possible.
- Review and edit your work.
- Use a natural, conversational tone.
- Read renowned books by authors with different writing styles.

NOTES

In this unit, we will study the various formats of writing which require formally and informally structured sentences. The main topics covered in this Unit are writing letters, e-mails, notices, reports, articles, reviews, advertisements, note making, writing replies, invitations and summarization.

4.1 OBJECTIVES

After going through this unit, you will be able to:

- Describe the format of different styles of writing such as letter writing, note making, writing e-mails, reports, articles and summarizing
- Assess writing formats for notices, reviews, advertisements, writing replies and invitations

4.2 LETTER WRITING

Letters can be broadly classified into formal, semi-formal and informal letters. As the name itself suggests, formal letters are used for formal purposes and situations like those at the workplace, etc. In contrast, informal letters are personal letters used in informal situations, like letters sent to friends, relatives, etc. Examples of formal letters are applications, letters to editors, job-related correspondence, letters to editors, complaint letters, suggestion letters, persuasive letters and many other official letters.

Example of a Formal Letter

<p style="text-align: center;">Needles.com Industrial City, Delhi Ph. 1234 567 890; Website: www.needles.com Email: contact@needles.com</p> <p>Ref. No. MC/Admn/2019/702 Date: 10 Decmeber 2019</p> <p>The Insurance Manager State Insurance Company Rajendra Place, New Delhi</p> <p>Subject: Request to Get Annual Car Insurance Renewed vide Policy No. 15456977</p> <p>Sir/Madam Our Company had purchased Maruti Ertiga Petrol Version (DL 14CH 2435) on 21 December 2018 and had got the insurance done through your company vide Policy No. 15456977. The policy is expiring on the 21st December 2019. We</p>

wish to get the policy renewed by your Company only as we are satisfied with the services.

Please let us know the details of the Terms and Conditions of Insurance, the premium liability, the insurance cover, the no claim bonus and the documents required for insurance. Please send an insurance representative to our office on any working day between 2:00 PM to 3:00 PM during this week to explain the related details with required documents.

Please feel free to contact us for any query.

Looking forward to an early response.

Sincerely

Rajinder Kumar

Rajinder Kumar

Director

NOTES

Format: Parts of a Formal Letter

- 1. Heading:** The name and address of the sender come at the top of the letter, whether it is an individual or an organisation. In the organization's name and address, printed letter-heads are generally used where this part is printed in the centre. This part is also termed 'Return Address', which means the letter's receiver knows whom and where to respond.
- 2. Reference No.:** It is the number that is specific to the letter. This number, along with the date, makes it a particular identity of a letter. It helps in locating the letter at a later stage.
- 3. Date:** In the age of global businesses and multi-national communications between companies, different formats of date writing are used in various countries, but for our context in everyday usage, we follow 'dd/mm/yy format of date, but for the official purpose we adopt any one of the following styles for date writing:
 - 28 September 2019
 - September 28, 2019
 - 28th September 2019All these styles are correct, but the first one is more prevalent these days. It can be left aligned or right aligned as per the format chosen.
- 4. Inside Address:** It is the name and address of the receiver of the letter. These days, organizations use cover envelopes with cuts at the place of inside address. The paper is folded in such a way that the inside address becomes the outside address.
- 5. Subject line:** It is a short one line about the letter's subject, whether it is applying for a job, complaint of a damaged product, or submission of a proposal. The subject line should convey the purpose of the letter at first glance.

NOTES

- 6. Salutation:** Commonly used ‘Sir/ Madam’ (when there is no previous interaction) or ‘Dear Sir/Dear Madam (when there is previous interaction) (No ‘mam’ please).

When using the addressee’s name, please address by the first name (Surname) only as given in the examples. If the writer knows the receiver, address like ‘Dear Mr Khanna’ or ‘Dear Ms Malik’ can be used for Rajiv Khanna and Namya Malik, respectively. Do not write as ‘Dear Mr Rajiv’ or ‘Dear Ms Namya’.

Note: These days, it is more customary to use ‘Ms.’ for any woman- married or unmarried’ in place of the separate address ‘Miss’ and ‘Mrs.’.

7. Body of the Letter:

The body of any letter can be divided into three parts:

- a. Introduction or Opening Para:** You write about the context/ background of the letter and introduce the topic of correspondence.
 - b. Details of Body or Main Para:** The central part of the body where the writer can give the content details. This is also where the writer has the top choice to showcase his/her writing talent.
 - c. Conclusion or Closing Para:** This is the section of the body where the writer focuses on the action required from the recipient of the letter- early reply, meeting in person, considered as a candidate, sanction the leave, and approve the proposal and so forth. Closing should be very effective to get the desired action done.
- 8. Complimentary Close:** After the closing para, the letter does not end abruptly. Rather, phrases like ‘yours sincerely’ and ‘yours truly’ are used before the signature slot. (Only the first letter of the first word is written capital.) salutation and Complimentary Close are related if the salutation has been more personal, like Mr Jacob’ the complimentary close will also be more personal like ‘Truly’ or ‘Yours truly.
- 9. Signature Slot:** This part carries the signature, name and designation of the sender. This part provides authenticity to the content and fixes accountability on the writer. The parts after ‘Signature Slot’ are not compulsory parts of a letter. They can be used if required.
- 10. Reference Initials:** Some organizations prefer the signatures of other personnel involved in dictating or typing a letter, which helps them locate quickly in future who typed, etc. It increases accountability.
- 11. Enclosures (Encl.):** They are just like attachments in e-mails. Any additional documents attached with the primary letter are listed in this part.
- 12. Courtesy Copies (C.C.):** When copies of the letter are sent to more than one recipient (the addressee), it is detailed in this part. The name and designation of the person are written. In the days of using carbon papers for making copies, they used to be carbon copies. Sometimes the word ‘Distribution’ is also used followed by ‘To’ in the following line and then the names and designations of other recipients like the following:

Distribution

- i. Mr. Kamal Nagpal, Administrative Officer
- ii. Mr. Pankaj Dua, Accounts Officer

13. PostScript (P.S.): As the words indicate, the 'script' is written after the completed letter. When the writer of the letter realises that s/he has completed the body, but some vital information is left out, it can be written in P.S. as is in the following example:

P.S.: The timing of the meeting has changed from 11:00 AM to 03:00 PM on 17 November 2015.

NOTES

4.3 WRITING EMAILS

Email is a prevalent method of communication. Due to email's speed and efficiency, you will almost certainly use email in some capacity regardless of your role or industry. Professional emails can be written for a variety of reasons. For instance, you may need to summarise an important meeting, exchange information, relay a critical update, or send an introduction letter.

A well-written email conveys a friendly, clear, concise, and actionable message to the recipient. It may take practice to develop the ability to write an email that meets all of the required criteria.

Steps for writing emails**1. Determine your objective**

Before writing an email, consider what you want the recipient to do after reading it. For instance, if you want the recipient to review a report you've attached, inform them of the report's nature, the reason for their review, the type of feedback you require, and the deadline for completion. Once you've established the purpose of your email, you can ensure that everything in it supports this objective.

2. Take into account your audience

When writing an email message, ensure that your tone is appropriate for your audience. For instance, if you're emailing a business executive you've never met, keep the email professional and devoid of jokes or innuendo. On the other hand, if you're emailing a colleague with whom you enjoy a good working relationship, you may want to take a less formal, more friendly tone.

3. Keep it succinct

Because your audience may have limited time to read your email, keep it as brief as possible without omitting critical information. Avoid addressing too many subjects at once, as this will lengthen your message, make it more challenging to read, and make it more challenging to act on. When editing your email, eliminate any information that is irrelevant to the subject at hand. Utilize succinct, simple sentences by omitting superfluous words and information. This will result in a more concise and easy-to-read note.

NOTES

4. Double-check your email for errors.

A flawless email demonstrates zeal and professionalism. Take a moment before sending an email to check for spelling, grammar, and syntax errors. Additionally, double-check to ensure that any attachments referenced in your message have been included. Suppose the email is critical to critical stakeholders. In that case, you may want to have it read over by your direct supervisor or a trusted colleague before you send it.

5. Adhere to proper etiquette

Include a courteous greeting and a polite closing to make your communication sound friendly and polite. Additionally, show consideration for the recipient's time. For instance, avoid emailing a contact after hours or while they are on leave unless an emergency exists.

6. Keep in mind to follow up

Because the average person receives several emails per day, they may overlook or forget to respond to your message. If you haven't received a response from the recipient after two business days, consider following up with a friendly follow-up email.

Format and Structure of Email

1. Subject heading

When sending a professional email, it is critical to include a subject line so that your audience understands what to expect and can easily locate the message if necessary. Consider the following: "Follow Up: Product Presentation." This is a brief phrase that summarises the purpose of your note or the communication's objective.

2. Salutation

This is the first line of your email and serves as the greeting in most cases. For instance, "Hello, Mr Samson."

3. Body

Similarly to the body of a letter, this is the section where you will share your entire message. For instance, "We appreciate your attendance at this afternoon's new product presentation. I've attached a video file containing the entire recording for you to share with your team. Kindly contact me if you have any questions."

4. Closing

This is the final line before your signature in your email and should conclude your message. Additionally, this is where you can restate any requests made in the body of your message. For instance, "I eagerly anticipate speaking with you on Wednesday." Once again, many thanks!"

5. Signature

The signature section is where you provide your name, title, and any other identifying information pertinent to your communications. The majority of email programmes

enable you to configure a fixed signature that is automatically appended to the end of each email you send.”

From: Sender's email id
To: Recipient's email id
Cc: Other individuals receiving the same mail with visible ids
Bcc: Other individuals receiving the same mail with invisible ids
Subject: Title or the reason of writing mail
Salutations: Words like Dear, Respected, Hi etc.
Main body: the main content of the email <ol style="list-style-type: none"> 1. Introduction 2. Matter in detail 3. Conclusion
Closing-Ending Statement
Attachments: Attached files with emails
Signature Line: Sender's name, signature, and other details of contact

NOTES

4.4 NOTICES

Notice is one of the most common methods of communication that conveys information about an upcoming event to interested parties. Often, a notice conveys precise information about an upcoming event, competition, or outing. Notices are posted on notice boards in schools, colleges, public and private offices, and housing colonies, among other places. They are promoted by those in positions of authority, as well as by individuals or students in responsible positions. The Notice allows for the public display of information for others to see and follow. A good notice is always succinct and concise, conveying all pertinent information.

Contents of a notice

A catchy title: The title should not be 'Notice.'

Notices of events/meetings/functions should include the following: • The date and time of the notice; • The name of the event; • The date and time of the event; • The location of the event; • The target audience; • The procedure for participation and contact person;

Notifications for tours/excursions should include the following: • The location of the tour/excursion • The date/dates of the tour/excursion • The cost per person • The items to be carried

Notices filed under the category of lost and found should include the following: • Identification of the article lost/found • Date, location, and time of the article's loss/recovery • Specific characteristics of the article lost/found Bear in mind that: • The Notice's title must be appealing. • Enclose the Notice in a box. • Increase visual appeal by using bold letters/color print.

Example

As your college's cultural secretary, you have been asked to inform students about the process of selecting a College team for an Inter-College Dramatics Competition. Create a notice for the students' Notice Board that includes all pertinent information.

NOTES**Test Your Acting Skills!****Inter-School Dramatics Competition**

30 June, 2021

On 30.07.2021, the College Auditorium will host an Inter-College Dramatics Competition. There will be an audition to determine who will represent the College at the event. Students interested in participating may submit their names to the undersigned. The following details are provided:

Date of audition	: 06.07.2021
Time	: 11 a.m.
Venue	: College Auditorium
Eligibility	: Open for All
Last date to submit names	: 04.07.2021
Ratnakar	
Cultural Secretary	

Example

You are a student at Mumbai's ABC College. You've misplaced your favourite wristwatch in the table tennis room. Create a notice to be displayed on the notice board, requesting it to be returned if discovered.

Loss of Wristwatch

3 November 2021

On November 2nd, 2021, I misplaced my wristwatch in the table tennis room. I'd kept it on a room's side table. It was a silver-colored Titan watch with a round dial and a stainless-steel band. Anyone who discovers it is requested to contact me at +91-948799238.

Dhiraj

ABC College

4.5 REPORT WRITING

Although reports can be of various types, yet when it comes to writing, there are two broad categories under which reports are written- a short report and a lengthy report. All Project Reports, Field and Visit to industries and business concerns are long reports. First, we begin with the format of short report writing and then will move on to long reports, including field and visit reports:

Writing a Short Report

A short report can be submitted in a letter or a memorandum format. In contrast, a lengthy report can be submitted in a combined structure.

1. Memorandum Format

Here is an example of a periodic quarterly report of a company:

MYIDEA.COM

New Delhi

No.: MIC.ACC./2020/02

Date: 15 January 2020

To: Ms Gayatri Singh, Accounts Manager

From: Tanmay Chaudhary, Accounts Officer

Subject: Submission of Quarterly Expenditure Report

As per your instructions given in the meeting of 7th January 2020, the following is the detail of the expenditure incurred on research-related activities under the non-plan head during the quarter September-December 2019:

S. No.	Name of Head	Amount Spent in ₹
1.	Expenditure under the head 'Salaries'	81, 24,350
2	Expenditure incurred on maintenance of building and infrastructure	3,25,987
3	Conveyance, TA to staff	94,250
4	Contingency	1,45,000
Grand Total= ₹ 86,89,537/-		

The report is submitted for information and further action.

Signature

Tanmay Chaudhary

2. Letter Format

As Director of MYIDEA.com, you were working on the idea of opening a subsidiary company at Ludhiana, Punjab. You assigned the task of finding an appropriate location to Mr Raj Kumar, the HR Head of your company. Mr Kumar prepared the following feasibility report and submitted it to you

MYIDEA.COM

New Delhi

No.: MIC.ACC./2020/02

Date: 15 January 2020

Dear Ms Gayatri Singh,

Subject: Submission of Quarterly Expenditure Report

As per your instructions given in the meeting of 7th January 2020, the following is the detail of the expenditure incurred on research-related activities under the non-plan head during the quarter September-December 2019:

NOTES

NOTES

S. No.	Name of Head	Amount Spent in ₹
1.	Expenditure under the head 'Salaries'	81, 24,350
2	Expenditure incurred on maintenance of building and infrastructure	3,25,987
3	Conveyance, TA to staff	94,250
4	Contingency	1,45,000
Grand Total= ₹ 86,89,537/-		

The report is submitted for information and further action.

I would be happy to provide more details if required.

Yours sincerely

Signature

Tanmay Chaudhary

Report Writing: Some Preliminary Facts

- While writing a report, one must read the instructions carefully based on which the report is prepared. It is like reading a question paper thoroughly before writing an answer in an examination. Instructions set the design and content of the whole structure of the report.
- The next step is to collect the appropriate material required, including facts and data, to prepare a report. Even in a short report, one must plan for the report and give a thought to the supporting document/s or argument/s.
- Then the outline of the report is prepared. Once the outline is ready, one has to fill in the relevant details.
- After the writing task is done, still much needs to be done. Reviewing and editing are as crucial as writing. Keeping the purpose and reader/s of a report in mind, review it for the content.
- The next thing is to look for grammar, spelling and expression accuracy and organization of content. Finally, the formatting and the report is ready.

Step by Step Writing of a Report

Writing mainly consists of three steps: Planning, Writing and Completing. The general three steps of writing can be put to best use for report and proposal writing as well:

• Stage-1 Planning

Planning is a crucial stage of writing, even if writing involves a short message as one must know about what to write, whom to write to and how to write. Planning becomes more significant in a formal piece of writing like that of a report, specifically a lengthy report. One should not have to keep going to the report's purpose after writing some pages. Similarly, while writing an essay, it would be very tedious to refer to the thesis statement.

1. Be clear about the **purpose of report writing**. Once **what, for whom and how** of a report are understood by the writer, s/he can prepare the work plan

2. Once one knows the target audience, one can **gather information** according to the needs of the audience. Relevant information in the form of facts, data or case studies can be gathered and studied beforehand.
3. Once the primary material has been collected, one must **think about the medium rather than the media of presentation** since a combination of various media can make the presentation more effective.
4. The next stage is the **organisation of information**. One must **prepare an outline** in the form of an appropriate structure to know how to structure the material collected at the actual writing stage.

NOTES

• Stage-2 Writing

1. Following the format of a short report or a lengthy report, **write the report with the specific purpose and specific audience in one's mind.**
2. **Choose simple words** over jargon and complex words.
3. **Proper headings and sub-headings with short, simple paragraphs** make a report more effective.
4. Check it for **proper citations** for the resources used.
5. **Objectivity** is the key to report writing. Logically driven facts and figures can lead to logical conclusions.
6. Do not include anything irrelevant. It will make the report incoherent. **Be specific.**
7. The **selection of words, tone and voice** must be audience and purpose-specific.
8. Incomplete reports will not serve their purpose. Make them **authentic and complete.**

• Stage-3 Completing

By now, the first draft is ready, but it will not be presentable. Only after editing and revision can one get the final presentable report.

1. Time to go back and **revise the content**. Is the content appropriate, is it presented appropriately, is the sequence exemplary, is it readable, is it serving the purpose etc. should be your questions to **assess the content and the medium**. You can review and reframe accordingly.
2. **Are the graphics and other media used appropriately?** Are they adding to the effectiveness of the report? Re-look at the whole for writing as well as other media.
3. **Language and grammar accuracy** cannot be underestimated. Go through the whole presentation again to **check for errors of spelling, structure or mechanics**. One wrong spelling at the beginning is enough to play game spoiler. Proofread and correct.
4. For the **delivery of the report**, choose the appropriate medium.

4.6 ARTICLE WRITING

NOTES

When you open a newspaper in the morning, you are looking for news. You want to know what has happened all over the world. But do all newspaper readers just look for news? The question is asked as we are bombarded with news throughout the day from different corners of the world through different mediums - whether radio or television news, whether social media websites, whether discussions and debates or through other means. So, when we pick up a newspaper, we probably are not always looking for news as we already know what would be headlines of the newspapers. Yet, the newspapers are called newspapers as they contain news. But apart from news stories, newspapers also contain features, articles, editorials, letters to the editors, photos, captions, advertisements, information required for the general purpose of day-to-day life, etc.

Do you think that a newspaper would satisfy its subscribers if it merely gives them news about the different ongoings of the world, such as political news, financial news, sports news, etc.? In India and all erstwhile colonies, Newspapers came with the colonial power. In India, it arrived with the British, and in the nineteenth century, newspapers started circulating. From the end of the nineteenth century till the Indian Independence in 1947, Indian newspapers emphasized the freedom struggle. They had a significant role in disseminating information about the ongoing movements and instilling the spirit of fighting the colonial power amongst the mass. After the independence of India, many newspapers carried on with the same emphasis on politics and political leadership. Even today, we see that the news from the world of politics mostly takes the newspaper's front page. However, financial news also takes a significant space if it is of interest to ordinary people.

But newspapers do not only thrive on political news? There are many other things that newspapers have, which makes a newspaper a favourite among its subscribers. For example, the serious readers of newspapers judge a newspaper by its editorial page. Therefore, all newspapers and their editors give special attention to the editorial page where opinions and analyses of the major happenings around the world are presented. Apart from the news story and the editorials, the newspapers also have features that play the human-interest angle.

Features provide some colour to the otherwise authentic style of reporting in the news story. Whereas a news story concerns itself with the 5 W and 1 H questions that the readers are interested in figuring out, the feature article gives stories of human interest. Think about a situation when you have just taken the newspaper and are scanning through the pages. You are looking for important information about the day gone by so that you do not miss out on anything that has happened in the world. As soon as one finishes doing it, one reads those pieces in detail that interests the reader the most. We often take up those pieces to read with a human-interest angle that most appeals to our sensibilities.

A feature is different from a news story in that a news story has a lead and a body, whereas a feature has a lead, a body, and a conclusion. But the way a feature is written is entirely different from that of a news story. In a feature, the

writer has greater freedom in selecting his or her lead for the story. The inverted pyramid structure of the news story is not usually followed in a feature; therefore, the writer is in no compulsion to provide a summary lead. A summary lead is one where the answers to 5 W and 1 H questions are provided initially. Therefore, a feature writer has limitless options of writing the lead. He or she may think of any of the options for Writing leads. A feature writer often can combine two leads.

Leads

Leads are the introductory lines of a feature. It is significant because if the lead is not well written, the feature will not be read at all. Therefore, a feature article writer takes special care to write the lead as many readers would prefer to read only the lead and not beyond it. Thus, while writing the lead, the feature writer should keep following things in mind -

- (a) Lead should be concise, sharp and interesting
- (b) Lead should be direct, unambiguous and uncluttered.
- (c) Lead should be self-contained in the sense that the details in the lead should be self-explanatory, and the readers do not necessarily need to read the following paragraphs to understand the lead.

Various Types of Leads

Lead is the most significant part of a feature article, yet there is no rigidity in how one should write a lead. Depending on the practice of different leads written by feature writers, different Leads typologies are being discussed. But the common thing in all the different kinds of leads is that it contains the most substantial element or the highlights of the feature or news story. Below are some of the examples of leads which can also be termed as the different types of leads -

- The Summary Lead: As the term suggests in a Summary Lead, brief event details are provided. A summary of the incident or event is provided, which is later elaborated in the body of the story. It deals with the story's key points, such as the answers to the 5 W and 1 H questions that the readers are always curious to figure out. It is one of the most typical leads used by reporters for news stories.
- The Question Lead: In a question lead, the reporter asks a rhetorical question to the readers to arouse their interest in the news story and provide them with the theme of the news story or the feature.
- The Figurative Lead: In a Figurative lead, the writer uses extensive figures of speech to present the highlights of the story; but it is not a lead that familiar readers like a lot; therefore, Figurative Leads are primarily used in feature writing and very rarely in news stories.
- Quotation Lead: A Quotation Lead is a quote used by the reporter or feature writer to evoke the reader's attention and curiosity and to state the theme of the feature. Suppose the Prime Minister of a Nation has addressed the nation on a specific issue and has delivered a speech. The news writer can use a direct quote from his or her speech as a lead if that quote sums up the essence of the Prime Minister's Speech.

NOTES

NOTES

- **Descriptive Lead:** Used only when the reporter is writing a defining feature, the Descriptive Lead describes the scene, in short, to take the reader from his immediate context to the context of the feature. A good reporter having excellent writing skills can use it in the best of ways to evoke the reader's interest.
- **Bullet Lead:** It may be a short sentence that may work wonders in terms of a lead. Headlines usually do the role. But reporters may choose to bring in headlines like lead in their feature, called Bullet lead.
- **Effect Lead:** If the effect of an event is significantly consequential to the readers and their future, then the reporter can choose a lead where s/he starts his or her writing with the effects of the event. Suppose in a post-budget scenario, because of the change in the tax slab rate; the middle class will get some tax relief from the next financial year. In such a case, the reporter may choose to write his or her lead talking about the effect of the budgetary provisions and the amount of money that an individual taxpayer will save with the provisions of the budget.
- **Dialogue Lead:** When dialogue is used as a lead. But in most cases, dialogue leads are used in features and not news stories.
- **Contrast Lead:** As the term, itself suggests the contrast lead puts in contrasts at the beginning of the feature. Suppose the government released the data on meagre inflation. Last year, the inflation in the same month was very high. The reporter can choose to contrast the two data of the two years and make a lead. Reporters often use contrast lead to surprise the readers.
- **Direct Address lead:** In Direct Address Lead, the readers are addressed directly; this lead is sometimes used in feature writing.

Writing the Body of the Feature Article

Whatever comes after lead in a news story or feature can be termed as the body. The body is a significant portion of a feature. Therefore planning is the key to writing a good body for a news story. In other words, the feature writer needs to plan how he or she should sequence the information. Moreover, the body provides the details, descriptions, quotations, explanations, data, background, viewpoints, etc. come in the body. The feature writer needs to put them in the order the reader may like to know about it. What is significant in writing the feature article is that the writer must follow the norms to write cohesively to make it coherent.

While writing the body paragraphs in a feature article, the writer usually follows the expository or narrative mode of writing where logicity, unity, coherence are the features that the feature writer primarily focuses on as these things make writing pleasurable to read. But like any other writing, a feature should follow the basic principles of good writing. Therefore a feature should be logical, coherent and, most importantly, entertaining. It is a fact that a feature writer does not think in terms of space, as he or she has a more significant space than a news story writer. However, like any good writing, brevity and elegance should also be the parameters that a feature writer should consider. He or she should avoid using superfluous words, clichés, jargon, etc.

It is the power of language which can make a feature extraordinary. Like a picture of a rose can be more beautiful than the rose itself, if a good painter paints it or a good photographer takes a photograph of it. Similarly, a simple incident can be a good feature when a feature writer has the skill of language and the perseverance to write the feature carefully, keeping in mind all the features of good writing.

Conclusion of a Feature Article

Unlike news stories that do not usually have a conclusion, the feature writer ends his or her feature with a conclusion where he or she can either sum up the contents of the feature or present the climax of his or her writing or even a flashback. The feature writer thus has the freedom of writing the conclusion as he or she feels like he has the freedom to write any kind of lead he or she chooses to write.

Types of Features

Features are written in the newspaper as it makes newspaper reading fun. Therefore, reporters write features on any topic in the world - the new hairstyle, the new cuisines that have been introduced in the restaurants of a city, the unusual incident that has happened in the neighbourhood, a visit to a particular destination, etc. Almost anything in this world can be a topic for a feature. Therefore, to say that there are fixed typologies of features will be wrong. Instead, what is done is to list general divisions under which features can be categorized. Then, the group miscellaneous is created under which all other kinds of features fall in. The list below is a highly tentative one and should not be taken to be fixed:

- **Human Interest Features:** Features that deal with any topic of human interest can be called human interest features. It is the human-interest angle that makes features different from news stories, as discussed earlier. A news story about the suicide of a farmer would provide the factual details of the time and place of the suicide along with the reason for committing suicide. But a human-interest story on the same issue may consider the state of the wife and children of the person who has committed suicide.
- **Personal Narratives and Travel Sketches:** Suppose a reporter visited Ladakh on his or her trip, which he or she wants to share with the readers. He or she can write a feature. Similarly, a foodie can write about his recent visit to a new restaurant. A personal narrative that is a person's unique experience is often a subject of interest to many readers as they find something new.
- **Meeting Unusual People:** We meet many people in our lives. Many leave their mark on our minds by being or saying something enlightening or doing something that is least expected. These encounters can be good material for writing features as people love reading about such things. Suppose a reporter, during his journey to a nearby town to get some news, meets a man who has achieved a scientific innovation despite having no formal education. Such a success story of a person can be of interest to many. Therefore, people often write features on meeting unusual people.
- **Historical Features:** In October 2016, the UNESCO team came to Delhi to examine the heritage buildings in Delhi to determine whether the city of

NOTES

NOTES

Delhi would be given the tag of Heritage City or not. The visit of the UNESCO team and the initiatives of NGO INTACH created a consciousness among people in Delhi about Heritage and the need to preserve and conserve heritage monuments. A reporter writing about heritage can write a feature that will be categorized as a Historical Feature.

- **Interpretative Features:** When a feature is written to interpret a particular fact or facts or events or anything, it is termed as Interpretative Feature. For example, a reporter may choose to interpret the causes of the poor show of our Cricket team in a particular tournament. He may gather facts and anecdotes and interview some cricket scholars, cricket historiographers, cricket commentators and experts and include their interpretations to write the feature.
- **Autobiographical Human Documents:** Biographies and Autobiography often interest people as they let the readers peep into great and successful individuals' lives and inner workings. Moreover, biographies and autobiographies are often motivating and inspiring. Therefore, often features are autobiographical and biographical in nature. For example, one of the autobiographies popularly read in India until today is Mahatma Gandhi's My Experiments with Truth. Mohandas Karamchand Gandhi wrote the autobiography to be serialized in his magazine. Still today, we see that many biographies and autobiographies find their manifestation in features.
- **Science Features:** A feature written to introduce some facets of science to the general readers or about something scientific and technological developments around the world, then it is called Science feature. For example, the conservation of biodiversity is an ongoing project both nationally and internationally. Scientists and other people concerned with conservation have been working on it for decades. However, ordinary people also need to be made aware of the conservation measures. Therefore, a reporter may decide to write a feature on Biodiversity Conservation.
- **Practical Guidance Features:** Features that provide practical guidance to the readers are called Practical Guidance Features. For example, there are often features written about the new mobile phones being launched and whether they are worth the money to buy them. Such features which guide readers about practical things can be termed as Practical Guidance Features.
- **Miscellaneous:** Features written about any other topic not covered under the above headings can be placed under the miscellaneous category.

As mentioned earlier, the above typologies of features are not exclusive. A reporter may choose to mix more than one in a feature. Moreover, a reporter can also write a feature that does not come under any of these categories. In other words, it can be reduced from the above discussion that a reporter can choose any topic under the sun for his or her feature. The crucial things are two -

- First, the feature should be something which should be of interest to the people, in the sense that the feature should create some curiosity among the

readers to read it. Therefore, the headline of the feature should be such that it evokes their curiosity.

- One reads a piece of writing for two reasons - either to know something or to have the pleasure of reading. The news stories serve the first purpose. Therefore, the readers will not take interest in features if its headline does not evoke inquisitiveness and reading it is not delightful. Second, if a feature is not well written, readers will not carry on reading it; therefore, a feature must be written in a pleasurable language. In features, one says something new, something different which probably the general readers do not know of. However, that thing has to be written in a language that pleases the sensibilities of the readers.

NOTES

4.7 REVIEW WRITING

Review writing requires the writer to put forth their individual opinion on a subject area. This means that a writer's personal knowledge and perspective will add to their opinions of that subject. To showcase knowledge about a specific topic, writers will need to support their points with valid reasons.

What is a review?

- It focuses on strengths and weaknesses
- It uses evidence to support ideas
- It draws a conclusion, saying whether something will be useful for, or interesting to, its audience and purpose
- gives opinion with assurance and authority

Similar to all text types, review writing too has some fixed conventions (called 'genre conventions'). An effective way to get used to these conventions is to analyse an existing review and to use it as a 'style model' or example for your own writing.

Article review

Summarizing and assessing somebody else's article is called an article review. It involves a logical evaluation of the main theme of the article, supporting arguments and implications for further research. It is important to comprehend the main arguments of the article for accurate summarization.

Format of Article review

- Title page
- Title
- Your name
- Date
- Abstract
- Introduction
- Body

- Conclusion
- Literature cited

NOTES

4.8 ADVERTISEMENTS

An advertisement can be defined as a marketing message from an identified sponsor whose objective is to sell a product or a service or an idea to the mass. One of the most persuasive messages that provoke people to become prospective customers of a product or service. Marshall McLuhan believes that “advertising is the greatest art form of the twentieth century.” It is the most extraordinary form of art as within a short period, the ad-maker has to tell an exciting story for making the audience get hooked to the story and within the story has to talk about a particular product or service within a short period so that people are forced to get attracted to the product or service and then buy it. It is a form of art on which capitalism thrives. Therefore, there is a constant endeavour on the part of ad-makers to constantly come up with attractive images and videos along with innovative tunes and catchy phrases to market a product or service.

The Definition of Advertisement according to the Advertising Standards Council of India (ASCI)

An advertisement is defined as a paid-for communication addressed to the public or a section of it, the purpose of which is to influence the opinions or behaviour of those to whom it is addressed. Any written or graphic matter on the packaging or contained is subject to this Code (ASCI Code).

Source: <http://www.ascionline.org/index.php/asci-about>

By now, it must have been clear to you that, like any other communication process, advertising also has all the elements associated with the communication. They are

- An identified Sponsor – the person or the organization giving the ad with a motif – primarily to sell and make a profit
- A Target Audience – whom the identified sponsor wants to target to provoke, persuade, and attract their attention towards the product or service and keep on reminding them about it.
- The message – The Ad itself
- The channel is the medium through which the ad is presented to the target audience, whether audio-visual or visual.
- The feedback – the feedback to the advertisement may come in terms of the actual sales of the service product, or it may also be in terms of proper feedback of the advertisement as people do not swap channels when the advertisement is coming on air.

Origin of the term Advertising

The term advertising is derived from the Latin word *advertere*, “turning attention towards a specific thing.”

Let us try to understand the way the advertisers use appeal and attract the people (the target group) – usually whenever we see a household product like a refrigerator being advertised, it usually shows a household family, whereas when high end – high-definition product is being advertised, it usually appeals to the element of luxury of watching. Similarly, when a life insurance product is being advertised, strong family ties are usually championed in the advertisement. What is significant about these advertisements is that the ads try to create emotional bondage with the audience. But suppose one thinks of advertisements for chewing gums. In that case, we see that the advertisements are usually based on some absurd idea to make the audience remember chewing gum as the foremost brand. The absurdity of the ad makes us remember the brand.

Thus, each product uses a different kind of idea to sell its product. These days we see that Patanjali products are being advertised with the idea of ‘swadeshi’. In contrast, Dabur uses the star power of an aged actor, Amitabh Bachchan, to sell its products. Each product or service tries to find an equivalent brand ambassador and a bright idea to advertise their product. It is to be remembered here that the golden rule of KISS (Keep it Simple and Stupid) works best in ad-making as common people still buy those products where the simplicity of the idea is associated with the product or service. Think about the edible oil advertisements and each one of their insinuations on health concerns – some trying to prove that their product has low cholesterol.

In contrast, some are oils that are fit for diabetic people. An idea is being picked up. That idea is being championed in the advertisement to connect to the mass to sell the product.

Thus, there are various successful ad campaigns that we see all around us all the time. Some of the success stories of ad campaigns are –

1. *Hamara Bajaj* Campaign – the middle class’s target audience where a middle-class family is incomplete without a Bajaj Scooter. The catchy lines “Buland Bharat ki Buland Tasveer” immediately struck a chord with the people.
2. Cadbury Campaigns — *Kuch meetha ho jay*, ‘*Kuch Khas hai*’ and ‘*Shubh Aarambh*’ campaigns – where the emotional and psychological quotient of the audience is stirred as Indian festivals are usually celebrated with sweets, whether it’s Rakhi or Diwali.
3. Coca-Cola Campaign – *Thanda Matlab Coca-Cola* – In India, common people still term a cold drink as *Thanda*. When Coca-Cola came up with the campaign, it immediately struck a chord with the people.
4. Amul Ad – ‘Utterly Butterly’ delicious Amul Butter – the Amul Girl ad is still a favourite amongst the people. This campaign is also one of the most extended campaigns.

We have just discussed how advertisements are used to sell products or services. Sometimes, advertisements are also on-air or printed to disseminate information. Think about the traffic advisory during and before the Republic Day

NOTES

NOTES

Parade on 26th January when the traffic is diverted. The Delhi Police provides advertisements to avoid roads during those days in newspapers. Or think about the UNICEF sponsored Pulse-Polio Campaigns on television featuring Amitabh Bachchan, Shahrukh Khan to eradicate Polio from India by vaccinating each child.

By now, it must have been clear to you that Advertisement is one of the most potent mass communication mediums in the present day of high capitalism when we are bombarded with advertisements all the time – whether it be the audio-visual ads in TV or audio ads in FM radio, or the printed ads in Newspapers, magazines, etc. or Billboards, or Kiosks, or Metro train walls or exteriors of buses or T-shirt or SMSes or WhatsApp or Facebook or Emails or different internet sites that we visit. We are encountered with advertisements all the time. With the coming up of the new media (cyber media), we are trapped within the world of advertisements. Wherever our eyes can see and ears can hear, advertisements surround us. With so many ads all around us, it has become difficult for advertisers to draw our attention to these ads if they are not different from the rest. So, all ads are trying their best to catch our attention with something more than the ordinary.

All artworks are objects that present an ordinary thing so that it looks extraordinary to us. A rose photographed become more beautiful with the lens of a cameraman. A horse in a meadow looks more beautiful on canvas than probably it does in reality.

Types of Advertising

Media	Examples
Print	Newspapers, Magazines and Journals
Broadcast	Television and Radio
Outdoor or Mural Advertising	Neon-sign boards, stickers, posters, banners, wall painting, posts on vehicles, sky ads
Direct Mail Advertising	Leaflets/pamphlets, booklets, brochures, circulars, business reply cards, catalogues, personal letters
Internet	Blogs, banner ads, e-mails, web search
Others	Yellow pages, exhibitions and trade shows, displays in windows and interiors, tele-advertising etc

4.9 NOTE MAKING

Note making is an exercise that we need to do. It is the key to success in academic and professional fields. Suppose you are given a topic to research and write on. As you do your research, a plethora of information comes to you – some of them are useful, some very significant, some rubbish and some which you can neglect. While gathering all this information, if we do not keep proper notes and think that we will be able to retain everything in your mind, you are mistaken as you may miss some vital information while writing or may miss a meaningful argument. Therefore it is always better that we make notes, which can then be used. At the same time, we start writing or preparing for the examination or use it for future reference. Therefore, note making is an essential part of many English language syllabus as it helps us in our writing process.

Why Note-Making?

Note-Making is a significant academic exercise for the following reasons –

- (a) Today when there is a plethora of information available on any topic because of the spread of digital information, therefore, it is significant that one takes down notes of whatever one reads so that it can be used in future; otherwise, the person may tend to forget many things that he or she has read.
- (b) The notes can be used for future reference.
- (c) By note-making, one can filter the critical ideas from what one has read and done away with information and analyses that are not so useful.
- (d) It can be helpful in revision work.

NOTES

Techniques of Note-Making or How to make notes?

- The first significant thing about Note-making is that the reader should read or go through the **reading** or the passage very carefully and try **to figure out the key ideas**, central theme, critical arguments of the reading/passage.
- The Note-maker should put the main idea of the passage as the heading of the passage – **the heading** should be short and easy to understand (usually of three to four words) and usually written on the top middle of the page. Moreover, it should be so that it evokes the other readers' interest and makes you again go through it.
- Under the heading of the passage, the **sub-headings** should come in. subheadings are the subordinate or associated ideas that come under the heading used to develop the heading or the main idea of the reading or passage.
- Sub-heading. Once we are through with the subheading, it is essential to write the points under each subheading in support/ against/ to uphold/ to argue in favour or against/ to provide the details/etc. It should be kept in mind to indent the points correctly (space suitably and provide them numbers or put them in bullet form).
- Other significant things –
 - There is no need to write complete sentences in Note-making – one can write in the form of just the necessary words, which can be understandable.
 - Abbreviations should be used as much as possible (and a list of abbreviations should be provided at the end of Note-Making for other readers)

Abbreviations

Some popular and standard abbreviations

a. Capitalized first letters of words

U.S.A., U.K., U.S.S.R., W.B., U.P., etc.

b. Common abbreviations

Sc. (for science), Mr., Mrs., Dr., Govt., etc

NOTES

c. Common symbols e.g., : \, ∴, +ve, -ve, ® (leading to), ↑ (rising), ↓ (falling), =, etc.

d. Measurements and Figures

100', 100", 100 kg, 1000 mm, 100ml, etc.

Making own abbreviations

Such as edn. (education), prog. (programme), prog's (progressive).

We are all accustomed to doing it. We usually use such abbreviations when we write SMS or while writing WhatsApp messages informally.

Since notes are prepared for one's use, one has the flexibility to use a format that suits the most. Yet, the following format may be conveniently used by all. However, there could be other customized formats according to one's needs and preferences.

Heading:
Point 1.
1. a Sub-point.
1. b Sub point.
Point 2.
2. a Subpoint.
2. b Sub point.
Abbr. used

4.10 INVITATIONS AND REPLIES

Let us discuss invitations:

(I) Invitations

We use the written form Invitation, to invite someone for an occasion. These are usually printed cards through which guests are invited to attend occasions like wedding, birthday, anniversary, inaugurations, etc.

Invitations are of two types: (a) formal and (b) informal

Main characteristic of an invitation is that it provides complete information. It answers the main questions of who, whom, when, where, what time and for what. The central components of an invitation are as follows:

- Occasion
- Name(s) of the invitee(s)
- Name(s) of the host(s)
- Date, time and venue
- Name(s) of the chief guest or special invitees, in case of an official invitation

Format of Formal Invitations

In case of formal invitations, each of the following is written in a separate line.

- Names of the hosts
- Name of the invitee (in case of a formal letter of invitation)
- Formal phrase of invitation
- Date, time and venue of the event
- Occasion/ reason of the invitation

Informal Invitations

Informal invitations are written in a letter form, in an informal format. These letters are mostly persuasive in nature and are written in first person. The salutation used is 'dear + name'.

Date of writing the invitation is given in the format and the sender's address appears on the left-hand side.

(II) Replies

There are two types of replies, that is, formal and informal.

Formal - Accepting or Declining

Formal words such as 'kind invitation', 'great pleasure', 'regret', etc are used. These are written in third person ('they') instead of first person (I, We). Address of the writer and the date should be mentioned in the reply.

Informal - Accepting or Declining

It is written like any other informal letter. No formal expressions are used and instead the tone maintained is very informal with complimentary words and expressions. First person ('I', 'We') is used.

Question 1.

As Vice-Principal of the Literary Club of St. Antony's School, Lucknow, draft a formal invitation in not more than 50 words for the inauguration of the club in your school.

Answer:

St. Antony's School

Lucknow

We cordially invite all staff, students and parents for the inauguration of the Literary Club of the School on 29th July between 8.30 a.m. to 11.30 a.m. within the school premises. Well, known novelist, Mr. Harsh Singh will be our Chief Guest. You all are also requested to join us in the auditorium for tea and snacks after the inauguration ceremony.

Vice-Principal

Question 2.

As the Secretary of a reputed college, you have been invited to inaugurate a Book Exhibition in your neighbourhood. Draft a reply to the invitation in not more than 50 words, expressing your inability to attend the function.

NOTES

Answer:

Reply To Invitation

The Principal

ABC College

March 25th, 20xx

Subject: Inability to accept the Invitation

I would like to express my gratitude to the Central Lines Book Club for inviting me to inaugurate the first edition of the Central Club Book Exhibition. But I regret my inability to attend the function due to a prior commitment. I have to attend a meeting with the senior faculty of our college on the same day for which the inauguration is scheduled.

Yours faithfully

ABC

Secretary

NOTES**4.11 SUMMARIZING**

Summarising is a beneficial skill because it allows us to use the work of authors we wish to cite while using our own words, thus not turning our paper into a copy-and-paste from other works. These skills help us demonstrate our understanding of a text and showcase our original analysis and use of what we have read.

In Short, summarising means reproducing the main points of a piece of writing while substantially cutting down its length.

Summarising means giving a brief statement of the main points of a text in one's own words while maintaining the meaning of the original. Summarising has two key characteristics in common with paraphrasing: **originality of expression** and **preservation of content**. The two techniques are typically used together in practice, though this chapter discusses them separately for clarity. The aim is to add a different skill – **brevity**, i.e., compressing your paraphrase into fewer words than the original. This must be done without losing essential information.

You have most likely summarised things often in your daily life – such as a conversation, the plot of a film or novel, instructions you are asked to pass on to a third person, etc. For instance, after watching a three-hour film, you may tell your friend something like: “It’s a love story in which the hero is involved in a gang war which is only resolved in the last scene in the courtroom, after which he marries the heroine and lives happily ever after”. Or when asked by a family member how a meeting with a friend went, you may condense a long conversation into: “I told her all about my summer job, but she hadn’t done anything much over the vacations so she told me her plans for the winter holidays, when she might do an NGO internship or study music. I told her why I preferred the music idea, and we finished by catching up on the books we’ve each read.”

You may also have performed similar operations at school if a question or assignment asked you to sum up, condense, write a *précis*, encapsulate, outline, make a synopsis, briefly discuss, etc.

Step by Step Summarizing:

1. Read the original text for a cursory reading. The second reading can be specific and close, looking for a better understanding of the text.
2. You can underline the main thoughts. Also, mark the supporting arguments.
3. Make a note of the critical points. While making notes try not to copy words from the original until there is no substitute for them.
4. Now keep aside the original matter and write on all the essential points of the original in your language
5. Compare your version with the original to see whether all essential points have been included
6. Find any unique word in the original which you wish to retain. You can also use it in quotes to show the borrowing from the original.

Check Your Progress

1. Name the various types of letters.
2. What is the first step of writing an email?
3. What is a salutation?

4.12 ANSWERS TO ‘CHECK YOUR PROGRESS’

1. Letters can be broadly classified into formal, semi-formal and informal letters.
2. The first step of writing an email to determine its objective.
3. Salutation is the first line of an email and serves as the greeting in most cases. For instance, “Hello, Mr Samson.”

4.13 SUMMARY

- Letters can be broadly classified into formal, semi-formal and informal letters.
- As the name itself suggests, formal letters are used for formal purposes and situations like those at the workplace, etc.
- In contrast, informal letters are personal letters used in informal situations, like letters sent to friends, relatives, etc.
- Examples of formal letters are applications, letters to editors, job-related correspondence, letters to editors, complaint letters, suggestion letters, persuasive letters and many other official letters.
- Email is a prevalent method of communication.

NOTES

NOTES

- Professional emails can be written for a variety of reasons. For instance, you may need to summarize an important meeting, exchange information, relay a critical update, or send an introduction letter.
- A well-written email conveys a friendly, clear, concise, and actionable message to the recipient.
- Before writing an email, consider what you want the recipient to do after reading it.
- When writing an email message, ensure that your tone is appropriate for your audience.
- Because your audience may have limited time to read your email, keep it as brief as possible without omitting critical information.
- A flawless email demonstrates zeal and professionalism. Take a moment before sending an email to check for spelling, grammar, and syntax errors.
- Notice is the one of the most common methods of communication that conveys information about an upcoming event to interested parties.
- Notices are posted on notice boards in schools, colleges, public and private offices, and housing colonies, among other places.
- The Notice allows for the public display of information for others to see and follow.
- Although reports can be of various types, yet when it comes to writing, there are two broad categories under which reports are written- a short report and a lengthy report.
- While writing a report, one must read the instructions carefully based on which the report is prepared.
- The next step is to collect the appropriate material required, including facts and data, to prepare a report.
- A feature is different from a news story in that a news story has a lead and a body, whereas a feature has a lead, a body, and a conclusion.
- Leads are the introductory lines of a feature. It is significant because if the lead is not well written, the feature will not be read at all.
- Therefore, a feature article writer takes special care to write the lead as many readers would prefer to read only the lead and not beyond it.
- An advertisement can be defined as a marketing message from an identified sponsor whose objective is to sell a product or a service or an idea to the mass.
- Marshall McLuhan believes that “advertising is the greatest art form of the twentieth century.”
- The term advertising is derived from the Latin word *advertere*, “turning attention towards a specific thing.”
- Note-Making is a significant academic exercise.

- The first significant thing about Note-making is that the reader should read or go through the reading or the passage very carefully and try to figure out the key ideas, central theme, critical arguments of the reading/passage.
- The Note-maker should put the main idea of the passage as the heading of the passage – the heading should be short and easy to understand (usually of three to four words) and usually written on the top middle of the page.
- Under the heading of the passage, the sub-headings should come in. subheadings are the subordinate or associated ideas that come under the heading used to develop the heading or the main idea of the reading or passage.
- There is no need to write complete sentences in Note-making – one can write in the form of just the necessary words, which can be understandable.
- Abbreviations should be used as much as possible (and a list of abbreviations should be provided at the end of Note-Making for other readers)
- Summarizing is a beneficial skill because it allows us to use the work of authors we wish to cite while using our own words, thus not turning our paper into a copy-and-paste from other works.
- Summarizing means giving a brief statement of the main points of a text in one's own words while maintaining the meaning of the original.
- Summarizing has two key characteristics in common with paraphrasing: originality of expression and preservation of content. The two techniques are typically used together in practice, though this chapter discusses them separately for clarity.

NOTES

4.14 KEY TERMS

- **Formal:** It is (used about language or behaviour) used when you want to appear serious or official and in situations in which you do not know the other people very well.
- **Editor:** It refers to the person who is in charge of all or part of a newspaper, magazine, etc. and who decides what should be included.
- **Paragraph:** It is a part of a piece of writing that consists of one or more sentences. A paragraph always starts on a new line.
- **Professional:** It means doing something in a way that shows skill, training or care.
- **Syntax:** It refers to the system of rules for the structure of a sentence in a language.
- **Recipient:** It is a person who receives something.
- **Memorandum:** It refers to a note recording something for future use.
- **Preliminary:** It means coming or happening before something else that is more important.

- **Sponsor:** It refers to a person who vouches or is responsible for a person or thing.

NOTES

4.15 SELF-ASSESSMENT QUESTIONS AND EXERCISES

Short-Answer Questions

1. List the various parts of a formal letter.
2. What are the steps for writing e-mails?
3. What forms a good notice?
4. Briefly discuss the letter and memorandum format of a short report.
5. What is a lead in article writing?
6. Write a short note on writing the body of the feature article.
7. What are the different types of features?
8. Describe the steps involved in summarizing.

Long-Answer Questions

1. What are some preliminary facts that must be kept in mind during report writing?
2. Give a detailed description of each step involved in report writing.
3. What are advertisements? Describe the elements associated with advertising.
4. Why is note-making important? What are the techniques involved in note-making?
5. Write a letter to your mother explaining to her why you did not expect good results in the exams you have just given.
6. Write a letter to the Chief Minister stating how he should try to deal with Air Pollution in Delhi apart from Road-rationing.
7. As the President of the Students' Union of your College, write a report to the Principal of your college providing him the details of the present state of the canteen and the suggestions for improvement. (Report in Letter Format)
8. Write a short report of the field visit to a factory that your team has recently undertaken.
9. Summarize the following passages:

Passage 1:

Everyone has the need to pray. It is rare indeed to find anyone who has not at some time in his or her life resorted to prayer, either for the fulfillment of some want or to seek a solution to a problem. Prayer is a petition to a higher power. Most often it is to God. It is a call for God's help, for God's grace. Prayer is based on faith and presupposes conviction in its efficacy.

To pray comes naturally. A child will pray to God for a toy he longs to have. He feels he has the right to ask God for things, just as he would ask his

father. Similarly a grown up, even if he is not disposed to praying, will inevitably seek God's help when a tragedy strikes and all other efforts to overcome it have failed.

Prayer is a great teacher. It teaches one to see one's problems in a much wider perspective instead of a narrow subjective dimension. It alleviates anxiety and relieves tension by psychologically providing hope and strength. Prayer has the power to drastically transform man's destiny. God will forgive the most treacherous crime and overrule Karma by His grace. Valmiki, the once-dreaded thug and robber, was transformed into an exemplary devotee and granted the intellect and devotion to record the historic epic Ramayana, elevating him to the stature of a maharishi, all through the Lord's grace.

Most of all, prayer brings about change in oneself even without God's intervention. Every time we pray, God is in our thoughts and this helps purify our heart, mind and consciousness. Prayer in repentance acts as a confession of wrongdoing and helps us change for the better.

At the lower level, prayer is a mere supplication for a material want or for a removal of obstacles. At the highest level the material aspect is superbly transcended through complete surrender to the Lord and acceptance that God's Will alone will prevail – at which point Prayer becomes a form of Worship.

Passage 2:

Even before the end-users are gearing up to take advantage of the economic recovery to buy houses, high net worth individuals (HNIs) are flocking to the market.

They are deftly booking houses ahead of any further increase in prices of residential units. Currently, financial investors constitute around 30% of the sale in residential units, even though it has not reached the peak level of 2007. As per industry estimates, almost 70% of the newly-launched projects in 2007 were bought by investors and remaining 30% by the end-users. Typically, investors, comprising HNIs, flock the housing market keeping a 6-12 month return in mind, whereas an end-user's demand is a function of job security and affordability.

With demand picking up in the residential space, investors are entering the market rather aggressively. Sale of premium houses is not solely dependent on prices, but location. Savvy financial investors are increasingly cashing in on this segment. Given the robust economic growth and the fact that prices are still below the peak level of 2007-08, financial investors are confident that genuine demand for residential project is going to stay or even increase further in near term.

Real estate was one of the worst-affected sectors in the financial meltdown. Fearing job losses, buyers turned away from the market and banks became wary of lending. The situation is now changing as buyers' sentiments have turned positive in the backdrop of renewed activity on the employment front and increasing income scenario, coupled with benign interest rates of

NOTES

NOTES

home loan. During the slowdown, prices of residential units had fallen to 35%, which has started to move northwards. However, in extended suburbs and tier II-III cities, prices are expected to remain under control as supply of residential units in these locations still outstrip demand.

Though investor sentiments have started showing up in certain projects, primarily in the premium housing category, sale in the mass market is still being driven by end users, the analysts said. . The fact that there has been a significant increase in housing loans in the recent months shows that it is mostly the end users who are buying houses now. This is very good for both realty firms and consumers as there will be less volatility in the prices.

Passage 3:

Revolutions are not made by fate but by men. Sometimes they are solitary men of genius. But the great revolutions in the eighteenth century were made by many lesser men banded together. What drove them was the conviction that every man is master of his own salvation. We take it for granted now that science has a social responsibility. That idea would not have occurred to Newton or Galileo. They thought of science as an account of the world as it is, and the only responsibility that they acknowledged was to tell the truth. The idea that science is a social enterprise is modern, and it begins at the Industrial Revolution. We are surprised that we cannot trace a social sense further back, because we nurse the illusion that the Industrial Revolution ended a golden age.

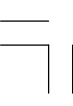
The Industrial Revolution is a long train of changes starting about 1760. It is not alone: it forms one of a triad of revolutions of which the other two were the American Revolution that started in 1775, and the French Revolution that started in 1789. It may seem strange to put into the same bracket an industrial revolution and two political revolutions. The Industrial revolution is simply the English way of making those social changes. It can be referred to as the English Revolution.

4.16 FURTHER READINGS

- Bailey, S. 2003. *Academic Writing: A Practical Guide for Students*. United Kingdom: RoutledgeFalmer.
- Frodesen, J., Wald, M. 2016. *Exploring Options in Academic Writing: Effective Vocabulary and Grammar Use*. United States: University of Michigan Press.
- Gill, C. 2014. *Essential Writing Skills for College and Beyond*. United States: Penguin Publishing Group.
- Gould, M., Higgins, E. 2019. *Cambridge Grammar and Writing Skills Learner's Book 9*. United Kingdom: Cambridge University Press.
- Jeffrey, R. 2018. *About Writing*. (n.p.): Open Oregon Educational.

- Leslie, L., Palmer, J. M., Beck, C. K., Hancock, J. 2011. *Foundations for Writing: Building Paragraphs and Essay*. (n.p.): Kendall Hunt Publishing Company.
- Leso, R. I. 2012. *Building Blocks of Writing Skills*. United States: Xlibris Corporation LLC.
- McCarthy, T. 2009. *100 Writing Lessons: Narrative, Descriptive, Expository, Persuasive: Ready-to-use Lessons to Help Students Become Strong Writers and Succeed on the Tests*. United States: Scholastic.
- Melvin, J. 2016. *English Grammar: Grammar & Vocabulary Exercises for Intermediate Students*. (n.p.): CreateSpace Independent Publishing Platform.
- Minovi, R. 2019. *Early Reading and Writing: The Foundations of Literacy*. United Kingdom: Taylor & Francis.
- Roche, M. 2019. *Advanced English Writing Skills* (n.p.): Amazon Digital Services LLC - KDP Print US.
- Slawter, A., Brokaw, D. 1983. *Let's Learn ... Vocabulary Development: Compound Words, Antonyms, Synonyms, Homonyms*. United States: Carson-Dellosa Publishing Company.
- Watson, D. 2010. *Advanced Vocabulary in Context*. United Kingdom: Cambridge University Press.
- Wyrick, Jean. 1993. *Steps to Writing Well: with Additional Readings*. Second Edition. Fort Worth: Harcourt Brace College Publishers.
- Developing and Assessing Academic and Professional Writing Skills*. 2016. Austria: Peter Lang.
- English Grammar and Writing Skills*. 2017. (n.p.): Notion Press.
- High School English Grammar & Composition (Multicolour Edition)*. 2017. India: S. Chand Publishing.
- Writing and Language Learning: Advancing Research Agendas*. 2020. Netherlands: John Benjamins Publishing Company.

NOTES



BLOCK-II: GRAMMAR AND VOCABULARY DEVELOPMENT – PART II

NOTES

UNIT 1 SENTENCES

Structure

- 1.0 Introduction
- 1.1 Objectives
- 1.2 Basic Sentence Patterns: Phrases and Clauses
- 1.3 Simple Sentence
 - 1.3.1 Compound Sentence
 - 1.3.2 Complex Sentence
 - 1.3.3 Compound-Complex Sentence
- 1.4 Answers to 'Check Your Progress'
- 1.5 Summary
- 1.6 Key Terms
- 1.7 Self-Assessment Questions and Exercises
- 1.8 Further Reading

1.0 INTRODUCTION

Writing is an essential skill to inculcate for effective written communication. It is important to be capable of being able to convert thoughts into meaningful piece of writing. Most times simple, short and concise sentences suffice, however as one continues to develop their writing skills, it makes sense to develop a more complicated and rounded style of writing. This requires individuals to be well-versed with different types of sentences which help give more depth and texture to a piece of writing.

Sentence patterns are made up of phrases and clauses which you will study in detail in the following sections of the unit.

A *phrase* is a group of connected words, but it is not a complete sentence because it is missing a subject and/or a verb.

A *clause* contains a subject (actor) and a verb (action). There are two types of clauses:

1. An independent clause
2. A dependent clause

There are endless possibilities to construct sentences of different patterns. Some of the most common and basic sentence patterns are as follows:

- a) The chef cooked.

Pattern: Subject + Verb

NOTES

b) The creative chef cooked.

Pattern: Adjective + Subject + Verb

c) The creative chef methodically cooked.

Pattern: Adjective + Subject + Adverb + Verb

d) The creative chef methodically cooked in the kitchen.

Pattern: Adjective + Subject + Adverb + Verb + Prepositional Phrase

In this unit, you will study about the different types of sentences and sentence patterns in detail.

1.1 OBJECTIVES

After going through this unit, you will be able to:

- Describe simple, compound and complex sentences
- Define and differentiate between phrases and clauses

1.2 BASIC SENTENCE PATTERNS: PHRASES AND CLAUSES

It is a grammatical norm that an English sentence has two parts – a subject and a verb that expresses a complete thought when they are together.

- The subject shows who or what is doing the action. It is always some form of noun or pronoun.
- The verb shows the action or the state of being. It can be an action verb, like “run,” or a state verb, like “seem.”

Examples of simple two-word sentences include:

- He slept.
- Dogs ran.
- I studied.

Though sentences can be this short, actual sentences are rarely so short. We usually want to convey much more information, so we modify the main subject and verb with other words and phrases, as in the sentences below:

- Unfortunately, he slept early.
- Dogs ran faster than us.
- I studied for hours.

Each sentence has one subject and one verb despite the extra information, so it’s still just one clause.

What is a clause?

A clause is the combination of a subject and a verb. When you have a subject and verb, you have a clause.

1. **Independent clause:** a subject and verb that make a complete thought. Independent clauses are called independent because they can stand on their own and make sense.
2. **Dependent clause:** a subject and verb that don't make a complete thought. Dependent clauses must permanently be attached to an independent clause (they're too weak to stand alone).

Before we move on to the sentence types, you should know a little trick of subjects and verbs: they can double up in the same clause. These are called "compound" subjects or verbs because two or more are in the same clause.

Compound subject (two subjects related to the same verb):

- Seema and his colleagues collaborated on the research.

Compound verb (two verbs related to the same subject):

- Seema experimented and documented the results.

Compound subject with a compound verb:

- Seema, her colleagues, and their advisor drafted and revised the research report several times.

Take note of the fact that they do not overlap. You can tell it's a single clause because all of the subjects appear before all of the verbs in the same clause.

Four Fundamental Sentence Patterns

Each sentence pattern below illustrates a distinct method of combining clauses. Due to the fact that nouns can take on a variety of roles in a sentence, it's easier to analyse sentence patterns by identifying the verbs and connectors.

In the following descriptions, S denotes Subject, and V denotes Verb. Parentheses indicate alternative ways to arrange the clauses in each sentence pattern. Take note of how the punctuation varies according to the arrangement.

Difference between Phrase and Clause

All sentences are constructed of clauses and/or phrases, however on certain occasions it can be difficult to state the difference between a phrase and a clause.

Both, phrases and clauses, contain groups of two or more words which help in constructing sentences, however both of them have separate roles within the sentence. In order to clearly understand the difference between the two, let us first define phrases and clauses.

A group of words that consists of a subject and a verb is defined as a clause.

A group of words that does not consist of a subject and a verb is known as a phrase.

NOTES

NOTES

A sentence can exist as a single clause, but a single phrase cannot make up a sentence. Phrases add meaning to sentences but they are incapable of constructing a sentence on their own.

However, clauses are essential in a sentence as removing a clause may alter the sentence and its meaning.

A basic example of a sentence that uses both a phrase and a clause is given as follows:

Wherever you go, I will follow.

‘Wherever you go’ is the phrase, and ‘I will follow’ is the clause.

‘Wherever you go’ doesn’t make sense on its own - it’s not a complete thought. However, ‘I will follow’ contains both a subject and a verb - ‘I’ and ‘follow’, respectively. It is a complete thought and we do not need any other words to decipher the meaning of the sentence.

There are four main types of sentences: simple, compound, complex and compound-complex sentences and each consists of a varying number of phrases and clauses.

1.3 SIMPLE SENTENCE

A simple sentence consists of a subject (a person or thing performing an action) and a predicate (a verb or verbal phrase describing the action). A complete thought is expressed as an independent clause. It does not consist of dependent or subordinate clauses.

Unlike independent clauses, dependent clauses and subordinating clauses do not express complete thoughts and therefore, they only make sense when paired with independent clauses.

Simple sentence structures may consist of punctuation, such as commas, period, exclamation mark, or question mark at the end. It may also consist of modifiers like adjectives and adverbs.

Simple sentences have one independent clause (SV).

- Mr. Ram teaches well.
- Shruti waited for the bus.
- The bus was late.
- Pooja and Aarti took the train.
- I looked for Pooja and Aarti at the train station.
- Pooja and Aarti arrived at the train station early but waited until noon for the train.

1.3.1 Compound Sentence

Compound sentences have two or more independent clauses. They can be arranged in the following ways:

- (SV, and SV) or (SV; however, SV)
- Connectors with a comma: for, and, nor, but, or, yet, so
- Connectors with a semicolon and comma: however, moreover, nevertheless, nonetheless, therefore

For example:

- Mr. Ram teaches well, **but** he does not entertain too many questions.
- Shruti waited for the bus, **but** the bus was late.
- I looked for Pooja and Aarti at the train station, **but** they arrived at the station before noon and left on the train before I arrived.
- Pooja and Aarti arrived at the train station before noon, **and** they left on the train before I arrived.
- Pooja and Aarti left on the train before I arrived, **so** I did not see them at the train station.

1.3.2 Complex Sentence

One independent clause and one or more dependent clauses comprise a complex sentence. They can be arranged in the following manners: (SV as a result of SV.) or (SV as a result of SV) (S, because of SV, V.). Connectors are always located at the start of a dependent clause. They demonstrate the relationship between the dependent and independent clauses. This list illustrates various types of relationships and the connectors that denote them:

- Cause/Effect: as a result of, as a result of
- Although, even though, though, whereas, and while Location/Manner: where, wherever, how, however Possibility/Conditions: if, whether, or unless
- Relationship: that, which, who, whom Time: following, as, prior to, since, whenever, while, and until

For example:

The dependent clauses may feature first in the sentence, followed by the independent clause, as in the following:

- Because Pooja and Aarti arrived at the train station before noon, I did not see them at the station.
- While she waited at the bus station, Shruti realized that the bus was late.
- After they left on the train, Pooja and Aarti realized that Shruti was waiting at the bus station.

Similarly, the independent clauses can go first in the sentence, followed by the dependent clause, as in the following:

- I did not see them at the station because Pooja and Aarti arrived at the train station before noon.
- Shruti realized that the bus was late while she waited at the bus station.
- Pooja and Aarti realized that Shruti was waiting at the bus station after they left on the train.

NOTES

NOTES**1.3.3 Compound-Complex Sentence**

Sentences classified as compound-complex contain two or more independent clauses and one or more dependent clauses. They can be arranged in the following manners: (SV, and SV for the sake of SV.) Alternatively (Because of SV, SV, but SV.)

For example:

- Although Mr Ram teaches well and inspires students to perform well, he never gives any value to his questions.

Check Your Progress

1. Name the two types of clauses.
2. What are the two parts that form an English sentence?
3. Define a clause.

1.4 ANSWERS TO ‘CHECK YOUR PROGRESS’

1. The two types of clauses are independent and dependent clauses.
2. The two parts that form an English sentence are subject and verb.
3. A clause is the combination of a subject and a verb.

1.5 SUMMARY

- It is a grammatical norm that an English sentence has two parts – a subject and a verb that expresses a complete thought when they are together.
- The subject shows who or what is doing the action. It is always some form of noun or pronoun.
- The verb shows the action or the state of being. It can be an action verb, like “run,” or a state verb, like “seem.”
- Though sentences can be short, actual sentences are rarely so short. We usually want to convey much more information, so we modify the main subject and verb with other words and phrases.
- Each sentence has one subject and one verb despite the extra information, so it’s still just one clause.
- A clause is the combination of a subject and a verb.
- Independent clause: a subject and verb that make a complete thought. Independent clauses are called independent because they can stand on their own and make sense.
- Dependent clause: a subject and verb that don’t make a complete thought. Dependent clauses must permanently be attached to an independent clause (they’re too weak to stand alone).

- Subject and verb can double up in the same clause. These are called “compound” subjects or verbs because two or more are in the same clause.
- Due to the fact that nouns can take on a variety of roles in a sentence, it’s easier to analyse sentence patterns by identifying the verbs and connectors.
- One independent clause and one or more dependent clauses comprise a complex sentence.
- They can be arranged in the following manners: (SV as a result of SV.) or (SV as a result of SV) (S, because of SV, V.).
- Connectors are always located at the start of a dependent clause. They demonstrate the relationship between the dependent and independent clauses.
- Sentences classified as compound-complex contain two or more independent clauses and one or more dependent clauses.

NOTES

1.6 KEY TERMS

- **Subject:** The subject of the sentence is the noun that is doing or being something.
- **Verb:** It is a word or group of words that is used to indicate that something happens or exists, for example bring, happen, be, do.
- **Punctuation:** It refers to the marks used for dividing writing into sentences and phrases.
- **Sentence:** It is a group of words that makes a statement, asks a question, or expresses a command, wish, or exclamation.

1.7 SELF-ASSESSMENT QUESTIONS AND EXERCISES

Short-Answer Questions

1. Write a short note on sentence patterns.
2. List ten examples of simple sentences.
3. What are compound subjects and compound verbs?
4. What are connectors? What is their function?

Long-Answer Questions

1. Illustrate with the help of multiple examples how a phrase is different from a clause.
2. Differentiate between independent and dependent clause.
3. What is a simple sentence and how is it different from a compound sentence? Give multiple examples to validate your answer.
4. Examine the structure of complex and compound-complex sentences in detail.

1.8 FURTHER READING

NOTES

- Bailey, S. 2003. *Academic Writing: A Practical Guide for Students*. United Kingdom: RoutledgeFalmer.
- Frodesen, J., Wald, M. 2016. *Exploring Options in Academic Writing: Effective Vocabulary and Grammar Use*. United States: University of Michigan Press.
- Gill, C. 2014. *Essential Writing Skills for College and Beyond*. United States: Penguin Publishing Group.
- Gould, M., Higgins, E. 2019. *Cambridge Grammar and Writing Skills Learner's Book 9*. United Kingdom: Cambridge University Press.
- Jeffrey, R. 2018. *About Writing*. (n.p.): Open Oregon Educational.
- Leslie, L., Palmer, J. M., Beck, C. K., Hancock, J. 2011. *Foundations for Writing: Building Paragraphs and Essay*. (n.p.): Kendall Hunt Publishing Company.
- Leso, R. I. 2012. *Building Blocks of Writing Skills*. United States: Xlibris Corporation LLC.
- McCarthy, T. 2009. *100 Writing Lessons: Narrative, Descriptive, Expository, Persuasive: Ready-to-use Lessons to Help Students Become Strong Writers and Succeed on the Tests*. United States: Scholastic.
- Melvin, J. 2016. *English Grammar: Grammar & Vocabulary Exercises for Intermediate Students*. (n.p.): CreateSpace Independent Publishing Platform.
- Minovi, R. 2019. *Early Reading and Writing: The Foundations of Literacy*. United Kingdom: Taylor & Francis.
- Roche, M. 2019. *Advanced English Writing Skills* (n.p.): Amazon Digital Services LLC - KDP Print US.
- Slawter, A., Brokaw, D. 1983. *Let's Learn ... Vocabulary Development: Compound Words, Antonyms, Synonyms, Homonyms*. United States: Carson-Dellosa Publishing Company.
- Watson, D. 2010. *Advanced Vocabulary in Context*. United Kingdom: Cambridge University Press.
- Wyrick, Jean. 1993. *Steps to Writing Well: with Additional Readings*. Second Edition. Fort Worth: Harcourt Brace College Publishers.
- Developing and Assessing Academic and Professional Writing Skills*. 2016. Austria: Peter Lang.
- English Grammar and Writing Skills*. 2017. (n.p.): Notion Press.
- High School English Grammar & Composition (Multicolour Edition)*. 2017. India: S. Chand Publishing.
- Writing and Language Learning: Advancing Research Agendas*. 2020. Netherlands: John Benjamins Publishing Company.

UNIT 2 TRANSFORMATION OF SENTENCES

*Transformation of
Sentences*

NOTES

Structure

- 2.0 Introduction
- 2.1 Objectives
- 2.2 Direct and Indirect Speech
- 2.3 Active and Passive Voice
- 2.4 Transformation of Sentences: Affirmative, Assertive, Interrogative, Exclamatory and Negative Sentences
- 2.5 Answers to 'Check Your Progress'
- 2.6 Summary
- 2.7 Key Terms
- 2.8 Self-Assessment Questions and Exercises
- 2.9 Further Reading

2.0 INTRODUCTION

In grammar, a transformation is a type of syntactic rule or convention that can move an element from one position to another in a sentence. In *Aspects of the Theory of Syntax*, Noam Chomsky wrote, "A transformation is defined by the structural analysis to which it applies and the structural change that it effects on these strings." Various other authors, linguists, and grammarians described the term some of which are as follows:

"In traditional grammar, the concept of **transformation** was used mainly as a didactic means for developing the appropriate linguistic habits....

"The credit for making the concept of transformation popular and significant belongs primarily to Zellig S. Harris and Noam Chomsky....Harris introduced the concept of transformation to linguistics in order to reinforce the effectiveness of the method of reducing utterances to certain basic sentence structures."

– Kazimierz Polanski, "Some Remarks on Transformations," in *Linguistics Across Historical and Geographical Boundaries*, ed. by D. Kastovsky, et al. Walter de Gruyter, 1986

"Some of [Noam] Chomsky's notation, and some of his terminology too—including *transform* itself, defined in part by the *Random House Dictionary* as 'changing the form of (a figure, expression, etc.) without in general changing the value' — have a distinctly mathematical air about them. . . . [But] TG [transformational grammar] is not a mathematical grammar. The processes it describes are not mathematical processes and the symbols it describes are not used with their mathematical meaning.

"Chomsky's grammar is a 'generative grammar of the transformational type.' By that he means that it makes explicit the rules for generating

NOTES

new sentences, not for analyzing existing sentences; the rules themselves provide the analysis. And he means that among the rules are those for transforming one type of sentence into another (affirmative into negative, simple into compound or complex, and so forth); the **transformations** make the relationships among such sentences clear.”

– W.F. Bolton, *A Living Language: The History and Structure of English*. Random House, 1982

Sentences can be classified into affirmative, negative, interrogative, assertive, exclamatory and imperative sentences. Without changing the meaning of the sentence, these sentences can be transformed into different form. This process is called transformation of sentences and will be studied in detail in this unit.

2.1 OBJECTIVES

After going through this unit, you will be able to:

- Describe direct and indirect speech
- Explain the use of active and passive voice
- Discuss how to transform sentences

2.2 DIRECT AND INDIRECT SPEECH

In a direct speech, the actual words of the speaker are reproduced, whereas in an indirect speech the main idea of the speaker is reported by another person. Note that whereas quotation marks or inverted commas are used for direct speech, it is not done for the indirect speech. For example –

Direct: Asin said, “I wanted to go to a mall.”

Indirect: Asin said that she wanted to go to a mall.

The following are some of the points that you should keep in mind while converting direct speech to indirect speech.

- Question marks or exclamation marks are used in direct speech, but not in reported or indirect speech. For example –

Direct: The teacher asked the student, “Do you want to go for the excursion?”

Indirect: The teacher asked the student if he/she wants to go for the excursion.

- In indirect speech, the reporting verbs such as asked / enquired, commanded, ordered, requested, exclaimed, shouted etc are often used to state the mood of the spoken words, in place of the word “said” or “told” in the direct speech.
- The tense of the verb in the indirect speech is always in past tense, though if the indirect speech is stating a universal truth or a habit or a

situation which is constant then the verb does not change from the direct speech. While converting direct speech into indirect speech, the tense of the verb must change accordingly –

- o Simple present — Simple past
- o Simple past — Past perfect
- o Present continuous — Past continuous
- o Present perfect — Past perfect
- o Can — Could
- o Shall — Would
- o Will — Would
- o May — Might

- In indirect speech the auxiliary verb “do” is not used. For example,

Direct: “Rahul asked, “What time did the train leave?””

Indirect: Rahul enquired what time the train left.”

- Pronouns of first person are changed in the reported speech from “I” to “he or she”; “We” to “they”, “my” to “her” or “his”. Pronouns of Second person are changed in the reported speech from “you” to “he”, “she”, “they” depending on whom it is addressed to, whereas for the third person it is not changed. For example:

Direct: Geeta said “I am bored.”

Indirect: Geeta stated that she was bored.

Direct: Ram told her, “You are cute.”

Indirect: Ram told her that she is cute.

- Words indicating ‘nearness’ of time and place are changed to words indicating ‘distance’ of time and place:
 - o This — that
 - o These — those
 - o Here — there
 - o Now — then
 - o Today — that day
 - o Tomorrow — the next/following day
 - o yesterday — the day before/the previous day
- When reporting a question, an order or a request, the connector ‘that’ is not used.
- In reported speech, the word/words or the sound used by the speaker to express an emotion is usually omitted. For example —

Direct: Ram said to Shyam, “Hello!, How are you doing?”

Indirect: Ram greeting Shyam and asked how he was doing?”

NOTES

NOTES

Some Questions for Practice:

1. Change the Following from Direct to Indirect Speech.
 - (a) Ashok asked Asin, "Will you like to go for a movie tomorrow?"
 - (b) The teacher asked, "Have you submitted your assignment?"
 - (c) Robin stated, "The rich are not always dishonest."
 - (d) She said to her friend, "Hello! How are you doing?"
 - (e) Vijay announced, "Hurrah! We have won the match!"
2. Change the following from Indirect to Direct Speech.
 - (a) Ram said to Jadu that they should have a party.
 - (b) Riya greeted her grandparents and asked them to sit down.
 - (c) The teacher greeted the students and asked them to open page ten.
 - (d) The Police inspector asked the accused if he has any proof of innocence.
 - (e) Aryan asked her if she had taken the examination the day before.

2.3 ACTIVE AND PASSIVE VOICE

- (a) In the Active voice, the subject does the action.
e.g.: Ram cooked the food. (Active voice)
- (b) In the Passive voice, the action is done to the subject.
e.g.: The food was cooked by Ram. (Passive voice)

Passive verbs can be formed in different ways.

- (a) By using the Past participle.

Example:

- He will drive the car. (Active)
The car will be driven by him. (Passive)
- He may drive the car. (Active)
The car may be driven by him. (Passive)
- He was driving the car. (Active)
The car was being driven by him.

Direct and Indirect objects

Verbs like 'give' and 'bring' which can have two objects can have two passive forms.

He gave her (indirect object) a bouquet. (direct object) (Active)

She was given a bouquet by him (Passive)

A bouquet was given to her by him. (Passive)

2.4 TRANSFORMATION OF SENTENCES: AFFIRMATIVE, ASSERTIVE, INTERROGATIVE, EXCLAMATORY AND NEGATIVE SENTENCES

NOTES

Let us see how we can transform sentences.

Affirmative Sentence

An affirmative sentence is a sentence that affirms (rather than negates) a proposition.

Eg. He is honest.

Negative Sentence

A negative sentence states something is not true or incorrect or presents some fact by using a negative word (e.g. no, not). A negative sentence can be formed when words like “no”, “not”, “don’t” or “doesn’t” is added to the sentence.

Assertive Sentence

An assertive sentence is a sentence that states a fact. Such sentences are simple statements. They state, assert, or declare something. They are also called declarative sentences. Assertive sentences usually end with a period or full stop.

Eg. Raju is a dedicated student.

Exclamatory Sentence

An exclamatory sentence makes a statement (just like a declarative sentence), but it also conveys excitement or emotion. An exclamatory sentence ends with an exclamation mark (!)

Eg. I just won the award!

Interrogative sentence

An interrogative sentence is a sentence whose grammatical form indicates that it is a question. Interrogative questions end with a question mark.

Eg. How old are you?

Based on this explanation, we can say that the transformation of sentences describes how sentences can be transformed in their nature without changing the meaning and the sense.

1. Changing from interrogative to assertive sentence and vice-versa.

e.g. (a) When can their glory fade? (Interrogative sentence)

Their glory can never fade. (Assertive sentence)

(b) He was a villain to do such a deed. (Assertive sentence)

Was he not a villain to do such a deed? (Interrogative sentence)

NOTES

2. Changing from Exclamatory sentence to Assertive sentence and vice-versa.
e.g. (a) How beautiful is this night! (Exclamatory sentence)
This night is very beautiful.
(b) I wish I were a bird (Assertive sentence)
If only I were a bird! (Exclamatory sentence)
3. By changing the verb into the noun form.
e.g.: It costs twelve rupees. (Verb form)
Its cost is twelve rupees. (Noun form)
4. By changing the adjective into an adverb.
e.g : He gave a curt reply. (Adjective)
He replied curtly. (Adverb)
5. Changing from imperative to an interrogative sentence.
e.g.: Please have something to drink. (Imperative)
Will, you have something to drink, please. (Interrogative)
6. Interchange of affirmative and negative sentences
 - (i) By way of using negative word with opposite adjectives, an affirmative sentence could be transformed into negative sentence.
Man is mortal. (affirmative)
Man is not immortal. (negative)
Brutus loved Caesar. (affirmative)
Brutus did not hate Caesar. (negative)
She is honest. (affirmative)
She is not dishonest. (negative)
 - (ii) By the way of changing degrees of comparison:
She is as good as I am. (affirmative)
I am not better than she is. (negative)
As soon as the teacher arrived, the noise ceased. (affirmative)
No sooner did the teacher arrive than the noise ceased. (negative)
He is the best student. (affirmative)
No other student is as good as he. (negative)
 - (iii) There are also other ways to change a affirmative sentence to a negative sentence:
He is too weak to walk. (affirmative)
He is so weak that he cannot walk. (negative)
Only the brave deserve the fair. (affirmative)
None but the brave deserves the fair. (negative)

Transformation of sentences

1. Using conjunction 'if' or 'unless'
e.g.: (a) You will pass if you study well.
(b) Unless you study well, you will not pass
2. Using conjunction 'as', 'though' and 'although'
e.g.: (a) Poor as he is, he is honest.
(b) Though he worked hard, he failed.
(c) Although he is rich, he is not contented.
3. Using 'but', 'notwithstanding', 'never the less' and 'however'.
e.g.: (a) But for his help, she would not have passed.
(b) Notwithstanding, that the works got knows, they called for a stoke.
(c) He is my friend, nevertheless, he does not trust me.
(d) However deep the river is, we will swim across it.
4. Using 'so' and 'too'
e.g.: (a) He is too tired to walk.
(b) He is so tired that he cannot walk.

NOTES**Exercise**

Re-write the following sentences according to the instructions given after each question. Make necessary changes, but do not change the meaning.

- (i) Rana fought bravely.
(Begin: Rana put up)
- (ii) Amazing facts were revealed by our teacher.
(End: revelations)
- (iii) He is discontented notwithstanding that he gets more salary then he deserves.
(Begin: Although)
- (iv) You will win if you study well.
(Use: Unless)
- (v) If I were a rich man, I would have helped him.
(Begin: Were)
- (vi) She was beautiful and humble.
(Begin: Not only)
- (vii) A fragrant flower is the loveliest creation of nature.
(Begin: No other)
- (viii) Jasdeep has probably forgotten his mother's birthday.
(Begin: In)

NOTES

- (ix) As soon as Ram narrated the story, he was praised.
(Begin: No sooner)
- (x) The elephant is more intelligent than all other creatures.
(Use: Most intelligent)
- (xi) The police was too slow to catch the thief.
(Begin: The police was so)
- (xii) Mr. Sharma said, "Children, do not go out in the cold."
(Rewrite in indirect speech)
- (xiii) Though I warned Dev, he ignored me.
(Begin: I would rather)
- (xiv) I prefer singing to dancing.
(Begin: I would rather)
- (xv) I have never seen Raman behave rudely.
(Begin: Never)
- (xvi) She found your purse in the cupboard.
(Begin: The purse)
- (xvii) He said, "I was dejected thinking I would never be able to take my exam."
Change to reported speech
- (xviii) He was convicted by the Jury.
(Begin: The Jury)
- (xix) He is too qualified to be a peon.
Rewrite removing 'too'
- (xx) I started learning French a year ago.
(Begin: I have been)
- (xxi) As soon as she received the message, she rushed to the office.
(Begin: No sooner)
- (xxii) Rishi plays basketball better than Karan.
(Begin: Karan does not)
- (xxiii) If Maya does not study hard, she will not succeed.
(Begin: Unless)
- (xxiv) They have renovated their house.
(Begin: Their house)

Exercises

Transformation of Sentences

1. When he was presented with the trophy, he started crying. (Use 'No sooner than')
2. If you read, you will learn. (Use "Unless not")
3. It is too hot. (Remove "too")
4. Rakesh went to the market. (Add a question tag)
5. I have a piece of bread please? (Use the modal auxiliary May or Might)
6. What is your name? (Change to assertive sentence)
7. Sam went home early today. (Change to interrogative sentence)
8. I wish I were young again. (Change to exclamatory sentence)
9. It is impossible that he is dead. (Change to negative sentence)
10. Avoid making silly mistakes. (Change to negative sentence)
11. I am doubtful of the outcome. (Change to negative sentence)
12. This is one of his more readable books. (Use the superlative degree)
13. Avoid eating junk food. (Change to assertive sentence)
14. When can their glory fade? (Change to assertive sentence)
15. What a delicious meal! (Change to assertive sentence)
16. Only they can do the work. (change to negative sentence)
17. They have not more than two cars. (Change to affirmative sentence)
18. Rana is an honest boy. (Change to negative sentence)
19. I never tell lie. (Change to affirmative sentence)
20. Hurrah! We have own the game. (Change to assertive sentence)
21. You are requested to help me. (Change to exclamatory sentence)
22. Suman is the tallest boy in the class. (Change to comparative)
23. The boy is so foolish that he cannot understand it. (Change to simple sentence)
24. Only god can help us. (Start with "None but")
25. I am sure Madhu had left when they arrived. (Start with "Madhu must. ...")
26. Speaking French is difficult. (Start with "It is")
27. I am the tallest member of my group. (Change into Comparative)
28. I saw a house and it was beautiful. (Change into a simple sentence)
29. They escaped the fire and it was amazing. (Change into a simple sentence)
30. He saw his wife and ran. (change into complex sentence)
31. I breathe all right. At least I think so. (Join the sentence)

NOTES

NOTES

32. I won and managed to shock everybody. (Make a complex sentence)
33. It was only when I got home that I realized that I had forgotten my keys. (Begin: Not until ...)
34. He went to the bank and to the ATM. (Begin: Not only)
35. Raman is an intelligent boy. The other boys are not so intelligent. (join the sentence to make a single one)
36. Rita is too short to reach the top shelf. (Begin: Rita is so ...)
37. They were very afraid and so they could not speak. (Begin With "Being")
38. She was the only student capable of being the monitor. (Use capability)
39. If you had not supported me, I would have fallen. (Begin: But for ...)
40. It was cloudy but she did not take the umbrella. (Begin with Although)
41. There is very little difference between the two brothers. (Begin: The two brothers ...)
42. It was warm. We left the window open. (Make a Compound Sentence)
43. Kathmandu is the biggest city I Nepal. (Use comparative degree)
44. I saw the fox. It was chasing a rabbit. (Make a simple sentence joining two)
45. He knocked at the door. He demanded admission. (Combine the sentences using present participle)
46. It is not necessary for you to work on Sundays. (Rewrite using 'need')
47. Since the weather was foul, we did not go out. (Begin: The weather ...)
48. He disguised himself as a cleaner. He entered the bank.
49. There was almost nothing to eat. (Rewrite using 'hardly')
50. Why don't you listen to me? (Rewrite using ever in the appropriate place)

Voice Change – change from active to passive or vice versa.

1. Ram was caught by his friend doing yoga.
2. Hari was chased by some criminals.
3. Mr. De teaches us grammar.
4. He was praised by his teacher.
5. The injured were taken to the hospital by the firemen.
6. The building was damaged by the earthquake.
7. Shyam will give you a ticket.
8. The streets were thronged by the spectators.
9. Everyone will praise us.
10. The letter was posted by me.
11. The hostess received us.
12. The snake was killed by him with a stick.

13. They found him guilty of murder.
14. I built the house in 2009.
15. The minister was greeted by the crowd.

Narration – Change from Direct to Indirect or vice versa.

1. John said, "Hurrah! We have won the game!"
2. The teacher said, "Do your assignments properly."
3. "Go back to the room," said the father to his sons.
4. "Make a mark with your deeds," said the Yogi.
5. Govind said to me, "I am sick."
6. He said to her, "I shall help you."
7. They said, "We came, worked and returned."
8. I said, "I will do it today."
9. Gopal said, "I will work tonight."
10. Kapil said, "These are not for us."
11. They said to me that I had done well.
12. They told us, "He will meet us."
13. He said, "I was reading a book."
14. Naveen ordered Rahim to read a magazine.
15. He said that rain had been falling the previous day.
16. The boy said, "If I could win this game."

Answers to Exercises

Transformation of Sentences

1. No sooner was he presented with a trophy than he started crying.
2. Unless you read you will not learn.
3. It is extremely hot.
4. Rakesh went to the market, didn't he?
5. May I have a piece of bread please!
6. I would like to know your name.
7. Didn't Sam go home early today?
8. If only I were young again!
9. It is not possible that he is dead.
10. Do not make silly mistakes.
11. I am not sure of the outcome.
12. This is his most readable book.
13. You should avoid eating junk food.
14. Their glory can never fade.

NOTES

NOTES

15. This meal is delicious one.
16. None but they can do the work.
17. They have only two cars.
18. Rana is not a dishonest boy.
19. I always tell truth.
20. It is a matter of joy that we have won the game.
21. Please, help me!
22. Suman is taller than any other boy in the class.
23. The boy is too foolish to understand it.
24. None but God can help us.
25. Madhu must have left when they arrived.
26. It is difficult to speak French.
27. I am taller than any other member of my group.
28. I saw a beautiful house.
29. Amazingly they escaped the fire.
30. He saw his wife which made him run.
31. I think at least I breathe all right.
32. I won, which shocked everybody. (Make a complex sentence)
33. Not until I reached home that I realized that I had forgotten my keys.
34. Not only he went to the bank but also to the ATM.
35. Raman is more intelligent among the other not so intelligent boys.
36. Rita is so short that she cannot reach the top shelf.
37. Being very afraid, they could not speak.
38. She was the only student who had the capability of being the monitor.
39. But for your support, I haven't fallen.
40. Although it was cloudy, she did not take the umbrella.
41. The two brothers had little difference.
42. It was warm and we left the window open.
43. No other city in Nepal is as bigger as Kathmandu.
44. I saw the fox chasing a rabbit.
45. Demanding admission, he knocked at the door.
46. Is it a need that you to work on Sundays?
47. The weather was foul and so we did not go out.
48. Disguised himself as a cleaner, he entered the bank.
49. There was hardly anything to eat.
50. Why don't you ever listen to me?

Voice Change – change from active to passive or vice versa.

1. His friends caught Ram doing yoga.
2. Some criminals chased Hari
3. Grammar is taught to us by Mr. De. / We are taught grammar by Mr. De.
4. His teacher praised him.
5. The firemen took the injured to the hospital.
6. The earthquake damaged the building.
7. A ticket will be given to you by Shyam..
8. The spectators thronged the streets.
9. We will be praised by everyone.
10. I posted the letter.
11. We were received by the hostess.
12. He killed the snake with a stick.
13. He was found guilty of murder by them.
14. The house was built by me in 2009.
15. The crowd greeted the minister.

Narration – Change from Direct to Indirect or vice versa.

1. John exclaimed in joy that they had won the game.”
2. The teacher asked to do our assignments properly.”
3. Father ordered sons to go back to the room.
4. The Yogi remarked that we should make a mark with our deeds.
5. Govind told me that he was sick.
6. He told her that he should help her.
7. They told that they came, worked and returned.
8. I told that i will do it the same day.
9. Gopal told that he would work the same night.
10. Kapil informed that those were not for them.
11. They said to me, “I had done well.”
12. They told us that he would meet us.
13. He said that he was reading a book.
14. Naveen said, “Rahim, read a magazine.”
15. He said, “Rain has been falling yesterday.”
16. The boy wished that if he could win that game.

NOTES

NOTES

Check Your Progress

1. State one difference between direct and indirect speech.
2. Which auxiliary verb is not used in indirect speech?
3. Define active voice.

2.5 ANSWERS TO 'CHECK YOUR PROGRESS'

1. In a direct speech, the actual words of the speaker are reproduced, whereas in an indirect speech the main idea of the speaker is reported by another person.
2. In indirect speech the auxiliary verb "do" is not used.
3. In active voice, the subject does the action.

2.6 SUMMARY

- In a direct speech, the actual words of the speaker are reproduced, whereas in an indirect speech the main idea of the speaker is reported by another person.
- Note that whereas quotation marks or inverted commas are used for direct speech, it is not done for the indirect speech.
- Question marks or exclamation marks are used in direct speech, but not in reported or indirect speech.
- In indirect speech, the reporting verbs such as asked / enquired, commanded, ordered, requested, exclaimed, shouted etc. are often used to state the mood of the spoken words, in place of the word "said" or "told" in the direct speech.
- The tense of the verb in the indirect speech is always in past tense, though if the indirect speech is stating a universal truth or a habit or a situation which is constant then the verb does not change from the direct speech.
- In the Active voice, the subject does the action.
- In the Passive voice, the action is done to the subject.
- Verbs like 'give' and 'bring' which can have two objects can have two passive forms.
- Transformation of sentences describes how the sentences can be transformed in their nature without changing the meaning and the sense.
- Interchange of affirmative and negative sentences:
 - (i) By way of using negative word with opposite adjectives, an affirmative sentence could be transformed into negative sentence.
 - (ii) By the way of changing degrees of comparison.

(iii) There are also other ways to change a affirmative sentence to a negative sentence.

- Transformation of sentences using conjunction ‘if’ or ‘unless’:

(i) e.g.: (a) You will pass if you study well.

(b) Unless you study well, you will not pass

*Transformation of
Sentences*

NOTES

2.7 KEY TERMS

- **Exclamation mark:** It is a punctuation mark usually used after an interjection or exclamation to indicate strong feelings, or to show emphasis.
- **Quotation mark:** It refers to each of a set of punctuation marks, single (‘ ’) or double (“ ”), used either to mark the beginning and end of a title or quoted passage, or to indicate that a word or phrase is regarded as slang or jargon or is being discussed rather than used within the sentence.
- **Excursion:** It is a short journey or trip that a group of people make for pleasure.
- **Verb:** It is a word or group of words that is used to indicate that something happens or exists.
- **Tense:** It is a grammar term used to indicate whether a sentence (or verb) is an action in the past, the present or the future.
- **Connectors:** These are conjunctive words that are used for connecting similar elements present in a sentence.
- **Active voice:** It is a form or set of forms of a verb in which the subject is typically the person or thing performing the action and which can take a direct object.
- **Passive voice:** It is a form or set of forms of a verb in which the subject undergoes the action of the verb.
- **Participle:** It refers to a word that is formed from a verb and that ends in -ing (present participle) or -ed, -en, etc. (past participle). Participles are used to form tenses of the verb, or as adjectives.
- **Conjunction:** It is a word that is used for joining other words, phrases or sentences.

2.8 SELF-ASSESSMENT QUESTIONS AND EXERCISES

Short-Answer Questions

1. What is indirect speech?
2. Differentiate between active and passive voice with the help of examples.
3. How can a sentence be transformed by changing the verb into the noun form?

NOTES

Long-Answer Questions

1. Discuss the important points that should be kept in mind while converting direct speech to indirect speech.
2. Explain how the tense of the verb must change while converting direct speech into indirect speech.
3. Give a detailed description of transformation of sentences among affirmative, assertive, exclamatory, interrogative and negative sentences. List twenty examples for each transformation.
4. Describe ten examples of sentences changing from interrogative to assertive.

2.9 FURTHER READING

- Bailey, S. 2003. *Academic Writing: A Practical Guide for Students*. United Kingdom: RoutledgeFalmer.
- Frodesen, J., Wald, M. 2016. *Exploring Options in Academic Writing: Effective Vocabulary and Grammar Use*. United States: University of Michigan Press.
- Gill, C. 2014. *Essential Writing Skills for College and Beyond*. United States: Penguin Publishing Group.
- Gould, M., Higgins, E. 2019. *Cambridge Grammar and Writing Skills Learner's Book 9*. United Kingdom: Cambridge University Press.
- Jeffrey, R. 2018. *About Writing*. (n.p.): Open Oregon Educational.
- Leslie, L., Palmer, J. M., Beck, C. K., Hancock, J. 2011. *Foundations for Writing: Building Paragraphs and Essay*. (n.p.): Kendall Hunt Publishing Company.
- Leso, R. I. 2012. *Building Blocks of Writing Skills*. United States: Xlibris Corporation LLC.
- McCarthy, T. 2009. *100 Writing Lessons: Narrative, Descriptive, Expository, Persuasive: Ready-to-use Lessons to Help Students Become Strong Writers and Succeed on the Tests*. United States: Scholastic.
- Melvin, J. 2016. *English Grammar: Grammar & Vocabulary Exercises for Intermediate Students*. (n.p.): CreateSpace Independent Publishing Platform.
- Minovi, R. 2019. *Early Reading and Writing: The Foundations of Literacy*. United Kingdom: Taylor & Francis.
- Roche, M. 2019. *Advanced English Writing Skills* (n.p.): Amazon Digital Services LLC - KDP Print US.
- Slawter, A., Brokaw, D. 1983. *Let's Learn ... Vocabulary Development: Compound Words, Antonyms, Synonyms, Homonyms*. United States: Carson-Dellosa Publishing Company.

Watson, D. 2010. *Advanced Vocabulary in Context*. United Kingdom: Cambridge University Press.

Wyrick, Jean. 1993. *Steps to Writing Well: with Additional Readings*. Second Edition. Fort Worth: Harcourt Brace College Publishers.

Developing and Assessing Academic and Professional Writing Skills. 2016. Austria: Peter Lang.

English Grammar and Writing Skills. 2017. (n.p.): Notion Press.

High School English Grammar & Composition (Multicolour Edition). 2017. India: S. Chand Publishing.

Writing and Language Learning: Advancing Research Agendas. 2020. Netherlands: John Benjamins Publishing Company.

*Transformation of
Sentences*

NOTES



UNIT 3 NON-FINITE VERBS

Structure

- 3.0 Introduction
- 3.1 Objectives
- 3.2 Verbs
- 3.3 Infinitives
- 3.4 Gerunds
- 3.5 Participles
- 3.6 Agreement of the Verb with the Subject
- 3.7 Answers to 'Check Your Progress'
- 3.8 Summary
- 3.9 Key Terms
- 3.10 Self-Assessment Questions and Exercises
- 3.11 Further Reading

NOTES

3.0 INTRODUCTION

By definition, a 'working' verb with a subject; in any tense is known as a finite verb. Whereas a non-finite verb has no subject and cannot be in all the tenses. A non-finite verb is also called an infinitive verb. In English, the non-finite verb forms are of three types, namely, infinitives, gerunds and participles (these are at times also known as "verbals", but this term is traditionally applied only to gerunds and participles). To reiterate, a form of a verb that does not have a subject and does not display tense and number in an independent clause or sentence is known as a non-finite verb. Non-finite verbs are differentiated from finite verbs which show a distinction in tense and number and may stand alone as the main verb in an independent clause.

Non-finite verbs cannot perform action as the root of an independent clause.

In this unit, you will study the concept of infinite verbs in detail which will further cover its forms such as infinitives, participles and gerunds. The final section of the unit covers the topic of agreement of the verb with the subject.

3.1 OBJECTIVES

After going through this unit, you will be able to:

- Discuss verb and its primary forms
- Explain the meaning of infinitives, gerunds, and participles
- Describe the agreement of the verb with the subject

NOTES

3.2 VERBS

Verbs are an integral part of the English language. There would be no action in sentences without verbs. By definition, a verb is a word that expresses an action or a state of being. Verbs give crucial information about the subject of a sentence and are central to the sentence's predicate. Whether a verb is only linking the subject to the rest of the information or literally performing the action in the sentence, they're always "doing" something.

Verbs can have six primary forms, and they are as follows:

- Base form: Children **play** in the field.
- Infinitive: Tell them not to play
- Past tense: They **played** football yesterday.
- Past participle: I have **eaten** a burger.
- Present participle: I saw them **playing** with him today.
- Gerund: **Swimming** is the best exercise.

English Verb Structure

In the English language, the order in which different categories of words appear in a sentence is essential. This is the framework that all communication in English is based on. This structure determines the meaning of the sentence. These three forms of English Verb Structure are the same for any verb and in any tense.

The three forms of basic English verb structure are:

- The Positive structure (sometimes called the Positive Form)
- The Negative structure (sometimes called the Negative Form)
- The Question structure (sometimes called the Question Form)

The Positive Form

The most common English Verb Structure is the Positive form - SUBJECT-AUXILIARY-VERB. For example, "He is doing the work well." where "is" is auxiliary and doing is the main verb.

The Negative Form

This form of English verb structure is almost the same as positive sentences, but we use the word "not" before the main verb to make it harmful.

Subject – Auxiliary + Not - Verb

For example, "He is not doing his work well."

We use contractions with the Auxiliary a lot with the negative structure to make things quicker and easier to say.

- do not = don't
- have not = haven't

The Question Form

The auxiliary verb no longer comes directly before the main verb but moves before the subject.

For example, “Is he doing his work well?”

NOTES

3.3 INFINITIVES

The infinitive is a verb’s basic form. When we speak of the infinitive in English, we typically refer to the present infinitive, which is the most common. However, the infinitive has four additional forms: the perfect infinitive, the perfect continuous infinitive, the continuous infinitive, and the passive infinitive.

The present infinitive comes in two varieties:

- the to-infinitive = to + base
- the zero infinitives = base

The base of the present infinitive is the verb form found in a dictionary.

The negative infinitive is formed by prefixing “not” before any infinitive form. For example,

- I decided not to go to Mumbai.
- He asked me not to go for lunch with Praveen.

Functions of the to-infinitive

The to-infinitive is used in many sentence structures, frequently to express the purpose of something or an individual’s opinion about something. Additionally, the to-infinitive is used following a wide variety of different verbs. Refer to this page for information on verbs followed by infinitives.

The to-infinitive is used to convey an action’s purpose or intention.

In this case, to has the same meaning as in order to or so as to. For example-

- I am calling to ask you about sister.
- Your brother has gone to play cricket.

The to-infinitive can also be used as the subject of the sentence

This is a formal usage that is far more prevalent in written English than it is in spoken English. For example,

- To be or not to be, that is the question.
- To understand statistics, that is our aim.

The to-infinitive is used to indicate the purpose for which something may be used or will be used. The to-infinitive follows a noun or pronoun in this pattern. For example -

- I would like a samosa to eat.
- Would you like something to drink some coffee?

NOTES

Additionally, the to-infinitive can be used after adjectives. The to-infinitive is frequently used in conjunction with an adjective. These phrases are formed as follows:

subject + to be + adjective + (for/of someone) + to-infinitive + (rest of sentence)

For example,

- I am happy to be here.
- It is not very comfortable to talk to him.

The to-infinitive can also be used to make a comment or judgement

When making a comment or judgement about a noun, the pattern is as follows:

Subject + to be + noun phrase + to-infinitive

For example.

- It is not a good place to work.
- This is a dangerous way to drive.

The to-infinitive can also be used with adverbs. The to-infinitive is frequently used with adverbs as well, and is sufficient to express the reason for our satisfaction or dissatisfaction. Too and sufficient are positioned before or after the adjective, adverb, or noun they modify in the same way they would be without the to-infinitive. The to-infinitive is then used to explain why the quantity is excessive, sufficient, or insufficient. Normally, the to-infinitive and everything that follows can be omitted, leaving a grammatically correct sentence. For example,

- I had too many books to carry.
- This food is too hot to eat.

The to-infinitive can be used with question words. The verbs ask, decide, explain, forget, know, show, tell, & understand can be followed by a question word such as where, how, what, who, & when + the to-infinitive. For example,

- Tell me when to press the switch.
- I'm not sure I know who to call.

Functions of the zero infinitive

The zero infinitive are used after auxiliaries. For example,

Would you like a cup of tea or a glass of cold drink?

I might stay another night in the hotel.

3.4 GERUNDS

A gerund is a verbal noun that ends in -ing. The term verbal indicates that, like the other two types of verbals, gerunds are derived from verbs and thus express action or a state of being. However, because a gerund functions as a noun, it can

take on some of the roles that a noun would normally take in a sentence, such as subject, direct object, subject complement, and object of preposition.

Gerund as subject:

Visiting temple might help you. (Visiting is the gerund.)

Gerund as direct object:

My parents do not appreciate my dancing. (The gerund is dancing.)

Gerund as subject complement:

My friend's favourite activity is cycling. (The gerund is cycling.)

Gerund as object of preposition:

The traffic police issued a challan him for speeding. (The gerund is speeding.)

A gerund phrase is a group of words composed of a gerund and one or more modifiers and/or (pro)noun(s) or noun phrase(s) that serve as the direct object(s), indirect object(s), or complement(s) of the action or state expressed in the gerund, such as:

- The gerund phrase functions as the subject of the sentence.
 - Finding a needle in a haystack would be easier than what we're trying to do.
 - Finding (gerund)
 - a needle (direct object of action expressed in gerund)
 - in a haystack (prepositional phrase as adverb)

NOTES

3.5 PARTICIPLES

A participle is a verbal expression, or a word derived from a verb, that ends in -ing (present tense) or -ed, -en, -d, -t, -n, or -ne (past tense), and functions as an adjective. This implies that it must modify (or characterise) a noun or a pronoun.

Example of Present Participle: The crying baby had a wet diaper.

Example of Past Participle: The wrecked car was totalled.

A participle phrase is a collection of words that includes a participle, a modifier, and one or more pronoun or noun phrases. The Pronoun/Noun will take on the role of the phrase's recipient of action. If the Participle Phrase occurs at the beginning of a sentence and the following phrase is a complete sentence, a comma is required. If the Participle Phrase occurs in the middle or at the conclusion of a sentence, no comma is required.

Participle Phrase + Comma + Whole Sentence

Ex: Removing his coat, Jack rushed to the river.

Present Participle (removing) + Whole Sentence (Subject: Jack, Verb: rushed)

NOTES

The participle phrase in this sentence is “removing his coat”, which occurs at the beginning of the sentence and is followed by a full sentence, necessitating the use of a comma.

Whole Sentence + Participle Phrase

Ex: Delores noticed her cousin walking along the shoreline.

Subject (Delores) + Verb (noticed) + Present Participle (walking)

In this sentence, the participle phrase is “walking along the shoreline”, which occurs at the end of the sentence, obviating the need for a comma.

3.6 AGREEMENT OF THE VERB WITH THE SUBJECT

Both the subject and the verb must co-operate in the communication of meaning. Just as an organisation depends on all the employees concurring about its goals and working towards their fulfillment, a sentence too depends on the agreement between subject and verb. This agreement between subject and verb must be on two counts: number and person.

For example, in the sentence “The quality of the fruit were not good” we see that the sentence is awkward because the subject ‘fruit’ is singular but the verb being used is plural.

Let us look at some useful rules to keep in mind while writing and speaking which will help us avoid the clash between subject and verb:

1. Two or more singular nouns or pronouns joined by the conjunction *and* will be accompanied by a plural verb. For example: Jacob Mahapatra and Varuni Choudhary *travel* to work using a carpool.
2. Two or more singular nouns or pronouns joined by the conjunction *or/nor* will be accompanied by a singular verb. Neither Jacob Mahapatra and Varuni Choudhary *nor travels* to work using a carpool.
3. Two nouns if qualified by *each/every* even when joined by the conjunction *and* will take a singular verb.
4. Some nouns which are plural in form but singular in meaning, take a singular verb. For example: Mathematics *is* viewed as a very important subject in school.
5. Some nouns which are singular in form but plural in meaning, take a plural verb. For example: According to the present market rate, a dozen eggs *cost* twenty-four rupees.
6. A collective noun takes a singular verb when the collection is thought of as one whole; a plural verb when the members of the collective are considered as individuals. For example: The Committee *has* submitted its report; but The Committee *are* divided on the point of pricing.

7. When the plural noun is a proper name for some single object or collective unit, it must be accompanied by a singular verb.

Non-Finite Verbs

Check Your Progress

1. Define verb.
2. Name the six primary forms of verbs.
3. Mention the three forms of basic English verb structure.

NOTES

3.7 ANSWERS TO ‘CHECK YOUR PROGRESS’

1. A verb is a word that expresses an action or a state of being.
2. The six primary forms of verbs are base form, infinitive, past tense, past participle, present participle and gerund.
3. The three forms of basic English verb structure are the positive form, the negative form and the question form.

3.8 SUMMARY

- Verbs can have six primary forms, and they are -
 - Base form: Children **play** in the field.
 - Infinitive: Tell them not to play
 - Past tense: They **played** football yesterday.
 - Past participle: I have **eaten** a burger.
 - Present participle: I saw them **playing** with him today.
 - Gerund: **Swimming** is the best exercise.
- In the English language, the order in which different categories of words appear in a sentence is essential.
- This structure determines the meaning of the sentence.
- The three forms of basic english verb structure are:
 - The Positive structure (sometimes called the Positive Form)
 - The Negative structure (sometimes called the Negative Form)
 - The Question structure (sometimes called the Question Form)
- The most common English verb structure is the positive form – subject-auxiliary-verb. For example, “He is doing the work well.” where “is” is auxiliary and doing is the main verb.
- This form of English verb structure is almost the same as positive sentences, but we use the word “not” before the main verb to make it harmful. It consists subject- auxiliary + not-verb. For example, “He is not doing his work well.”

NOTES

- We use contractions with the auxiliary a lot with the negative structure to make things quicker and easier to say.
- In the question form, the auxiliary verb no longer comes directly before the main verb but moves before the subject. For example, “Is he doing his work well?”
- The infinitive is a verb’s basic form. When we speak of the infinitive in English, we typically refer to the present infinitive, which is the most common.
- However, the infinitive has four additional forms: the perfect infinitive, the perfect continuous infinitive, the continuous infinitive, and the passive infinitive.
- The present infinitive comes in two varieties:
 - the to-infinitive = to + base
 - the zero infinitives = base
- The base of the present infinitive is the verb form found in a dictionary.
- The negative infinitive is formed by prefixing “not” before any infinitive form.
- The to-infinitive is used in many sentence structures, frequently to express the purpose of something or an individual’s opinion about something.
- Additionally, the to-infinitive is used following a wide variety of different verbs. Refer to this page for information on verbs followed by infinitives.
- The to-infinitive is used to convey an action’s purpose or intention.
- The to-infinitive can also be used as the subject of the sentence. This is a formal usage that is far more prevalent in written English than it is in spoken English.
- Additionally, the to-infinitive can be used after adjectives. The to-infinitive is frequently used in conjunction with an adjective. These phrases are formed as follows: subject + to be + adjective + (for/of someone) + to-infinitive + (rest of sentence)
- The to-infinitive can also be used to make a comment or judgement.
- The to-infinitive is frequently used with adverbs as well and is sufficient to express the reason for our satisfaction or dissatisfaction.
- The to-infinitive can be used with question words.
- The verbs ask, decide, explain, forget, know, show, tell, & understand can be followed by a question word such as where, how, what, who, & when + the to-infinitive.
- The zero infinitive are used after auxiliaries.
- A gerund is a verbal noun that ends in -ing. The term verbal indicates that, like the other two types of verbals, gerunds are derived from verbs and thus express action or a state of being.
- However, because a gerund functions as a noun, it can take on some of the roles that a noun would normally take in a sentence, such as subject, direct object, subject complement, and object of preposition.

- A gerund phrase is a group of words composed of a gerund and one or more modifiers and/or (pro)noun(s) or noun phrase(s) that serve as the direct object(s), indirect object(s), or complement(s) of the action or state expressed in the gerund.
- A participle is a verbal expression, or a word derived from a verb, that ends in -ing (present tense) or -ed, -en, -d, -t, -n, or -ne (past tense), and functions as an adjective. This implies that it must modify (or characterise) a noun or a pronoun.
- A participle phrase is a collection of words that includes a participle, a modifier, and one or more pronoun or noun phrases.
- The Pronoun/Noun will take on the role of the phrase's recipient of action.
- If the Participle Phrase occurs at the beginning of a sentence and the following phrase is a complete sentence, a comma is required.
- If the Participle Phrase occurs in the middle or at the conclusion of a sentence, no comma is required.

NOTES

3.9 KEY TERMS

- **Auxiliary:** In English grammar, it refers to a helping element, typically a verb, that adds meaning to the basic meaning of the main verb in a clause.
- **Perfect infinitive:** It can refer to something that will be completed at a point in the future.
- **Perfect continuous infinitive:** It is used to express a continuing but now completed action after a verb which must be followed by the infinitive.
- **Continuous infinitive:** It is used to express a continuing action after a verb or auxiliary which must be followed by the infinitive.
- **Passive infinitive:** It is an infinitive construction in which the agent (or performer of the action) either appears in a prepositional phrase following the verb or is not identified at all.
- **Prefix:** It refers to a letter or group of letters that you put at the beginning of a word to change its meaning.
- **Verbal noun:** Also known as gerundial noun, is a verb form that functions as a noun.
- **Preposition:** It is a word or phrase that is used before a noun or pronoun to show place, time, direction, etc.

3.10 SELF-ASSESSMENT QUESTIONS AND EXERCISES

Short-Answer Questions

1. Write a short note on the English verb structure.
2. What is zero infinitives?

NOTES

Long-Answer Questions

1. Define infinitives. What are the functions of the to-infinitive? Support your answer with examples.
2. Explain the meaning of gerunds.
3. What is a participle? Give examples.
4. What are the rules that must be followed while writing and speaking in order to avoid the clash between a subject and a verb? Discuss with examples.

3.11 FURTHER READING

- Bailey, S. 2003. *Academic Writing: A Practical Guide for Students*. United Kingdom: RoutledgeFalmer.
- Frodesen, J., Wald, M. 2016. *Exploring Options in Academic Writing: Effective Vocabulary and Grammar Use*. United States: University of Michigan Press.
- Gill, C. 2014. *Essential Writing Skills for College and Beyond*. United States: Penguin Publishing Group.
- Gould, M., Higgins, E. 2019. *Cambridge Grammar and Writing Skills Learner's Book 9*. United Kingdom: Cambridge University Press.
- Jeffrey, R. 2018. *About Writing*. (n.p.): Open Oregon Educational.
- Leslie, L., Palmer, J. M., Beck, C. K., Hancock, J. 2011. *Foundations for Writing: Building Paragraphs and Essay*. (n.p.): Kendall Hunt Publishing Company.
- Leso, R. I. 2012. *Building Blocks of Writing Skills*. United States: Xlibris Corporation LLC.
- McCarthy, T. 2009. *100 Writing Lessons: Narrative, Descriptive, Expository, Persuasive: Ready-to-use Lessons to Help Students Become Strong Writers and Succeed on the Tests*. United States: Scholastic.
- Melvin, J. 2016. *English Grammar: Grammar & Vocabulary Exercises for Intermediate Students*. (n.p.): CreateSpace Independent Publishing Platform.
- Minovi, R. 2019. *Early Reading and Writing: The Foundations of Literacy*. United Kingdom: Taylor & Francis.
- Roche, M. 2019. *Advanced English Writing Skills* (n.p.): Amazon Digital Services LLC - KDP Print US.
- Slawter, A., Brokaw, D. 1983. *Let's Learn ... Vocabulary Development: Compound Words, Antonyms, Synonyms, Homonyms*. United States: Carson-Dellosa Publishing Company.
- Watson, D. 2010. *Advanced Vocabulary in Context*. United Kingdom: Cambridge University Press.

Wyrick, Jean. 1993. *Steps to Writing Well: with Additional Readings*. Second Edition. Fort Worth: Harcourt Brace College Publishers.

Developing and Assessing Academic and Professional Writing Skills. 2016. Austria: Peter Lang.

English Grammar and Writing Skills. 2017. (n.p.): Notion Press.

High School English Grammar & Composition (Multicolour Edition). 2017. India: S. Chand Publishing.

Writing and Language Learning: Advancing Research Agendas. 2020. Netherlands: John Benjamins Publishing Company.

Non-Finite Verbs

NOTES



UNIT 4 VOCABULARY DEVELOPMENT

Structure

- 4.0 Introduction
- 4.1 Objectives
- 4.2 Significance of Vocabulary
- 4.3 Synonyms
 - 4.3.1 Antonyms
 - 4.3.2 Homophones, Homonyms and Homographs
 - 4.3.3 Idioms
 - 4.3.4 Phrasal Verbs
- 4.4 Answers to 'Check Your Progress'
- 4.5 Summary
- 4.6 Key Terms
- 4.7 Self-Assessment Questions and Exercises
- 4.8 Further Reading

NOTES

4.0 INTRODUCTION

Vocabulary is a term that refers to the words that we must comprehend to communicate effectively. Educators frequently divide vocabulary into four categories: listening, speaking, reading, and writing. When it comes to learning a language like English, many students spend hours poring over textbooks, completing grammar exercises, and occasionally watching a Netflix show in their target language. However, many people are unaware that developing vocabulary is just as, if not more, critical to success in learning a foreign language.

The vocabulary is the bedrock of language. In a nutshell, vocabulary is critical because it serves as the foundation for all languages. It is the raw materials to express our thoughts and ideas, share information, comprehend others, and cultivate personal relationships. Even if we have little knowledge of a language and no grasp of grammar, we can communicate. As British linguist David A. Wilkins succinctly put it, “very little can be conveyed without grammar; nothing can be conveyed without vocabulary.” As with ESL students, their ability to communicate effectively increases significantly as their language abilities develop. However, the point here is that they are still capable of communicating solely through vocabulary.

A more extensive vocabulary in your target language also contributes to developing all four language skills: reading, writing, listening, and speaking. As Paul Nation (2015) stated in his article on vocabulary acquisition, “Vocabulary is not a means to an end.” An extensive vocabulary makes it easier to perform the skills of listening, speaking, reading, and writing.”

In this unit, you will study about concepts such as synonyms, antonyms, homophones, homographs, phrasal verbs and idioms, which will help develop and strengthen the vocabulary and comprehension skills.

NOTES

4.1 OBJECTIVES

After going through this unit, you will be able to:

- Discuss the meaning of synonyms and antonyms
- Differentiate between homophones and homographs
- Explain phrasal verbs
- Analyse idioms and their usage

4.2 SIGNIFICANCE OF VOCABULARY

Vocabulary knowledge is probably the most critical factor in reading comprehension for native and non-native speakers alike. For instance, if you sit down to read a book and are unfamiliar with the vocabulary, you will struggle to comprehend the text's meaning. You may end up looking up the words in a dictionary, inferring their meaning from their context, or simply giving up and moving on. This can be discouraging, disheartening and also have a detrimental effect on your confidence. The relationship between vocabulary size and proficiency in a second language has been extensively researched over the years.

We see similar evidence when it comes to the language student's listening skills for obvious reasons. If you have never seen or heard a particular piece of vocabulary in a second language, recognising and decoding the sounds and thus extracting the meaning will be much more difficult. If you're an advanced language learner, you might be able to make sense of the word by relating it to other words in the same word family, but this can be challenging.

If you are a native speaker, you have probably encountered times when a word is 'on the tip of your tongue, but you cannot recall it. It's infuriating and frequently ends the conversation. It works similarly for a second language learner who has not yet encountered that particular vocabulary word. Suppose they are unfamiliar with (or unable to recall) that piece of vocabulary. In that case, they will be unable to convey their message completely. As a result, vocabulary knowledge is widely regarded as the most critical component of communicating in a foreign language.

For instance, in the 2013 article "Vocabulary Knowledge and Speaking Proficiency in Second Language Learners at the Novice to Intermediate Levels," Rie Koizumi asserted that "...of the five variables examined (accent, comprehension, fluency, grammar, and vocabulary), only vocabulary had an effect on the level differences between novice and intermediate learners. For intermediate and advanced learners, all five factors contributed to level differences. However, vocabulary was frequently identified as the discriminatory factor."

Additionally, if you have a more extensive vocabulary, you will find it easier to express yourself in writing. You'll have a broader vocabulary and the ability to be more precise when expressing a thought, feeling, event, or idea. Again, substantial

linguistic research supports this notion. For instance, in the 2008 study ‘Vocabulary Size and Listening, Reading, and Writing Skills. According to Lars Stenius Sthr’s Language Learning Journal, “learners’ receptive vocabulary size was found to be strongly related to their reading and writing abilities...”. The more words you know in any language, the more effectively you can communicate.

A more extensive vocabulary can serve as a springboard for increasing one’s level of language fluency. Simply put, the more vocabulary you possess, the easier it will be to enhance your language abilities. To begin, this knowledge enables you to access a broader range of educational materials designed for native and non-native speakers alike. Additionally, it will assist you in comprehending these words in their context, naturally expanding your vocabulary and improving your language skills without the need to consult a dictionary or seek clarification.

Additionally, the more vocabulary words you comprehend, the more adept you will be at deciphering the meaning of new words by dissecting them into their morphemes (smaller parts). The word ‘unhappy’ is an excellent example of this. When we break this word down, we get [un-] and [happy]. Suppose we know that the prefix [un] is a derivational morpheme (meaning that it inverts the meaning of the morpheme to which it is attached). In that case, we can deduce the meaning of the word.

All of this saves significant time, builds the language student’s confidence, and aids in developing fluency. They believe they can tackle more complex texts or social situations, exposing them to a broader range of vocabulary and allowing them to expand their knowledge of the second language. This is impossible without a solid foundational understanding of vocabulary.

An extensive vocabulary has been linked to improved academic performance. Many ESL students study English to attend an English-speaking university, excel academically, and secure a well-paying job. An extensive vocabulary can assist them in accomplishing this. As previously stated, a broad vocabulary is associated with improved performance in all facets of foreign language learning, including speaking, reading, writing, and listening. It’s critical to note that this is true for both native speakers and students learning a second language. This is why we encourage children to read widely. The more words they have, the better their chances of academic success. This also applies to language learners.

As demonstrated in the preceding discussion, there is a clear correlation between a person’s vocabulary comprehension and their overall proficiency with language, whether as a native or a language learner. This means that if we want to raise the bar for English language instruction and create more effective learning materials for our students, we must place a premium on vocabulary.

Vocabulary is unquestionably critical for language learning because it underpins all other language skills, serves as a stepping-stone to advanced language use, and aids the student in achieving fluency more quickly. The term “listening vocabulary” refers to what we must know to comprehend what we hear. The term “speaking vocabulary” refers to the words we use when speaking. Reading vocabulary is a term that refers to the words that we must know to comprehend

NOTES

NOTES

what we read. The writing vocabulary is made up of the words we use when we write.

Vocabulary is critical in learning to read. Beginning readers must make sense of the printed words using the words they hear orally. Children who attend more words spoken at home acquire more vocabulary and enter school with a stronger foundation. As a child progresses through school, this expanded vocabulary pays off exponentially.

Vocabulary plays a critical role in reading comprehension. Readers cannot comprehend what they are reading unless they are familiar with the meanings of the majority of the words. As children progress in their reading abilities, they must become familiar with new comments that are not part of their oral vocabulary.

Scientific research on vocabulary instruction demonstrates that most vocabulary is acquired indirectly and that some vocabulary must be taught explicitly. Thus, research suggests that a combination of indirect and direct approaches is beneficial.

Learning vocabulary in an indirect manner

Children acquire the meanings of most words indirectly due to their daily interactions with oral and written language. Children acquire word meanings in three ways:

- They communicate verbally daily.
- They sit and listen to adults read aloud to them.
- They engage in extensive independent reading.

Direct vocabulary acquisition

While much vocabulary is acquired indirectly, some terminology should be taught explicitly.

Direct instruction aids students in the acquisition of difficult words, such as those that represent complex concepts not encountered in the students' daily lives. Direct instruction of vocabulary associated with a particular text, result in increased reading comprehension.

Direct instruction entails providing students with instruction in specific words critical to their content learning or comprehension of a particular text.

Teach students more general strategies for word learning that they can apply to a variety of words, such as segment analysis (e.g., root words).

4.3 SYNONYMS

No two words are indeed the same in their meaning. If two or more words' meanings had been similar, two different words would not have been needed. There must be a slight variation in meaning between the two words. But two or more words with very closely related meanings are called **synonyms**. These synonymous words can often be substituted in a sentence to mean almost the same thing. However, this is not always true. For example – what is your answer?

Or “what is your reply?” or “what is your response?” almost means the same thing, though the meaning may differ from context to context. But suppose the synonymous words – ‘reply’, ‘answer’ and ‘response’ – cannot be used when writing an exam. It seems not very proper to say that “Sam has replies to all the questions in the examination” Or to say that “Sam has responses to all the questions in the examination.” The proper thing should be “Sam has answers to all the questions in the examination.” Thus, depending on the context, we can substitute one synonymous word with another. Therefore, one must keep in mind that the idea of ‘sameness’ of meaning used in discussing synonymy is not necessarily ‘total sameness’.

NOTES

4.3.1 Antonyms

Words with opposite meanings are called **antonyms**. For example, *big/small*, *fast/slow*, *happy/sad*, *hot/cold*, *long/short*, *male/female*, *old/new*, *rich/poor*, *true/false*.

Antonyms can be divided into two main types –

- (i) gradable antonyms, that is, opposites along a scale and
- (ii) non-gradable antonyms, that is, direct opposites.

Gradable antonyms, such as the pair *big/small*, can be used in comparative structures, such as “*A football is bigger than a cricket ball*” or “*A Cricket ball is smaller than a football*”. Moreover, it should also be mentioned here that the negative of one member of a gradable pair does not necessarily imply the other. For example, “my car is not old” does not mean that the car is new. Non-gradable antonyms such as *dead/alive* are non-gradable as we cannot say that someone is more or less dead than the other. In this case also the negative of one member of a non-gradable pair does imply the other member polysemy.

4.3.2 Homophones, Homonyms and Homographs

Homophones are words that sound the same (notice the suffix ‘phone’ associated with sound) but are spelt differently. Common examples of these are: See/Sea; Write/Right; There/Their; Which/Witch; Steel/Steal.

Homonyms are also words that sound the same, are spelt the same but have different meanings. Think of the words club, rock and fine. In all three, there are two possible meanings of the word, depending on how it is used: club can be a place where you go for entertainment, but it is also a heavy object that can be used to hit someone; rock is a hard stone but is also a kind of music; and, fine is what you pay if you break a rule but also what you feel when you are happy and healthy.

Homograph is a word that is spelled the same as another word but has a different meaning and may also be pronounced differently. For example, bass (the fish, rhymes with class) and bass (the instrument, rhymes with ace) are homographs. But so are bark (the sound a dog makes) and bark (the covering of a tree).

4.3.3 Idioms

NOTES

An idiomatic sentence is a synergy in which the whole is greater than and different from the sum of its parts, i.e. the meaning of the sentence as a whole is different from the combined denotative meaning of each word in it. An idiom relies entirely on connotative value, and each language has its idioms that are very difficult to translate. English too has an extensive list of idioms; we give you only a few here as a sampler. Notice how the combination of verb and preposition used in a particular context provides the sentence with its idiomatic connotation.

- His evidence did not *bear upon* (have any relevance to) the enquiry.
- They *cried out* (protested) against the injustice done to the fresher.
- The family was *cast down* (depressed) by the robbery in their house.
- This issue is *held over* (deferred/postponed) until the next meeting.

4.3.4 Phrasal Verbs

Phrasal verbs are extremely prevalent in English, particularly in informal contexts. They consist of a verb and a particle or, occasionally, two particles. Frequently, the particle alters the meaning of the verb. For example,

- I called Shyma to see how she was (to call = to telephone)
- The Board of Directors have called off the meeting (to call off = to cancel)

Some Phrasal Verbs with their meanings

- To call around - To contact multiple people.
- To call off - To cancel.
- To check out - To substantiate a person or thing. When used about a specific person, this phrase can also be flirtatious.
- To clean up - To clean a general area.
- To dive into- To occupy oneself with something.
- To dress up - To wear nice clothes.
- To end up - To eventually become a certain way, or find oneself in a situation.
- To fill up - To fill something completely.
- To find out- To discover.
- To get back - To have something returned.
- To get away with - To escape punishment or some other unpleasantness.
- To get along- To be friendly with one another.
- To give away- To donate something or to give it up for free.
- To give up- To accept defeat or To cease consuming or doing something, often a habit.
- To go over - To review.
- To leave out - To omit.

- To let down- To disappoint somebody.
- To look after - To take care of someone or something.
- To pull up - To bring up bring something nearer.
- To put on - To add something to your person or an object.
- To put up with - To tolerate or condone.
- To run out of - To drain the supply of something.
- To see to - To make sure something is done.
- To take after - To resemble, usually used to describe parents and their children.
- To take out - To move something outside.
- To throw away - To dispose of something.
- To wait on - To serve.

NOTES**Check Your Progress**

1. Define listening vocabulary.
2. Define speaking vocabulary.
3. State how children acquire words and their meanings.
4. What are synonyms?

4.4 ANSWERS TO ‘CHECK YOUR PROGRESS’

1. The term listening vocabulary refers to what we must know to comprehend what we hear.
2. The term speaking vocabulary refers to the words we use when speaking.
3. Children mainly acquire word meanings in three ways-they communicate verbally daily, they sit and listen to adults read aloud to them and they engage in extensive independent reading.
4. Two or more words with very closely related meanings are called synonyms.

4.5 SUMMARY

- Vocabulary is a term that refers to the words that we must comprehend to communicate effectively.
- As British linguist David A. Wilkins succinctly put it, “very little can be conveyed without grammar; nothing can be conveyed without vocabulary.”
- As with ESL students, their ability to communicate effectively increases significantly as their language abilities develop.
- As Paul Nation (2015) stated in his article on vocabulary acquisition, “Vocabulary is not a means to an end.” An extensive vocabulary makes it easier to perform the skills of listening, speaking, reading, and writing.”

NOTES

- Vocabulary knowledge is probably the most critical factor in reading comprehension for native and non-native speakers alike.
- If you're an advanced language learner, you might be able to make sense of the word by relating it to other words in the same word family, but this can be challenging.
- If you are a native speaker, you have probably encountered times when a word is 'on the tip of your tongue, but you cannot recall it. It's infuriating and frequently ends the conversation. It works similarly for a second language learner who has not yet encountered that particular vocabulary word.
- For instance, in the 2013 article "Vocabulary Knowledge and Speaking Proficiency in Second Language Learners at the Novice to Intermediate Levels," Rie Koizumi asserted that "...of the five variables examined (accent, comprehension, fluency, grammar, and vocabulary), only vocabulary had an effect on the level differences between novice and intermediate learners. For intermediate and advanced learners, all five factors contributed to level differences. However, vocabulary was frequently identified as the discriminatory factor."
- For instance, in the 2008 study 'Vocabulary Size and Listening, Reading, and Writing Skills. According to Lars Stenius Sthr's Language Learning Journal, "learners' receptive vocabulary size was found to be strongly related to their reading and writing abilities..."
- A more extensive vocabulary can serve as a springboard for increasing one's level of language fluency. Simply put, the more vocabulary you possess, the easier it will be to enhance your language abilities.
- The more vocabulary words you comprehend, the more adept you will be at deciphering the meaning of new words by dissecting them into their morphemes (smaller parts).
- The term "listening vocabulary" refers to what we must know to comprehend what we hear.
- The term "speaking vocabulary" refers to the words we use when speaking.
- Reading vocabulary is a term that refers to the words that we must know to comprehend what we read.
- The writing vocabulary is made up of the words we use when we write.
- Vocabulary plays a critical role in reading comprehension. Readers cannot comprehend what they are reading unless they are familiar with the meanings of the majority of the words.
- Scientific research on vocabulary instruction demonstrates that most vocabulary is acquired indirectly and that some vocabulary must be taught explicitly.
- Children acquire the meanings of most words indirectly due to their daily interactions with oral and written language.

- Two or more words with very closely related meanings are called **synonyms**. These synonymous words can often be substituted in a sentence to mean almost the same thing.
- Depending on the context, we can substitute one synonymous word with another.
- One must keep in mind that the idea of ‘sameness’ of meaning used in discussing synonymy is not necessarily ‘total sameness’.
- Words with opposite meanings are called **antonyms**. For example, *big/small, fast/slow, happy/sad, hot/cold, long/short, male/female, old/new, rich/poor, true/false*.
- Antonyms can be divided into two main types –
 - (i) gradable antonyms, that is, opposites along a scale and
 - (ii) non-gradable antonyms, that is, direct opposites.
- Gradable antonyms, such as the pair *big/small*, can be used in comparative structures, such as “*A football is bigger than a cricket ball*” or “*A Cricket ball is smaller than a football*”.
- Homophones are words that sound the same (notice the suffix ‘phone’ associated with sound) but are spelt differently. Common examples of these are: See/Sea; Write/Right; There/Their; Which/Witch; Steel/Steal.
- Homonyms are also words that sound the same, are spelt the same but have different meanings.
- Homograph is a word that is spelled the same as another word but has a different meaning and may also be pronounced differently.
- An idiomatic sentence is a synergy in which the whole is greater than and different from the sum of its parts, i.e., the meaning of the sentence as a whole is different from the combined denotative meaning of each word in it.
- An idiom relies entirely on connotative value, and each language has its idioms that are very difficult to translate.
- Phrasal verbs are extremely prevalent in English, particularly in informal contexts. They consist of a verb and a particle or, occasionally, two particles. Frequently, the particle alters the meaning of the verb.

NOTES

4.6 KEY TERMS

- **Foreign language:** It refers to any language not commonly spoken in the country of the speaker.
- **ESL:** It is abbreviation for English as a second language, which is the study of English by nonnative speakers in an English-speaking environment.
- **Native speaker:** It refers to any person who speaks a language as their first language and has not learned it as a foreign language.

NOTES

- **Novice:** It refers to a person who is new and without experience in a certain job, situation, etc.
- **Morpheme:** It is the smallest unit of meaning that a word in a particular language can be divided into.
- **Derivational morpheme:** It is an affix—a group of letters added before the beginning (prefix) or after the end (suffix)—of a root or base word to create a new word or a new form of an existing word.
- **Suffix:** It is a letter or group of letters that you add at the end of a word, and that changes the meaning of the word or the way it is used.
- **Rhyme:** It is a short piece of writing, or something spoken, in which the word at the end of each line sounds the same as the word at the end of the line before it.
- **Particle:** In grammar, the term particle has a traditional meaning, as a part of speech that cannot be inflected, and a modern meaning, as a function word associated with another word or phrase to impart meaning.

4.7 SELF-ASSESSMENT QUESTIONS AND EXERCISES

Short-Answer Questions

1. Why is vocabulary critical in language learning?
2. Briefly describe direct and indirect vocabulary acquisition.
3. List five sentences where synonyms cannot be substituted as it may change the meaning of the sentence.
4. Define homophones.
5. List any twenty idioms.

Long-Answer Questions

1. Elucidate the importance of vocabulary knowledge especially for ESL students.
2. How does a strong hold on vocabulary aid one's writing skills? Examine and exemplify in detail.
3. What are antonyms? Explain the two main types of antonyms with examples.
4. Differentiate between homophones and homographs. Give ten examples of each.
5. What are idioms and why are they significant?
6. Give a detailed description of phrasal verbs and their meanings.

4.8 FURTHER READING

- Bailey, S. 2003. *Academic Writing: A Practical Guide for Students*. United Kingdom: RoutledgeFalmer.
- Frodesen, J., Wald, M. 2016. *Exploring Options in Academic Writing: Effective Vocabulary and Grammar Use*. United States: University of Michigan Press.
- Gill, C. 2014. *Essential Writing Skills for College and Beyond*. United States: Penguin Publishing Group.
- Gould, M., Higgins, E. 2019. *Cambridge Grammar and Writing Skills Learner's Book 9*. United Kingdom: Cambridge University Press.
- Jeffrey, R. 2018. *About Writing*. (n.p.): Open Oregon Educational.
- Leslie, L., Palmer, J. M., Beck, C. K., Hancock, J. 2011. *Foundations for Writing: Building Paragraphs and Essay*. (n.p.): Kendall Hunt Publishing Company.
- Leso, R. I. 2012. *Building Blocks of Writing Skills*. United States: Xlibris Corporation LLC.
- McCarthy, T. 2009. *100 Writing Lessons: Narrative, Descriptive, Expository, Persuasive: Ready-to-use Lessons to Help Students Become Strong Writers and Succeed on the Tests*. United States: Scholastic.
- Melvin, J. 2016. *English Grammar: Grammar & Vocabulary Exercises for Intermediate Students*. (n.p.): CreateSpace Independent Publishing Platform.
- Minovi, R. 2019. *Early Reading and Writing: The Foundations of Literacy*. United Kingdom: Taylor & Francis.
- Roche, M. 2019. *Advanced English Writing Skills* (n.p.): Amazon Digital Services LLC - KDP Print US.
- Slawter, A., Brokaw, D. 1983. *Let's Learn ... Vocabulary Development: Compound Words, Antonyms, Synonyms, Homonyms*. United States: Carson-Dellosa Publishing Company.
- Watson, D. 2010. *Advanced Vocabulary in Context*. United Kingdom: Cambridge University Press.
- Wyrick, Jean. 1993. *Steps to Writing Well: with Additional Readings*. Second Edition. Fort Worth: Harcourt Brace College Publishers.
- Developing and Assessing Academic and Professional Writing Skills*. 2016. Austria: Peter Lang.
- English Grammar and Writing Skills*. 2017. (n.p.): Notion Press.
- High School English Grammar & Composition (Multicolour Edition)*. 2017. India: S. Chand Publishing.
- Writing and Language Learning: Advancing Research Agendas*. 2020. Netherlands: John Benjamins Publishing Company.

NOTES

NOTES

NOTES

NOTES