

Syllabus

ENGLISH

B.E. 1ST YEAR

Type of course : Language and Communication

Prerequisite : Zeal to learn the subject.

Rationale : The rationale of the curriculum is to help students refresh their knowledge of English language. It also targets the understanding of grammar, focusing on comprehension, and reading, speaking and writing skills. This would be developed through balanced and integrated tasks.

Teaching and Examination Scheme

Teaching Scheme			Credits	Examination Marks				Total Marks
L	T	P		Theory Marks		Practical Marks		
				ESE (E)	PA (M)	ESE (V)	PA (I)	
2	0	2	3	70	30	30	20	150

Content

Sr. No.	Topics	Teaching Hours	Module Weightage
1.	Vocabulary building: Introduction to Word Formation Types of word formation processes: compounding, clipping, blending, derivation, creative respelling, coining and borrowing Acquaintance with prefixes and suffixes Synonyms, antonyms, and standard abbreviations. (Refer chapter 1)	06	20%
2.	Phonetics: IPA Transcription Introduction to different accents (Refer chapter 2)	04	10%
3.	Identifying Common Errors in Writing: Tenses Subject-verb agreement Noun-pronoun agreement Misplaced modifiers Articles Prepositions Modal Auxiliaries Redundancies (Refer chapter 3)	06	20%

Sr. No.	Topics	Teaching Hours	Module Weightage
4.	Basic Writing Skills: Sentence Structures Use of phrases and clauses in sentences Importance of proper punctuation Creating coherence Organizing principles of paragraphs in documents. (Refer chapter 4)	04	10%
5.	Nature and Style of Writing: Describing Defining Classifying Writing introduction and conclusion. (Refer chapter 5)	06	20%
6.	Writing Practices: Comprehension Précis Writing Letter Writing Email etiquettes Abstract Memo writing. (Refer chapter 6)	06	20%

Suggested Specification table with Marks (Theory)

Distribution of Theory Marks					
R Level	U Level	A Level	N Level	E Level	C Level
10	10	20	20	20	20

Legends : R: Remembrance; U: Understanding; A: Application, N: Analyze and E: Evaluate C: Create and above Levels (Revised Bloom's Taxonomy)

Note : This specification table shall be treated as a general guideline for students and teachers. The actual distribution of marks in the question paper may vary slightly from above table.

□□□

Index

Chapter 1 : Word Formation.....	1-1 to 1-21
Chapter 2 : Phonetics.....	2-1 to 2-10
Chapter 3 : Identifying Common Errors in Writing.....	3-1 to 3-34
Chapter 4 : Basic Writing Skills.....	4-1 to 4-19
Chapter 5 : Nature and Style of Writing.....	5-1 to 5-8
Chapter 6 : Writing Practices.....	6-1 to 6-33

□□□

CHAPTER

1

Word Formation

University Prescribed Syllabus

Vocabulary building : Introduction to Word Formation, Types of word formation processes : compounding, clipping, blending, derivation, creative respelling, coining and borrowing, Acquaintance with prefixes and suffixes Synonyms, antonyms, and standard abbreviations.

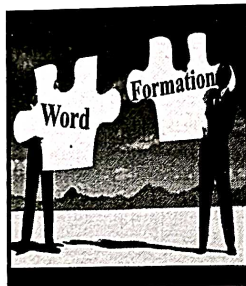
1.1 INTRODUCTION TO WORD FORMATION.....	1-2
1.2 TYPES OF WORD FORMATION PROCESS.....	1-2
1.2.1 Compounding.....	1-2
1.2.2 Clipping.....	1-5
1.2.3 Blending.....	1-6
1.2.4 Derivation.....	1-7
1.2.5 Creative Respelling.....	1-7
1.2.6 Coining.....	1-8
1.2.7 Borrowing.....	1-8
1.2.8 Prefix.....	1-9
1.2.9 Suffix.....	1-11
1.2.10 Synonyms.....	1-13
1.2.11 Antonyms.....	1-18
1.2.12 Standard Abbreviation.....	1-21
• Chapter Ends.....	1-21

1.1 INTRODUCTION TO WORD FORMATION

- In linguistics, word formation refers to the ways in which new words are formed using different word formation processes like, compounding, clipping, derivations. Prefix, suffix, creative respelling, abbreviation, etc.

- In The Cambridge Encyclopedia of the English Language, David Crystal writes about word formations :

"Most English vocabulary arises by making new lexemes out of old ones - either by adding an affix to previously existing forms, altering their word class, or combining them to produce compounds. These processes of construction are of interest to grammarians as well as lexicologists. ... but the importance of word-formation to the development of the lexicon is second to none. After all, almost any lexeme, whether Anglo-Saxon or foreign, can be given an affix, change its word class, or help make a compound. Alongside the Anglo-Saxon root in *kingly*, for example, we have the French root in *royally* and the Latin root in *regally*. There is no elitism here. The processes of affixation, conversion, and compounding are all great levelers."



- David Crystal, The Cambridge Encyclopedia of the English Language, 2nd ed. Cambridge University Press, 2003.

1.2 TYPES OF WORD FORMATION PROCESS

- Word formation can be defined as the formation of words in a language by using different word formation processes.
- The process through which new Words are formed is called word formation Process.
- There are few commonly practiced word formation processes. They are as follow :

1.2.1 Compounding

- *Compounding* is the word formation process in which two or more words combine into a single new word. Compounding occurs when two or more words are joined to make one longer word.
- The meaning of the compound may be similar to or different from the meaning of its components in isolation.
- The component stems of a compound may be of the same part of speech - as in the case of the English word *footpath*, composed of the two nouns *foot* and *path* - or they may belong to different parts of speech, as in the case of the English word *blackbird*, composed of the adjective *black* and the noun *bird*.

- Compound words may be written as one word or as two different words joined with a hyphen.

For Example :

Compound Nouns

Noun + Noun	- Bath tub - Girl friend - Birthday party - Chair parson - Garden restaurant	- Maid servant - Bag pipe - Table talk - Horse power
Verb + Noun	- Cut throat - Pick pocket - Dare devil - Break fast - Drop box	- Stop watch - Swim suit - Walk stick - Work place - Break fast
Noun + Verb	- Sun rise - Sun shine - Soft drink	- Disc throw - Nose bleed
Verb + Verb	- Make believe	
Adjective + Noun	- Free thinker - Short hand - Hard ware - Cold coffee	- Soft toy - Hard drive - Botanical garden
Prepositon + Noun	- In crown - Down town - Up date	- Up hill - Out door
Adverb + Noun	- After thought - After shock - Under tone	- Night mare - Under weight - Day dream
Verb + Prepositon	- Break through - Count down - Run through	- Login - Hold over - Drop out
Phrase Compounds	- Daughter/son in law - Mother/father in law	Brother/sister in law

Compound Verbs

Noun + Verb	- Shower bath - Sky drive - Brian wash - Back bite	- Window shop - Star gaze - Way lay
Adjective + Verb	- White wash - Fine tune - Safe guard	- Rough hew - fulfill
Preposition + Verb	- Overlook - Over reach - Out vote	- Overbook - Under sell
Adverb + Verb	Cross examine	

Compound Adjectives

Noun + Adjective	- Card carrying - Fun loving - Waterproof	- home sick - Ice cold
Verb + Adjective	Fail safe	
Adjective + Adjective	- Open ended - Red hot - Half blind	- Deaf mute - Bitter sweet
Adverb + Adjective	- Thinly covered - Cross modal - Wide spread	- Highly qualified - Broad based
Preposition + Adjective	- Over protected - Under fed - Upcoming	- Upbringing - Over qualified
Noun + Noun	Coffee table	
Verb + Noun	Roll neck	

Adjective + Noun	- High speed - Round table	- Red brick - White collar
Preposition + Noun	- In service - Off shore	In depth
Verb + Verb	- Kick stat - Go-go	Make believe
Adjective/ adverb + Verb	Low rise	High rise
Verb + Preposition	Take away	See through

1.2.2 Clipping

- Clipping is the word formation process in which a word is reduced or shortened without changing its meaning. In linguistics, clipping is the word formation process which consists in the reduction of a word to one of its parts. Clipping is also known as "truncation" or "shortening".
- As per the opinion of German linguist Hans Marchand, clippings are not coined as words belonging to the standard vocabulary of a language. They originate as terms of a special group like schools, army, police, the medical profession, etc., in the intimacy of a milieu where a hint is sufficient to indicate the whole.

For example :

- Exam - Examination	- Flu - Influenza
- Sitcom - Situational Comedy	- Alligator - gator

Clipping has four types

1. Final clipping, or Apocope
2. Initial Clipping or Apheresis
3. Medial Clipping or Syncope
4. Complex Clipping

1. Final Clipping, or Apocope

In the final clipping, the beginning of any word continues to be the same but the remaining or final part of the word is being removed.

For example :

1. Ad- Advertisement	2. Gas- Gasoline
3. Lab- Laboratory	4. Gym- Gymnasium
5. Pub- Public house	6. Memo- Memorandum

▶ 2. Initial Clipping or Apheresis

In the Initial clipping, the beginning of any word is being removed but the final part of the word continues to be the same.

For example :

1. Alligator- gator	2. Phone- Telephone
3. Bot- Robot	4. Chute- Parachute
5. Pick- Turnpike	6. Net-Internet

▶ 3. Medial Clipping or Syncope

In the medial clipping, the middle part of the word is being removed and the first and final part of the word is being joined together to create a new word. In English, we rarely found such words.

For example :

1. Maths - Mathematics	2. Ma'am - Madam
3. Fancy - Fantasy	4. Specs - Spectacles

▶ 4. Complex Clipping

In complex clipping, new words are formed by reducing middle part of compound words. As the border between Complex clipping and blending is not clear, sometimes it seems difficult to differentiate between the two.

For example:

1. Sitcom - Situational Comedy	2. Cablegram - Cable Telegram
3. Op art - Optical Art	4. Org man - Organization Man
5. Linocut - Linoleum Cut	6. Sci fi - Scientific Fiction

▶ 1.2.3 Blending

Blending is a word formation process in which parts of two or more words combine together to create a new word whose meaning is often a combination of the original words.

For example :

Advertisement	+	Entertainment	=	Advertainment
Biographical	+	Picture	=	Biopic
Breakfast	+	Lunch	=	Bunch
Chuckle	+	Snort	=	Chortle
Cybernetic	+	Organism	=	Cyborg

Guess	+	Estimate	=	Guesstimate
Hazardous	+	Material	=	Hazmat
Motor	+	Hotel	=	Motel
Prim	+	Sissy	=	Prissy
Simultaneous	+	Broadcast	=	Simulcast
Smoke	+	Fog	=	Smog
Spanish	+	English	=	Spanglish
Spoon	+	Fork	=	Spork
Telephone	+	Marathon	=	Teleton
Web	+	Seminar	=	Webinar

▶ 1.2.4 Derivation

Derivation is the word formation process in which new words are formed by the addition of affix before or after the existing word.

For example :

1. Kindness is derived from kind
2. Joyful is derived from joy
3. Amazement is derived from amaze
4. Speaker is derived from speak
5. National is derived from Nation

▶ 1.2.5 Creative Respelling

Sometimes words are formed by simply changing the spelling of a word that the speaker wants to relate to the new word. Name of product often involve creative respelling.

For example :

1. Mr. Kleen from Mr. Clean
2. Meiko from Metro
3. Coolgate from Colgate
4. Nokla from Nokia
5. Adidos from Adidas

1.2.6 Coining

Coining is the word formation process in which a new word is created either deliberately or accidentally without using the other formation process.

For example :

1. Google : Replaced word 'Search'
2. Xerox : Widely used for photocopy.
3. Escalator : Originally means to go forward in successive steps – now widely used for Electronic Stair Case

Some other examples for Coining are : aspirin, factoid, heroin, nylon, kerosene, band aid

Notice that many coinages start out as brand names for everyday items such as Kleenex for a facial tissue, Colgate for tooth paste, etc.

1.2.7 Borrowing

Borrowing is the word formation process in which a word from one language is borrowed directly or with some change into another language. The borrowed words are also known as loan words. English language is full of borrowed words.

For example :

1. Arabic - Algebra, Sofa, etc
2. Hebrew -Satan, Jubilee, Rabbi, etc
3. Chinese - Chow Mein, Ketch up, Typhoon, etc
4. Irish -Whiskey, Trousers, etc
5. Hindi - Yoga, Chapati, Shampoo, Jungle, etc
6. Italian - Pasta, Pizza, Paparazzi, Umbrella, Piano, Balcony, etc
6. Czech - Pistol, Robot, etc
7. German - Biology, Boxer, Ozone, etc
8. Japanese - Tsunami, Karaoke, Karate etc
9. Mexican - Taco, Burrito, etc
10. Portuguese -Verandah, Coconut, Almirah, Ayah, Caste, Peon, etc
11. Spanish -Barbecue, Alligator, etc
12. Turkish - Jacket, Yoghurt, etc
13. Sanskrit - avatar, karma, mahatma, swastika, etc.

1.2.8 Prefix

- In word formation, some words are formed with the help of prefix.
- A prefix is a syllable placed at the beginning of a word to qualify its meaning and to form a new word.
- Prefix helps us to create the negative, opposite word or to express relations of time place or manner.

For example :

Sr. No.	Prefix	Meaning	Example
1.	a-	On	asleep, aside, away, aright, aloft
2.	anti-	against/opposed to	anti-government, anti-racist, anti-war
3.	ambi-	on both side	ambivalent, ambiguous, ambidextrous
4.	ante-	Before	antechamber, antedate, antenatal
5.	auto-	Self	autobiography, automobile
6.	arch-	Chief	archbishop, arch-enemy, arch-villain
7.	bene-	Well	benediction, benevolent, benefit
8.	bi-	Two	bicycle, bigamy, bisect, biweekly
9.	circum-	Around	circumference, circumstance, circumscribe, circumvent
10.	co-	With	co-operative, coordinator, co-existence
11.	contra-	Against	contradict, controversy, contraceptive
12.	counter-	Against	counteract, counterattack, counterpart
13.	de-	Down	dethrone, defame, demoralize, denationalize
14.	de-	reverse or change	de-classify, decontaminate, demotivate
15.	demi-	Half	demi-official, demigod, demi-paradise
16.	dis-	reverse or remove	disagree, displeasure, disqualify
17.	dis-	Apart	disconnect, disorganize, dispassionate, discord
18.	down-	reduce or lower	downgrade, downhearted

Sr. No.	Prefix	Meaning	Example
19.	<i>em-</i>	in, on	embolden, embody, embark, emplane
20.	<i>en-</i>	in, on	endanger, engulf, enable, enrage, enlist
21.	<i>equi-</i>	Equally	equilateral, equilibrium, equivalent, equidistance,
22.	<i>ex-</i>	out of	expel, extract, extend, express, exhale
23.	<i>extra-</i>	Beyond	extraordinary, extraterrestrial, extravagant
24.	<i>hetero-</i>	Different	heterodox, heterogeneous
25.	<i>hexa-</i>	Six	hexagon, hexameter
26.	<i>hyper-</i>	over, extreme	hyperactive, hypertension, hypersensitive
27.	<i>il-, im-, in-, ir-</i>	Not	illegal, impossible, insecure, irregular
28.	<i>intra-</i>	Within	intramural, intravenous
29.	<i>inter-</i>	Between	interactive, international
30.	<i>male-</i>	ill, evil	malefactor, malevolent
31.	<i>mal-</i>	ill, evil	malignant, malicious
32.	<i>mal-</i>	ill, evil	maltreat, malpractice, malfunction
33.	<i>mid-</i>	Middle	midday, midnight, mid-october
34.	<i>mega-</i>	very big, important	megabyte, mega-deal, megaton
35.	<i>mis-</i>	incorrectly, badly	misaligned, mislead, misspell
36.	<i>mis-</i>	Ill	mischievous, mismanage, misrule, misbehave
37.	<i>mono-</i>	Alone	monogamy, monopoly, monosyllabic, monotony, monologue
38.	<i>non-</i>	Not	non-payment, non-smoking
39.	<i>omni-</i>	All	omnipresent, omnipotent, omniscient
40.	<i>over-</i>	Too much	overcook, overcharge, overrate

Sr. No.	Prefix	Meaning	Example
41.	<i>out-</i>	go beyond	outdo, out-perform, outrun
42.	<i>pan-</i>	All	pandemonium, pan-American, panacea
43.	<i>poly-</i>	Many	polygamy, polysyllabic, polyandry
44.	<i>post-</i>	After	post-election, post-war
45.	<i>pre-</i>	Before	prehistoric, pre-war
46.	<i>pro-</i>	in favor of	pro-communist, pro-democracy
47.	<i>pseudo-</i>	False	pseudo-classic, pseudo-scientist, pseudonym
48.	<i>re-</i>	Again	reconsider, redo, rewrite
49.	<i>semi-</i>	Half	semicircle, semi-retired
50.	<i>sub-</i>	under, below	submarine, sub-Saharan
51.	<i>super-</i>	above, beyond	super-hero, supermodel
52.	<i>sur-</i>	Over	surpass, surcharge, surplus, survive
53.	<i>tele-</i>	at a distance	television, telepathic
54.	<i>trans-</i>	Across	transatlantic, transfer
55.	<i>tri-</i>	Three	tricycle, triangle, tricolour
56.	<i>ultra-</i>	Extremely	ultra-compact, ultrasound
57.	<i>un-</i>	remove, reverse, not	undo, unpack, unhappy
58.	<i>under-</i>	less than, beneath	undercook, underestimate
59.	<i>up-</i>	make or move higher	upgrade, uphill
60.	<i>vice-</i>	in place of	vice-president, viceroy

1.2.9 Suffix

Some words are formed with the help of a suffix. A suffix is a syllable placed at the end of a word to qualify its meaning and form a new word.

For example :

Noun Suffix

Sr. No.	Suffix	Meaning	Example
1.	-acy	state or quality	democracy, accuracy, lunacy
2.	-al	the action or process of	remedial, denial, trial, criminal
3.	-ance, -ence	state or quality of	nuisance, ambience, tolerance
4.	-dom	place or state of being	freedom, stardom, boredom
5.	-er, -or	person or object that does a specified action	reader, creator, interpreter, inventor, collaborator, teacher
6.	-ism	doctrine, belief	Judaism, skepticism, escapism
7.	-ist	person or object that does a specified action	Geologist, protagonist, sexist, scientist, theorist, communist
8.	-ity, -ty	quality of	extremity, validity, enormity
9.	-ment	condition	enchantment, argument
10.	-ness	state of being	heaviness, highness, sickness
11.	-ship	position held	friendship, hardship, internship
12.	-sion, -tion	state of being	position, promotion, cohesion

Adjective Suffix

Sr. No.	Suffix	Meaning	Example
1.	-able, -ible	capable of being	edible, fallible, incredible, audible
2.	-al	having the form or character of	fiscal, thermal, herbal, colonial
3.	-esque	in a manner of or resembling	picturesque, burlesque, grotesque
4.	-ful	notable for	handful, playful, hopeful, skillful
5.	-ic, -ical	having the form or character of	psychological, hypocritical, methodical, nonsensical, musical
6.	-ious, -ous	characterized by	pious, jealous, religious, ridiculous
7.	-ish	having the quality of	squeamish, sheepish, childish
8.	-ive	having the nature of	inquisitive, informative, attentive
9.	-less	Without	meaningless, hopeless, homeless
10.	-y	characterized by	dainty, beauty, airy, jealousy

Verb Suffix

Sr. No.	Suffix	Meaning	Example
1.	-ate	Become	mediate, collaborate, create
2.	-en	Become	sharpen, strengthen, loosen
3.	-ify, -fy	make or become	justify, simplify, magnify, satisfy
4.	-ise, -ize	Become	publicize, synthesize, hypnotize

Adverb Suffixes

Sr. No.	Suffix	Meaning	Example
1.	-ly	related to or quality	softly, slowly, happily, crazily, madly
2.	-ward, -wards	Direction	towards, afterwards, backwards, inward
3.	-wise	in relation to	otherwise, likewise, clockwise

1.2.10 Synonyms

- Synonyms are words of the same grammatical class that have a similar meaning. No word means exactly the same as any other word and therefore there are no exact synonyms with identical meaning in English.
- Certain words may convey the same general notion, e.g. slay, kill, murder, execute. Though they are used in different sense and in different contexts, they may be treated as synonyms.

List of Synonyms

Word	Synonyms	Word	Synonyms
Abandon	Forsake	Amiable	Friendly
Able	Capable	Amount	Quantity
Accomplish	Accomplish	Angry	Mad/ Irritated
Accurate	Precise	Arrive	Reach
Active	Athletic	Ask	Enquire
Admit	Confess	Assist	Help
Agree	Consent	Assure	Guarantee
Aim	Goal/ Purpose	Attire	Dress
Alike	Same	Away	Absent

Word	Synonyms	Word	Synonyms
All	Every	Awful	Terrible/ Bad
Allow	Permit	Bargain	Deal
Begin	Begin	Beginner	Novice/ Amateur
Behave	Act	Belly	Stomach
Below	Under	Big	Vast/ Large
Blank	Empty	Blend	Mix
Bother	Annoy	Brave	Courageous
Broad	Wide	Brute	Rough/ Violent
Bucket	Pail	Bunny	Rabbit
Business	Trade	Buy	Purchase
Center	Middle	Chiefly	Mainly
Child	Kid	Choose	Select/ Pick
Chop	Cut	Close	Shut
Coat	Jacket	Cold	Chilly/ Freezing
Competent	Capable	Complete	Finish
Complex	Complicated	Connect	Join
Cope	Manage	Couch	Sofa
Coarse	Rough	Crash	Accident
Crook	Criminal	Cry	Weep
Cunning	Clever	Danger	Harm
Daybreak	Dawn/ Sunrise	Dear	Expensive
Defective	Faulty	Delicious	Yummy
Demolish	Destroy/ Wreck	Demonstrate	Protest
Denounce	Blame/ Indict	Dense	Thick/ Heavy
Depart	Leave	Despise	Hate/ Detest /

Word	Synonyms	Word	Synonyms
Destiny	Fate	Destitute	Poor / Penniless
Detach	Remove	Deter	Hinder
Determined	Sure/ Convinced	Different	Diverse
Difficult	Hard	Diminish	Decrease
Disappear	Vanish	Disclose	Reveal
Down	Below	Earth	Ground
Easy	Simple	Encourage	Urge
End	Finish/ Conclude	Enlarge	Magnify
Enormous	Huge	Enquire	Investigate
Evaluate	Assess	Everlasting	Eternal
Extra	Additional	Faithful	Loyal/ Devoted
Fall	Drop	False	Untrue
Famous	Renowned	Fantastic	Great
Fast	Quick	Father	Dad
Find	Discover	Fix	Repair / Mend
Fool	Idiot	Forbid	Prohibit / Ban
Forgive	Pardon	Former	Previous
Fraction	Part/ Portion/ Segment	Fragrance	Perfume
Frank	Candid	Freedom	Liberty
Frenzy	Fury/ Rage	Fresh	Unused / New
Fun	Enjoyment	Funny	Amusing / Entertaining
Furious	Angry	Gain	Acquire / Obtain
Gallant	Chivalrous	Garbage	Trash / Rubbish
Gather	Collect	Gaunt	Scrawny / Skinny / Thin
Gentle	Tender	Glad	Happy / Pleased / Delighted

Word	Synonyms	Word	Synonyms
Gift	Present	Great	Grand
Hat	Cap	Have	Own / Possess
Help	Assist	Hot	Boiling
House	Home	Idea	Thought
Important	Significant	Infant	Baby
Inspect	Examine	Interesting	Exciting
Job	Occupation / Work	Jungle	Forest
Keep	Hold	Kind	Helpful
Last	Final / Ultimate	Late	Tardy
Laugh	Giggle	Learn	Study
Listen	Hear	Long	Endless
Look	Glance / See / Watch / View	Loud	Noisy
Lucky	Fortunate	Many	Numerous
Misery	Distress/ Hardship	Mistake	Error
Mix	Stir / Mingle / Blend	Mother	Mom
Naughty	Mischievous	Nearly	Almost
Neat	Tidy	Occur	Happen
Odd	Strange / Queer / Weird	Old	Ancient
Opportunity	Chance	Outside	Exterior
Page	Sheet	Particular	Specific
Pastime	Hobby	Perform	Act/ Carry out
Place	Put	Play	Frolic
Polite	Courteous	Popular	Favorite
Precarious	Uncertain / Insecure	Pretty	Beautiful
Prompt	Immediate / Instant	Pull	Tug

Word	Synonyms	Word	Synonyms
Push	Shove	Quake	Tremble
Quiet	Peaceful	Quite	Fairly/ Pretty
Real	Genuine / True	Raise	Lift
Receive	Get	Regret	Remorse
Reject	Deny / Refuse	Reliable	Dependable/ Trustworthy
Remark	Comment	Renew	Resume
Rescue	Rescue	Respect	Honor
Respond	Reply / Answer	Rest	Relax
Right	Correct / Proper	Rich	Wealthy
Round	Circular	Rule	Law
Sack	Bag	Sad	Unhappy
Say	Tell	Scared	Frightened
Shop	Store	Shout	Scream / Yell
Shy	Bashful / Timid	Sick	Ill
Sincere	Honest	Slim	Slender / Thin
Small	Little / Tiny	Smart	Brilliant / Intelligent
Sniff	Smell	Split	Divide
Stone	Rock	Story	Tale
Sure	Certain	Taxi	Cab
Temper	Mood	Thankful	Grateful
Transform	Convert	Trip	Journey
Trust	Believe	Try	Attempt
Uncooked	Raw	Unfortunate	Unlucky
Unlawful	Illegal	Unmarried	Single
Usually	Generally	Value	Worth

Word	Synonyms	Word	Synonyms
Walk	Stroll	Want	Desire
Winner	Victor	Woman	Lady
Wonderful	Wonderful	Writer	Author
Wrong	Incorrect	Yearly	Annually

1.2.11 Antonyms

Antonyms are the words of same grammatical class that have opposite meanings

List of antonyms

Word	Antonym	Word	Antonym
above	Below	Achieve	Fail
absent	Present	add	Subtract
Abundant	Scarce	Adjacent	Distant
accept	decline, refuse	Admire	Detest
Accident	Intent	admit	deny, reject
accomplishment	Failure	adore	Hate
accurate	Inaccurate	Advance	Retreat
advantage	Disadvantage	affirm	Deny
Afraid	Confident	After	Before
Back	Front	Backward	Forward
Bad	Good	Beautiful	Ugly
Before	After	Begin	End
Below	Above	Blame	Praise
best	Worst	Bitter	Sweet
Bound	Free	Bottom	Top
Borrow	Lend	bright	Dull
Build	Destroy	Captive	Free

Word	Antonym	Word	Antonym
cause	Effect	Cheap	expensive
Child	Adult	Clever	Stupid
Combine	Separate	Common	Rare
Complex	Simple	Constant	Variable
Demand	Supply	Despair	Hope
Destroy	Create	discourage	Encourage
Dry	Moist	Evil	Good
Export	Import	Fancy	Plain
Feeble	sturdy, strong	Firm	Flabby
fade	Brighten	Foolish	Wise
Frank	Secretive	frequent	Seldom
Gather	Distribute	Generous	Stingy
Gentle	rough, violent	Giant	Tiny
Gloomy	Cheerful	Grow	Shrink
Harsh	Mild	Hasten	Dawdle
Help	Hinder	horizontal	Vertical
Humble	Proud	Hopeful	Hopeless
Ignore	Notice	Imitation	Genuine
immigrate	Emigrate	Important	Trivial
Innocent	Guilty	intentional	Accidental
jeopardize	Secure	join	Separate
Justice	Injustice	Just	Unjust
Keen	Uninterested	Kind	cruel, nasty
knowledge	Ignorance	Known	Unknown
lack	abundance, plenty	landlord	Tenant

Word	Antonym	Word	Antonym
lawful	Illegal	Lengthen	shorten
Limited	Boundless	Loose	Tight
Lofty	Lowly	Loud	Quiet
Mean	Generous	Melt	Freeze
Merry	Sad	Mend	Break
Messy	Neat	Miser	Spendthrift
Natural	Artificial	Negative	Affirmative
None	Some	Notice	Ignore
Near	far, distant	Narrow	wide, broad
occasionally	Frequently	Often	seldom, sometimes
Opposite	same, similar	Optimist	Pessimist
outskirts	Centre	Order	Mess
Permit	Forbid	Plentiful	Scarce
prudent	imprudent	Push	Pull
Peace	War	polite	rude, impolite
Quick	Slow	Quiet	loud, noisy
Rapid	Slow	Rare	Common
Reduce	Increase	Rough	smooth, soft
Rude	Courteous	Rest	Work
Scatter	Collect	Serious	trivial, funny
shallow	Deep	Same	opposite, different
Shrink	Grow	Sink	Float
Solid	Liquid	Sour	Sweet
straight	Crooked	Strict	lenient, indulgent
Tame	Wild	Together	Apart

Word	Antonym	Word	Antonym
transparent	Opaque	Truth	lie
Unity	Division	Unfold	Fold
Vacant	Occupied	Vanish	Appear
Virtue	Vice	Voluntary	Compulsory
Wax	Wane	Wet	Dry
war	Peace	Wisdom	folly, stupidity
Worse	Better	Worst	Best
Young	Old	zip	Unzip

1.2.12 Standard Abbreviation

Abbreviation is a process of word formation in which we abbreviate names or phrases by referring to them with their initials.

For example:

1. approx. – approximately	2. Ph.D.- Doctor of Philosophy
3. apt. – apartment	4. M.D. - Managing Director
5. est. – established	6. CEO - Chief Executive Officer
7. dept. – department	8. UN- United Nation
9. E.T.A. - estimated time of arrival	10. BC- Before Christ
11. Mr. – Mister	12. CCTV- Closed Circuit Television
13. temp. – temperature	14. Ltd- Limited
15. vs. – versus	16. FAQ- Frequently Asked Questions
17. Dr.- doctor	18. COD- Cash on Delivery
19. B.E.- Bachelor of Engineering	20. B.A. - Bachelor of Arts

Word	Antonym	Word	Antonym
lawful	Illegal	Lengthen	shorten
Limited	Boundless	Loose	Tight
Lofty	Lowly	Loud	Quiet
Mean	Generous	Melt	Freeze
Merry	Sad	Mend	Break
Messy	Neat	Miser	Spendthrift
Natural	Artificial	Negative	Affirmative
None	Some	Notice	Ignore
Near	far, distant	Narrow	wide, broad
occasionally	Frequently	Often	seldom, sometimes
Opposite	same, similar	Optimist	Pessimist
ourskirts	Centre	Order	Mess
Permit	Forbid	Plentiful	Scarce
prudent	imprudent	Push	Pull
Peace	War	polite	rude, impolite
Quick	Slow	Quiet	loud, noisy
Rapid	Slow	Rare	Common
Reduce	Increase	Rough	smooth, soft
Rude	Courteous	Rest	Work
Scatter	Collect	Serious	trivial, funny
shallow	Deep	Same	opposite, different
Shrink	Grow	Sink	Float
Solid	Liquid	Sour	Sweet
straight	Crooked	Strict	lenient, indulgent
Tame	Wild	Together	Apart

Word	Antonym	Word	Antonym
transparent	Opaque	Truth	lie
Unity	Division	Unfold	Fold
Vacant	Occupied	Vanish	Appear
Virtue	Vice	Voluntary	Compulsory
Wax	Wane	Wet	Dry
war	Peace	Wisdom	folly, stupidity
Worse	Better	Worst	Best
Young	Old	zip	Unzip

1.2.12 Standard Abbreviation

Abbreviation is a process of word formation in which we abbreviate names or phrases by referring to them with their initials.

For example:

1. approx. – approximately	2. Ph.D.- Doctor of Philosophy
3. apt. – apartment	4. M.D. - Managing Director
5. est. – established	6. CEO - Chief Executive Officer
7. dept. – department	8. UN- United Nation
9. E.T.A. - estimated time of arrival	10. BC- Before Christ
11. Mr. – Mister	12. CCTV- Closed Circuit Television
13. temp. – temperature	14. Ltd- Limited
15. vs. – versus	16. FAQ- Frequently Asked Questions
17. Dr.- doctor	18. COD- Cash on Delivery
19. B.E.- Bachelor of Engineering	20. B.A. - Bachelor of Arts

CHAPTER 2 Phonetics

University Prescribed Syllabus

Phonetics
IPA, Transcription, Introduction to different accents.

2.1	WHAT IS PHONETICS ?	2-2
2.2	IPA	2-2
2.3	THE AIR-STREAM MECHANISM	2-3
2.4	ORGANS OF SPEECH	2-4
2.5	SOUNDS IN ENGLISH PHONETICS	2-5
2.6	PHONETIC TRANSCRIPTION	2-7
2.7	INTRODUCTION TO DIFFERENT ACCENTS	2-8
•	Chapter Ends	2-10

2.1 WHAT IS PHONETICS?

Phonetics is the systematic study of speech sounds and their production, audition, and perception. It is the branch of linguistics that deals with the speech sounds and their combination, description and representation by written symbols. It is the systematic study of speech and the sounds of language. Many phonetics symbols e.g. /p/, /s/, /k/ sound exactly like the most common pronunciation of the letter they look like. Phonetics can deal with the speech sounds of any language.

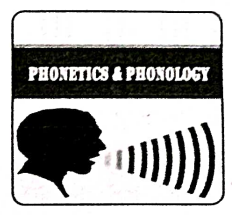


Fig. 2.1.1

- English uses pulmonic aggressive air-stream mechanism for the production of speech sounds.
- The pulmonic air coming from the lungs is changed into a sound by an organ called Larynx present in the throat.
- Various organs of speech also participate in the production and the transmission of different speech sounds.
- The vocal cords in the throat play a significant role in the production of speech.
- The vocal cords have two main functions. They determine the pitch of one's voice and also give voice to our speech sounds i.e. they determine whether a speech sound is voiced or voiceless.

2.2 IPA

- In English, there are twenty-six letters but they have forty-four sounds (44). The sounds of English are divided into two main categories; the vowels and the consonants. All these are represented by specific symbols.
- The source of symbols is the International Phonetic Alphabet (IPA), a system of transcription which attempt to represent each sound of human speech using symbols.
- The IPA uses a single symbol to describe each sound in a language. If a letter in a word is silent, there will be no IPA symbol used in the transcriptions.
- The IPA can be helpful for studying a language, especially languages that use letters that are silent or have multiple pronunciations.
- Languages like Arabic and Spanish are consistent in their spelling and pronunciation - each letter represents a single sound which rarely varies. English is different.
- It has many letters with two or more sounds and many letters that are silent.

Consonants

/b/ - bad, lab	/r/ - red, try
/d/ - did, lady	/s/ - sun, miss
/f/ - find, if	/ʃ/ - she, crash
/g/ - give, flag	/t/ - tea, getting
/h/ - how, hello	/tʃ/ - check, church
/j/ - yes, yellow	/θ/ - think, both
/k/ - cat, back	/ð/ - this, mother
/l/ - leg, little	/v/ - voice, five
/m/ - man, lemon	/w/ - wet, window
/n/ - no, ten	/z/ - zoo, lazy
/ŋ/ - sing, finger	/ʒ/ - pleasure, vision
/p/ - pet, map	/dʒ/ - just, large

Vowels

/ʌ/ - cup, luck	/ɪ/ - hit, sitting
/ɑː/ - arm, father	/iː/ - see, heat
/æ/ - cat, black	/ɒ/ - hot, rock
/e/ - met, bed	/ɔː/ - call, four
/ə/ - away, cinema	/ʊ/ - put, could
/ɑː/ - turn, large	/uː/ - blue, food

Diphthongs

/aɪ/ - five, eye	/ɔɪ/ - boy, join
/aʊ/ - now, out	/eə/ - where, air
/eɪ/ - say, eight	/ɪə/ - near, here
/oʊ/ - go, home	/ʊə/ - pure, tourist

2.3 THE AIR-STREAM MECHANISM

- For the production of speech we need an air-stream mechanism. There are three types of air-stream mechanisms.
 - (a) Pulmonic (consisting of the lungs and the respiratory muscles which set the air-stream in motion).
 - (b) Glottalic (in which the larynx, with the glottis firmly closed, is moved up or down to initiate the air-stream).
 - (c) Velaric (in which the back of the tongue is in firm contact with the soft palate, and it is pushed forward or pulled forward or pulled back to initiate the air-stream).

- For the sounds of English and most Indian languages, we generally make use of pulmonic egressive air-stream mechanism, i.e. the air is pushed out of the lungs.

2.4 ORGANS OF SPEECH

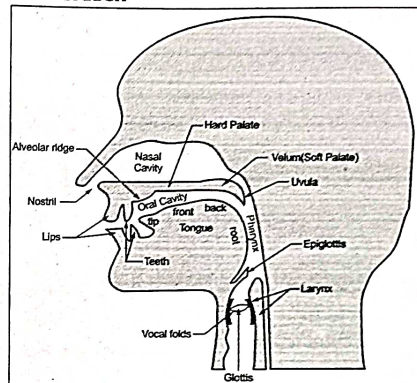


Fig. 2.4.1

- The organs of the human body, which produce speech sounds, are together called organs of speech.
- The organs of speech can be studied under three systems - articulatory, phonatory and respiratory systems.
- Articulatory system comprises of pharynx and oral and nasal cavities. The chief articulators in this system are lips, teeth (upper and lower), hard palate, soft palate/velum, uvula and tongue.
- Tongue has three parts - tip, blade/front and back.
- Phonatory system consists of trachea and larynx. Vocal cords and glottis are situated in the larynx.
- Respiratory system comprises of lungs and bronchial tubes.
 - o **The vocal cords** : The vocal cords are two elastic folds situated in the Adam's apple. The opening between the vocal cords is called the glottis. The air-stream travels upwards from the lungs through the vocal cords. When the vocal cords vibrate, voiced sounds are produced. *Sounds produced without the vibration of the vocal cords are known as voiceless sound.*
 - o **The lips** : Lips are important part of the articulatory system.
 - o **The tongue** : Among the organs of speech, the tongue is the chief articulator. The tongue has three parts: the tip, the blade and the back. Any one of these three may be used in the production of a sound.
 - o **The teeth-ridge** : The teeth-ridge is situated behind the upper row of teeth. Sounds produced with the tongue touching the teeth-ridge are known as alveolar sounds.

- o The **palate** : The palate forms the roof of the mouth. The palate has two parts - the hard palate and the soft palate, which is also called the velum. If you run the tongue along the surface of the roof, you will find the first half of the palate hard and the second half soft.

2.5 SOUNDS IN ENGLISH PHONETICS

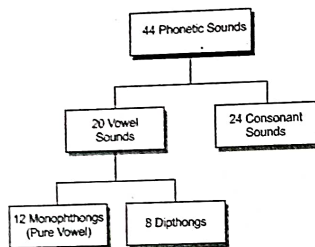


Fig. 2.5.1

- The **44 sounds** in English Phonetics are categorized into consonants and vowels. There are **24 consonants** and **20 vowels**. The **20 vowels** are divided into two groups :

1. Pure vowels 12 and diphthongs 8
2. Consonants and Vowels

- The distinction between consonants and vowels :

- o If the air, once out of the glottis, is allowed to pass freely through the resonators, the sound is a vowel; All the vowel sounds are voiced.
- o If the air, once out of the glottis, is obstructed, partially or totally, in one or more places, the sound is a consonant. Some consonants are voiced and some are voiceless.

- Consonant sounds are classified according to three features of articulation.

- o Vocal fold activity/Force of articulation
- o Place of articulation
- o Manner of articulation

1. Vocal fold activity / Force of articulation

- Consonant sounds which are pronounced with vocal fold vibration are known as **voiced/voice sounds**.
- Consonant sounds which are pronounced without vocal fold vibration are known as **voiceless/unvoiced sounds**.

Voice sounds : /b, d, g, m, w, v, ð, z, n, l, r, dʒ, ʒ, j, ŋ, /

Unvoiced sounds : /p, t, θ, f, k, s, ʃ, h /

2. Place of Articulation

- Bilabial** : The lips come together, the lower lip is active. The tongue remains in the rest position. E. g. /p, m, b, v /
- Labio-dentals** : The lower lip touches the upper front teeth; the tongue is in rest position. E. g. /f, v /
- Dental** : The tip of the tongue touches the back of the upper teeth. e. g. / θ, ð, /
- Alveolars** : The tip/blade of the tongue touches alveolar (tooth) ridge. E. g. /t, d, s, z, n, l, r /
- Palato alveolar** : The tip of the tongue touches the tooth ridge. The tongue is raised towards the hard palate. e. g. / ʃ, dʒ, ʒ, ʒ /
- Palatals** : The front of the tongue touches the hard palate. e. g. / j /
- Velars** : The back of the tongue is contact with soft palate. e. g. /k, g, ŋ /
- Glottal** : the vocal cords come together completely or partially. e. g. /h /

3. Manner of articulation

- Plosives/Stops** : Total closure during which air pressure builds up followed by a sudden release of air. e. g. /p, b, t, d, k, g /.
- Fricatives** : Breath is forced through a narrow opening, resulting in a hissing sound. e. g. /f, v, θ, ð, s, z, ʃ, ʒ, N, /.
- Affricates** : sounds that begin as plosives and then became fricatives. e. g. / tʃ, dʒ /.
- Nasals** : Air is forced to pass through the nose only with the lowering of the soft palate and total closure of the mouth. e. g. /m, n, ŋ /.
- Laterals** : Air is allowed to escape around the sides of the tongue. e. g. /l /.
- Approximants/Semi-vowels** : Sounds having the qualities of both a vowel and a consonant. e. g. /w, r, j /.

The 24 distinctive consonants are tabulated below															
Place → Manner ↓	Bilabial		Labio dental		Dental		Alveolar		Post alveolar	Palate alveolar		Palatal		Velar	Glottal
	v/	v/	v/	v/	v/	v/	v/	v/	v/	v/	v/	v/	v/	v/	v/
Plosive	P	b					t	d							
Affricate										tʃ	dʒ				
Fricative			F	V	θ	ð	s	Z		ʃ	ʒ				h
Nasal		m						n						ŋ	
Lateral							l								
Approximants Or (Semi-vowel)		w							r				ɹ		

2.6 PHONETIC TRANSCRIPTION

- In English there is no one-to-one correspondence between spelling and sound.
- To illustrate this point from English, a letter of the alphabet may stand for different sounds, or combination of sounds, in different words, and conversely, a given sound may be represented by different letters, or combination of letters, in different words.
- An example of the first type is the letter u in the words cut, put, rude, minute, bury, and university.
- An example of the second type may be the k - sound represented differently in different words: by the letter k in kit, ck in rock, c in cut, ce in acclaim, ch in chemistry, and qu in queen.
- Because of such a mismatch between spelling and sound, a learner of a language like English cannot be sure of how to pronounce a word that he encounters for the first time in the written form.
- Apart from this: in English language there are certain sounds which are silent.
- The English language is full of words whose written form can be deceptive. The result is a series of words which are written in a way which seems very different from their sound.
- It is very necessary for us to understand them carefully as such silent sounds are omitted while transcribing words phonetically. As the transcription is something related to speech sound there is no place for silent sounds in it.
- **For Example :**
 - o **Silent A :** Artistically, logically, musically, romantically, stoically, etc
 - o **Silent B :** Climb, comb, crumbs, debt, doubt, numb, subtle, thumb, tomb, etc
 - o **Silent C :** Acquire, muscle, scissors, etc
 - o **Silent D :** Wednesday, sandwich, handsome, edge, bridge, etc
 - o **Silent E :** Haie, name, like, breathe, etc
 - o **Silent G :** Sign, champagne, gnaw, high, light, reign, though, through, etc
 - o **Silent H :** Honest, ghost, heir, hour, what, whether, etc
 - o **Silent K :** Knead, knife, knight, knock, knot, know, etc
 - o **Silent L :** Would, should, calf, half, salmon, talk, yolk, etc
 - o **Silent N :** Autumn, column, condemn, damn, hymn, solemn, etc
 - o **Silent P :** Corps, coup, pneumonia, psychology, receipt, etc
 - o **Silent R :** Butter, finger, surprise
 - o **Silent S :** Aisle, island, debris, apropos, bourgeois, etc
 - o **Silent T :** Asthma, ballet, castle, gourmet, listen, rapport, ricochet, soften, etc
 - o **Silent U :** Colleague, guess, guard, guide, guilt, guitar, tongue, etc
 - o **Silent V :** Answer, sword, two, whole, wrist, write, who, etc
 - o **Silent W :** Answer, sword, two, whole, wrist, write, who, etc

Let us try to transcribe some words phonetically.

Table 2.6.1

Word	Transcription	Word	Transcription
About	/ə'baʊt/	Child	/tʃaɪld/
Psychology	/saɪ'kɒ.lədʒi/	Business	/'bɪznəs/
Photo	/'fəʊtəʊ/	Under	/'ʌndə/
Course	/kɔ:rs/	Something	/'sʌmθɪŋ/
Company	/'kʌmpəni/	English	/'ɪŋɡlɪʃ/
People	/'pi:pl/	Point	/'pɔɪnt/
Between	/'bi:twɪn/	General	/'dʒenrəl/
Think	/θɪŋk/	Development	/'di:veləpmənt/
Half	/hæf/	Information	/'ɪnfə'meɪʃn/
Young	/jʌŋ/	Percent	/'pɜ:sənt/
Month	/'mʌnθ/	Social	/'soʊʃl/
Allow	/ə'laʊ/	Both	/'bəʊθ/
Important	/'ɪm'pɔ:rtnt/	Enough	/'i:naʊ/
Character	/'kærəktə/	Xerox	/'zɪrəks/
Result	/'rɪ:zlt/	Ghost	/'gəʊst/
Himself	/'hɪm'self/	Law	/'lɔ:/
Happen	/'hæpən/	Modest	/'mɔ:dist/
Carry	/'kæri/	Place	/'pleɪs/
Early	/'ɜ:li/	Book	/'bʊk/
Political	/'pɒ'lɪtɪkəl/	Large	/'lɑ:rdʒ/

2.7 INTRODUCTION TO DIFFERENT ACCENTS

- The word is linguistic entity composed of one or more phonemes.
- The word "I", "Oh" consists of one phoneme each. The diphthongs /aɪ/ and /aʊ/ respectively.
- The words bee and saw have two phonemes each - /b/ and /i:/, /s/ and /ɔ:/ respectively.

- Though the words cited above have different number of phonemes each, all of them have one syllable each- all of them are monosyllabic words.
- There are a number of words in every language which have more than one syllable. The English words argue and doctor have two syllables each. These words have a strong syllable and a weak syllable and that is why they will be accented like...
 1. ARGue
 2. DOctor
- Words like compute and agree have a weak syllable and a strong syllable that is why they will be accented like...
 1. comPUter
 2. sGREE
- The syllable that is pronounced more prominently than the others in the same word is said to be accented or to receive accent.
- Different dictionaries mark word accent in different ways. Generally...
 - o **Primary accent** is marked with a vertical bar above and in front of the syllable to which it refers.
For Example, /s'baʊl/
 - o **Secondary accent** is marked with a vertical bar below and in front of the syllable to which it refers.
For Example, /eco,nomic/
- There are certain rules which help us to understand where to put primary and secondary accent and which help us to spell words correctly.
 - o **Accent Rule 1** : Each word with two or more syllables has one syllable whose vowel is accented. For example, for-gét. Accents are very important to spelling rules. *Accented* means that the sound of that vowel is stressed, or louder, than those in other syllables.
 - o **Accent Rule 2** : A long word may have more than one accent. The vowel that is stressed more or most is called the *primary accent*. The primary accent is key to many of the spelling rules. A second accented vowel is called the *secondary accent*. For example, cón-ver-sá-tion. Very long words can have even more stressed vowel sounds, but only one primary accent.
 - o **Accent Rule 3** : The primary accent is usually on the root before a double consonant. For example, for-gét-ting.
 - o **Accent Rule 4** : Unaccented vowel sounds frequently have the soft /uh/ schwa sound, especially when there is only one letter in the syllable. All vowels can have the schwa sound. For example, the a in a-boút.
 - o **Accent Rule 5** : The primary accent is usually on the first syllable in two-syllable words. For example, páy-ment.
 - o **Accent Rule 6** : The primary accent is usually on the second syllable of two-syllable words that have a prefix in the first syllable and a root in the second syllable. For example, dis-tráct.
 - o **Accent Rule 7** : For two-syllable words that act as both nouns and verbs, the primary accent is usually on the prefix (first syllable) of the noun and on the root (second syllable) of the verb. For example, pró-duce as a noun; pro-duce as a verb.

- o **Accent Rule 8** : The primary accent is usually on the first syllable in three-syllable words, if that syllable is a root. For example, chár-ac-ter.
- o **Accent Rule 9** : The primary accent is usually on the second syllable in three-syllable words that are formed by a prefix-root-suffix. For example, In-vést-ment.
- o **Accent Rule 10** : The primary accent is usually on the second syllable in four-syllable words. For example, In-tél-li-gent.

Examples :

Table 2.7.1

Word	Transcription (with accents)	Word	Transcription (with accents)
Enough	/ɪ'naʊ/	Economic	/i:kə'nɒmɪk/
Photograph	/fəʊtə,grɑ:f/	Academic	/ækə'demɪk/
Delegate	/dɪ'leɪgət/	Explanation	/ɪk'splə'neɪʃn/
Deliberation	/dɪ,lɪ'bə'reɪʃn/	Environmental	/ɪn,və'raɪnməntl/
Generosity	/dʒenə'resəti/	Chronology	/krə'nɒlədʒi/

CHAPTER 3

Identifying Common Errors in Writing

University Prescribed Syllabus

Identifying Common Errors in Writing : Tenses, Subject-verb agreement, Noun-pronoun agreement, Misplaced modifiers, Articles, Prepositions, Modal Auxiliaries, Redundancies.

3.1	TENSES	3-2
3.1.1	Simple Present Tense	3-2
3.1.2	Simple Past Tense	3-3
3.1.3	Simple Future Tense	3-4
3.1.4	Present Continuous Tense	3-5
3.1.5	Past Continuous Tense	3-6
3.1.6	Future Continuous Tense	3-7
3.1.7	Present Perfect Tense	3-8
3.1.8	Past Perfect Tense	3-10
3.1.9	Future Perfect Tense	3-10
3.1.10	Present Perfect Continuous Tense	3-11
3.1.11	Past Perfect Continuous Tense	3-12
3.1.12	Future Perfect Continuous Tense	3-12
3.2	SUBJECT-VERB AGREEMENT	3-13
3.3	NOUN-PRONOUN AGREEMENT	3-15
3.4	MISPLACED MODIFIERS	3-17
3.5	ARTICLES	3-19
3.6	PREPOSITIONS	3-22
3.7	Modal Auxiliaries	3-25
3.7.1	Shall	3-26
3.7.2	Will	3-26
3.7.3	Should	3-27
3.7.4	Would	3-28
3.7.5	Can	3-28
3.7.6	Could	3-29
3.7.7	May	3-29
3.7.8	Might	3-29
3.7.9	Must	3-30
3.7.10	Ought	3-30
3.7.11	Need	3-31
3.7.12	Dare	3-31
3.8	REDUNDANCIES	3-31
	• Chapter Ends	3-34

Errors in writing are the result of incorrect use of grammar. It is very necessary to understand correct use of grammar which includes articles, preposition, tenses, subject-verb agreement, noun-pronoun agreement, modal auxiliaries etc. For the fluent and correct use of English language, one must understand and master the rules of English grammar.



3.1 TENSES

Tenses shows,

1. The time of a action
2. Its degree of completeness

For each tense there are four different forms :

1. **Simple** : This denotes present, past of future time. It is simplest form as "I see", "I saw", or "I shall see".
2. **Continuous**: This denoted that the event is still continuing or not yet completed as "I am seeing", "I was seeing", etc.
3. **Perfect** : This denotes that the event is a complete or perfect state as "I have seen", "I had seen", etc.
4. **Perfect Continuous** : This combines the meaning of the two proceeding forms as "I have been seeing".

3.1.1 Simple Present Tense

Active form : subject + verb + object

	Singular	Plural
1 st Person	I like Pizza.	We like Pizza.
2 nd Person	You like Pizza.	You like Pizza.
3 rd Person	Lata likes Pizza.	They like Pizza.

Passive form : object + am/is/are + verb (PP) + by + subject

	Singular	Plural
1 st Person	Pizza is liked by me.	Pizza is liked by us.
2 nd Person	Pizza is liked by you.	Pizza is liked by you.
3 rd Person	Pizza is liked by Lata.	Pizza is liked by them.

Use of Simple Present Tense

1. When something is generally or always true.
 - o People need food.
 - o It snows in winter here.
 - o Two and two make four.

2. For a situation that we think is more or less permanent.
 - o Where do you live?
 - o She works in a bank.
 - o I don't like mushrooms.
3. Habits or things that we do regularly.
 - o Do you smoke?
 - o I play tennis every Tuesday.
 - o I don't travel very often.
4. Short actions that are happening now.
 - o He takes the ball, he runs down the wing, and he scores!
5. To talk about the future when we are discussing a timetable or a fixed plan.
 - o School begins at nine tomorrow.
 - o What time does the film start?
 - o The plane doesn't arrive at seven, it arrives at seven thirty.
6. To talk about the future after words like 'when', 'until', 'after', 'before' and 'as soon as'.
 - o I will call you when I have time. (Not 'will have'.)
 - o I won't go out until it stops raining.
 - o I'm going to make dinner after I watch the news.
7. In the first and the zero conditionals.
 - o If it rains, we won't come.
 - o If you heat water to 100 degrees, it boils.

3.1.2 Simple Past Tense

Active form : subject + verb (Past) + object

	Singular	Plural
1 st Person	I saw an accident.	We saw an accident.
2 nd Person	You saw an accident.	You saw an accident.
3 rd Person	Raj saw an accident.	They saw an accident.

Passive form : object + was/were + verb (PP) + subject

	Singular	Plural
1 st Person	An accident was seen by me.	An accident was seen by us.
2 nd Person	An accident was seen by you.	An accident was seen by you.
3 rd Person	An accident was seen by Raj.	An accident was seen by them.

3.1.3 Use of Simple Past Tense

1. With finished actions, states or habits in the past when we have a finished time word (yesterday, last week, at 2 o'clock, in 2003).
 - o I went to the cinema yesterday.
 - o We spent a lot of time at Japan in 2007.
2. With finished actions, states or habits in the past when we know from general knowledge that the time period has finished. This includes when the person we are talking about is dead.
 - o Leonardo painted the Mona Lisa.
 - o The Vikings invaded Britain.
3. With finished actions, states or habits in the past that we have introduced with the present perfect or another tense.
 - o I've hurt my leg. I fell off a ladder when I was painting my bedroom.
 - o I've been on holiday. I went to Spain and Portugal.
4. To talk about things that are not real in the present or future.
 - o If I won the lottery, I would buy a house.
 - o I wish I had more time!

3.1.3 Simple Future Tense

Active form : subject + shall/will + verb + object

	Singular	Plural
1 st Person	I shall write a poem.	We shall write a poem.
2 nd Person	You will write a poem.	You will write a poem.
3 rd Person	Radha will write a poem.	They will write a poem.

Passive form : object + will + be + verb (PP) + subject

	Singular	Plural
1 st Person	A poem shall be written by me.	A poem shall be written by us.
2 nd Person	A poem will be written by you.	A poem will be written by you.
3 rd Person	A poem will be written by Radha	A poem will be written by them

Use of Simple Future Tense

1. We use the future simple with 'will' to predict the future.

- The sun will rise at 7am.
- I think the Conservatives will win the next election.

2. For promises / requests / refusals / offers.

- I'll help you with your homework.
- Will you give me a hand?
- I won't go!

3. 'Shall' is used mainly in the forms 'shall I?' and 'shall we?' in British English. These forms are used when you want to get someone's opinion, especially for offers and suggestions.

- Shall I open the window?
- Where shall we go tonight?

3.1.4 Present Continuous Tense

Active form : subject + is/are+ verb (ing) + object

	Singular	Plural
1 st Person	I am singing a song.	We are singing a song.
2 nd Person	You are singing a song.	You are singing a song.
3 rd Person	Lata is singing a song.	They are singing a song.

Passive form : object + is/are + being + verb (PP) + subject

	Singular	Plural
1 st Person	A song is being sung by me.	A song is being sung by us.
2 nd Person	A song is being sung by you.	A song is being sung by you.
3 rd Person	A song is being sung by Lata.	A song is being sung by them.

Use of Present Continuous Tense

1. For things that are happening at the moment of speaking.

- I'm working at the moment.
- Please call back as we are eating dinner now.
- Julie is sleeping.

2. For kinds of temporary situations, even if the action isn't happening at this moment.

- John's working in a bar until he finds a job in his field.
- I'm reading a really great book.
- She's staying with her friend for a week.

3. For temporary or new habits.

- He's eating a lot these days.
- She's swimming every morning (she didn't use to do this).
- You're smoking too much.

4. For habits that are not regular, but that happen very often.

- You're forever losing your keys!
- She's constantly missing the train.
- Lucy's always smiling!

5. For definite future arrangements

- I'm meeting my father tomorrow.
- We're going to the beach at the weekend.
- I'm leaving at three.

3.1.5 Past Continuous Tense

Active form: subject + was/were + verb (ing) + object

	Singular	Plural
1 st Person	I was watching a movie.	We were watching a movie.
2 nd Person	You were watching a movie.	You were watching a movie.
3 rd Person	Raj was watching a movie.	They were watching a movie.

Passive form: object + was/were + being + verb (PP) + subject

	Singular	Plural
1 st Person	A movie was being watched by me	A movie was being watched by me us.
2 nd Person	A movie was being watched by me you.	A movie was being watched by me you.
3 rd Person	A movie was being watched by me Raj.	A movie was being watched by me them.

Use of Past Continuous Tense

- For an action in the past which overlaps another action or a time.
 - I was walking to the station when I met John.
 - At three o'clock, I was working.

- For the background of a story.

The birds were singing, the sun was shining and in the cafés people were laughing and chatting. Amy sat down and took out her phone.

- Temporary habits or habits that happen more often than we expect in the past.
 - He was always leaving the tap running.
 - She was constantly singing.

- To emphasize that something lasted for a while. This use is often optional and we usually use it with time expressions like 'all day' or 'all evening' or 'for hours'.
 - I was working in the garden all day.
 - He was reading all evening.

3.1.6 Future Continuous Tense

Active form: subject + will + be + verb (ing) + object

	Singular	Plural
1 st Person	I will be attending a party.	We will be attending a party.
2 nd Person	You will be attending a party.	You will be attending a party.
3 rd Person	Raj will be attending a party.	They will be attending a party.

Note : Passive form of Future Continuous Tense is not possible.

Use of Future Continuous Tense

- To talk about an action in the future that overlaps another, shorter action or a time.
 - I'll be waiting when you arrive.
 - At eight o'clock, I'll be eating dinner.

3.1.7 Present Perfect Tense

Active form : subject + have/has + verb (PP) + object

	Singular	Plural
1 st Person	I have completed my work.	We have completed our work
2 nd Person	You have completed your work.	You have completed your work.
3 rd Person	Lata has completed her work	They have completed their work

Passive form: object + have/has + been + verb (PP) + subject

	Singular	Plural
1 st Person	My work has been completed by me.	Our work has been completed by us.
2 nd Person	Your work has been completed by you.	Your work has been completed by you.
3 rd Person	Her work has been completed by Lata.	Their work has been completed by them.

Use of Present Perfect Tense

- To talk about unfinished actions or states or habits that started in the past and continue to the present. Since and For are generally used to represent this tense.
 - I've known Karen since 1994.
 - She's lived in London for three years.
 - I've worked here for six months.

Note :

- We use 'since' with a fixed time in the past (2004, April 23rd, last year, two hours ago).
 - I've known Sam since 1992.
 - I've liked chocolate since I was a child.
 - She's been here since 2 pm.
- We use 'for' with a period of time (2 hours, three years, six months).
 - I've known Julie for ten years.
 - I've been hungry for hours.
 - She's had a cold for a week.

2. To express life experience. We often use the words 'ever' and 'never' here.
- I have been to Tokyo.
 - They have visited Paris three times.
 - We have never seen that film.
3. With an unfinished time word (this month, this week, today).
- I haven't seen her this month.
 - She's drunk three cups of coffee today.
 - I've already moved house twice this year!
4. To talk about something that happened in the recent past, but that is still true or important now.
- I've lost my keys.
 - She's hurt her leg.
 - They've missed the bus
5. To talk about something that happened recently, even if there isn't a clear result in the present. This is common when we want to introduce news and we often use the words 'just / yet / already / recently'.
- The Queen has given a speech.
 - I've just seen Lucy.
 - The Mayor has announced a new plan for the railways.

Note :

In this tense, we use both 'been' and 'gone' as the past participle of 'go', but in slightly different circumstances.

- We use 'been' (often when we talk about life experience) to mean that the person we're talking about visited the place and came back.
 - o I've been to Paris.
 - o She has been to school today.
 - o They have never been to California.
- We use 'gone' (often when we are talking about an action with a result in the present) to mean that the person went to the place and is at the place now.
 - o 'Where's John?' 'He's gone to the shops'.
 - o Julie has gone to Mexico.
 - o They've gone to Japan for three weeks.

3.1.8 Past Perfect Tense

Active form : subject + had + verb (PP) + object

	Singular	Plural
1 st Person	I had learnt music.	We had learnt music.
2 nd Person	You had learnt music	You had learnt music
3 rd Person	Lata had learnt music.	They had learnt music

Passive form: object + had + been + verb (PP) + subject

	Singular	Plural
1 st Person	Music had been learnt by me.	Music had been learnt by us.
2 nd Person	Music had been learnt by you.	Music had been learnt by you.
3 rd Person	Music had been learnt by Lata.	Music had been learnt by them.

Use of Past Perfect Tense

1. For a finished action before a second point in the past.

When we arrived, the film had started / The film had started before we arrived.

Note : We usually use the past perfect to make it clear which action happened first. As in the above sentence we want to say first the film started then we arrived.

2. Something that started in the past and continued up to another action or time in the past. Usually we use 'for + time'.
- When he graduated, he had been in London for six years.
3. To talk about unreal or imaginary things in the past.
- If I had known you were ill, I would have visited you.
 - She would have passed the exam if she had studied harder.
 - I wish I hadn't gone to bed so late!

3.1.9 Future Perfect Tense

Active form: subject + will + have + verb (PP) + object

	Singular	Plural
1 st Person	I will have written a poem.	We will have written a poem.

	Singular	Plural
2 nd Person	You will have written a poem.	You will have written a poem.
3 rd Person	Radha will have written a poem.	They will have written a poem.

Passive form: object + will + be + verb (PP) + subject

	Singular	Plural
1 st Person	A poem will have been written by me.	A poem will have been written by us.
2 nd Person	A poem will have been written by you.	A poem will have been written by you.
3 rd Person	A poem will have been written Radha	A poem will have been written by them

Use of Future Perfect Tense

We use the future perfect with a future time word, (and often with 'by') to talk about an action that will finish before a certain time in the future, but we don't know exactly when.

- By 10 o'clock, I will have finished my homework.
- By the time I'm sixty, I will have retired.

3.1.10 Present Perfect Continuous Tense

Active form: subject + have/ has + been + verb (ing) + object

	Singular	Plural
1 st Person	I have been completing my work.	We have been completing our work
2 nd Person	You have been completing your work.	You have been completing your work.
3 rd Person	Lata has been completing her work	They have been completing their work

Note: Passive form of Present Perfect Continuous Tense is not possible.

Use of Present Perfect Continuous Tense

- For unfinished actions which started in the past and continue to the present.
 - I've been living in London for two years.
 - She's been working here since 2004.
 - We've been waiting for the bus for hours.
- For temporary habits or situations.
 - I've been going to the gym a lot recently.
 - They've been living with his mother while they look for a house.

- I've been reading a lot recently.

3. Actions which have recently stopped and have a result, which we can often see, hear, or feel, in the present.

- I'm so tired, I've been studying.
- I've been running, so I'm really hot.

3.1.11 Past Perfect Continuous Tense

Active form: subject + had + been + verb (ing) + object

	Singular	Plural
1 st Person	I had been learning music.	We had been learning music.
2 nd Person	You had been learning music	You had been learning music.
3 rd Person	Lata had been learning music.	They had been learning music.

Note: Passive form of Past Perfect Continuous Tense is not possible.

Use of Past Perfect Continuous Tense

- For something that started in the past and continued up to another action or time in the past.
 - She had been working at that company for a year when she met James.
 - I'd been walking for hours when I finally found the house.
 - We'd been living in Berlin for three months when we had to leave
- For something that finished just before another event in the past.
 - The pavement was wet, it had been raining.
 - The children had been playing and so the room was a mess!

3.1.12 Future Perfect Continuous Tense:

Active form: subject + will + have + been + verb (ing) + object

	Singular	Plural
1 st Person	I will have been writing a poem.	We will have been writing a poem.
2 nd Person	You will have been writing a poem.	You will have been writing a poem.
3 rd Person	Radha will have been writing a poem.	They will have been writing a poem.

Note: Passive form of Future Perfect Continuous Tense is not possible.

Use of Future Perfect Continuous Tense :

- For an action that continues up to another point in the future.
 - In April, she will have been teaching for twelve years.
 - By the time you arrive, I'll have been cooking for hours!
- To talk about something that finishes just before another time or action
 - When I see you, I'll have been studying, so I'll be tired.

3.2 SUBJECT-VERB AGREEMENT

Generally, we can say that if a subject is singular at that time, its verb must also be singular; if a subject is plural, its verb must also be plural. But there are certain other rules of subject-verb agreement which help us to understand the correct use of subject-verb agreement.



Fig. 3.2.1

Before learning various rules of subject - verb agreement, let's try to know how we can find subject and verb in a sentence. Verb is the word which shows action. And generally, a subject will come before a phrase beginning with "of". This is a key to understand or identify the subject. But at the same time the word "of" in a sentence, is culprit in most of the subject-verb mistakes.

For Example,

- (X) A bouquet of yellow roses lend colour and fragrance to the room.
- (✓) A bouquet of yellow roses lends colour and fragrance to the room.

In the above sentence, the subject is "a bouquet" and not "yellow roses". As the subject is third person singular its verb must be "lends". The use of the word "of" plays as culprit in the sentence.

Rule 1

Two singular subjects connected by "or", "either or", "neither nor" require a singular verb.

For example :

- My aunt or my uncle is arriving by train today.
- Neither Reeta nor Geeta is available.

Rule 2

The verb in an "or", "either or", or neither nor" sentence agrees with the noun or pronoun closest to it.

For example :

- Neither the plates nor the serving bowl goes on that shelf.
- Neither the serving bowl nor the plates go on that shelf.

Rule 3

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

For example :

- A car and a bike are my means of transportation.
- Pineapple, banana and grapes are my favorite fruits.

Rule 4

Sometimes the subject is separated from the verb by such words "as long as", "as well as", "besides", "not", etc. these words and phrases are not part of the subject. Ignore them and use a singular verb when the subject is singular.

For example :

- The politicians, along with a body guard, are expected shortly.
- Excitement, as well as nervousness, is the cause of her shaking.

Rule 5

Parentheses are not part of the subject. Ignore them and use a singular verb when the subject is singular.

For example :

- Joe and his trusty mutt is always welcomed.

Rule 6

In sentences beginning with "here", or "there" the true subject follows the verb.

For example :

- There is a high hurdles to jump.
- Here are the keys.

Rule 7

Use a singular verb with distance, periods of time, sums of money, etc. when considered as a unit.

For example :

- Three miles is too far to walk.
- Five years is the maximum sentence for that offence.

Rule 8

With words that indicate portion- e.g. a lot, majority, some, all, use singular verb when the noun after "of" is singular and if it is plural, use a plural verb.

For example :

- A lot of pie has disappeared.
- Some of the pies are missing.

Rule 9

With collective nouns such as group, jury, family, audience, population, the verb might be singular or plural depending on the writer's intent.

For example :

1. All of my family has arrived or have arrived.
2. Most of the jury is here or are here.

☞ Rule 10

The word "were" replaces "was" in sentences that express a wish or are contemporary to fact.

For example :

1. If Joe were here you'd be sorry.
2. I wish it were Friday.

This is how the agreement of any verb directly depends on the subject it agrees to.

☞ 3.3 NOUN-PRONOUN AGREEMENT

A Pronoun is a word that refers to a noun and can stand in its place. By using a pronoun you can refer to the same person, place, thing or idea repeatedly without using the same noun every time.

For example :

1. Mayank thinks that Mayank should sell Mayank's car to Mayank's brother.

This sentence can be rewritten using pronoun as follow.

- Mayank thinks that he should sell his car to his brother.

Let us try to understand various types of Pronoun.

☞ Types of Pronoun

1. Demonstrative Pronoun (this, that, these, those)
2. Indefinite Pronoun (anybody, something, etc)
3. Intensive or reflexive (yourself, herself, myself, etc)
4. Interrogative Pronoun (who, which, what, etc)
5. Personal Pronoun (I, he, she, we, they, etc)
6. Possessive Pronoun (my, your, her, his, their, etc)
7. Relative Pronoun (who, whom, whose, which, that, etc)

There are certain rules of noun-pronoun agreement which helps one to understand and learn the correct use of it.

☞ Rule 1

A singular pronoun must replace a singular noun; a plural pronoun must replace plural noun.

For example :

1. PM Modi delivered his speech on clean India on 15th August, 2018.
2. Sita and Gita are working on their project.

☞ Rule 2

A phrase or clause between the subject and verb does not change the number of the antecedent (a word for which a pronoun stands).

For example :

1. The can of beans sits on its shelf.

☞ Rule 3

Indefinite Pronoun as Antecedents

- Singular indefinite pronoun antecedents take singular pronoun referents.

For example :

1. Each of the clerks does a good deal of work around his or her office.

- Plural indefinite pronoun antecedents require plural referents.

For example :

1. Both did a good job in their office.

- Some indefinite pronouns that are modified by a prepositional phrase may be either singular or plural.

For example :

1. Some of the sugar fell out of its bag.
2. All of the jewelry has lost its glow.
3. Some of the marbles fell out of their bag.

Note : Consider uncountable nouns as singular like sugar, jewelry and countable nouns as plural.

☞ Rule 4

Compound subjects joined by "and" always take a plural referent.

For example :

1. Reema and Seema made their presentation.

☞ Rule 5

With compound subjects joined by "or/nor" the referent pronoun agrees with the antecedents closer to the pronoun.

For example :

1. Neither the director nor the actors did their jobs.
2. Neither the actors nor the director did his job.

☞ Rule 6

Collective nouns may be singular or plural, depending on meaning.

For example :

1. The Jury read its verdict (jury as unit)

2. The jury members gave their individual opinions (jury as individual).

☞ Rule 7

Titles of single entities take a singular referent.

For example :

1. The United States cherished its democracy.
2. The Grapes of Wrath made its characters seem real.

☞ Rule 8

Plural form subjects with a singular meaning take a singular referent.

For example :

1. The news has lost much of its sting two days later.

☞ Rule 9

"Every" or "many a" before a noun or a series of nouns requires a singular referent.

For example :

1. Every Cow, Dog, and Horse has lost its life in the fire.
2. Many a girl wishes she could sing like Lata Mangeshkar.

☞ Rule 10

"The number of" versus "a number of" before a subject.

For example :

1. The number of volunteers increased its ranks daily.
2. A number of Volunteers are offering their help.

☞ 3.4 MISPLACED MODIFIERS

A misplaced modifier is a word, phrase or clause that is improperly separated from the word it modifies/ describes. Because of the separation, sentences with their error often sound awkward, ridiculous or confusing.

For example :

1. (×) On his way home, Jay found a gold man's watch.

The above example suggests that a gold man owns a watch. But it can be corrected by moving the modifier to a more sensible place in the sentence, generally next to the word it modifies.

1. (✓) On his way home, Jay found a man's gold watch.

☞ Kinds of Misplaced Modifiers**- Misplaced Adjectives :**

Misplaced adjectives are incorrectly separated from the nouns they modify and almost always distort the intended meaning.

For example :

1. (×) The child ate a cold dish of cereal for breakfast this morning.
2. (×) The torn student's book lay on the desk.

These sentences can be corrected by placing the adjective next to the noun it modifies.

1. (✓) The child ate a dish of cold cereal for breakfast this morning.
2. (✓) The student's torn book lay on the desk.

☞ Placement of Adverb

Placement of adverb can also change the meaning if the sentences.

For example :

1. Just Jay was picked to host the program.
2. Jay was just picked to host the program.
3. Jay was picked to host just the program.

Each of the above sentences says something logical but quite different and its correctness depends upon what the writer has in mind.

Misplacing an adverb not only alters the intended meaning but also creates a sentence whose meaning is highly ridiculous.

For example :

1. (×) We ate the lunch that we had brought slowly.
1. (✓) We slowly ate the lunch that we had brought.
2. (×) I only contributed Rs. 1000 to the fund for orphaned children.
2. (✓) I contributed only Rs. 1000 to the fund for orphaned children.

☞ Misplaced Phrases

Misplaced phrase may cause a sentence to sound awkward and may create a meaning that does not make sense.

For example :

1. (×) The dealer sold the Verna to the buyer with leather seats.
1. (✓) The dealer sold the Verna with leather seats to the buyer.
2. (×) The three bankers talked quietly in the corner smoking pipes.
2. (✓) The three bankers smoking pipes talked quietly in the corner.
3. (×) They saw a fence behind the house made of barbed wire.
3. (✓) They saw a fence made of barbed wire behind the house.

☞ Misplaced Clauses

Like Misplaced Phrases, misplaced clauses may also cause sentences to sound awkward and may create a meaning that does not make sense.

For example :

1. (X) The waiter served a dinner roll to the woman that was well buttered.
1. (✓) The waiter served a dinner roll that was well buttered to the woman.
2. (X) Rahul piled all of his clothes in the hamper that he had worn.
2. (✓) Rahul piled all of his clothes that he had worn in the hamper.

3.5 ARTICLES

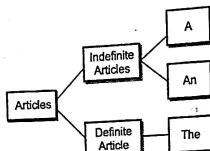


Fig. 3.5.1

"A", "an" and "the" are called articles.

"A" and "an" are called indefinite articles and "the" is called the definite article.

"A" and "an" are called indefinite articles because they are used when we do not specify which particular person or thing we are referring to; the person or thing remains indefinite.

For example :

1. I saw a man standing on the road. (not definite)

But when you say,

2. The boy, who was running over, was a student of this school.

You are referring to a particular boy and hence the definite article is used. "The" is called the definite article because it is used to refer to a particular person or thing.

Use of Indefinite Articles "A" and "An"

1. "A" is used with words beginning with a *consonant sound* e.g. a boy, a horse, a crowd, a young man, etc.
2. "A" is used with words beginning with *certain vowels which have a consonant sound* e.g., a university, a unit, a one-legged man, etc.
3. "An" is used before words beginning with a *vowel sound* e.g. an arm chair, an umbrella, an elephant, etc.
4. "An" is used with words beginning with a *silent "h"* e.g., an hour, an honor, an honest, etc.
5. "A" and "An" are weakened forms of one. So their primary use is in the sense of one.
 - I bought a dozen bananas,
 - We shall be leaving in a day or two.

6. They are used occasionally in the sense of any or a single.
 - There is not a man here who will not support you.
 - He did not speak a word in self-defense.
7. They are used in the sense of every.
 - He gets a salary of Rs. 25,000/- a month.
 - He makes thirty thousand a year.
8. They are sometimes used with a singular noun to make the later represent a whole class.
 - A dog is faithful to his master.
 - Only an infantry man knows what war is.
9. The indefinite article is occasionally used before a proper noun to make it a common noun.
 - Here is a Daniel came to judgement.
 - He is a second Newton.

Use of Definite Article "The"

1. When we speak of things which are the only ones of their kind. e.g., the Sun, the Moon, the Sky, the Earth, etc.
2. When we speak of a particular person or thing.
 - The boy who stood first was given a prize.
 - Call the man waiting outside.
3. When a person or thing has been already mentioned earlier, the definite article is used in later references to that particular person or thing.
 - I saw a beggar near the bus stop; the fellow came to me with outstretched hands.
 - We came across a little, budding stream, the stream flowed through wooded valley.
4. When it is clear from the context that a particular person or thing is meant, the definite article is used.
 - I was talking to the Mayor yesterday.
 - I asked the boys not to play in the street.
5. When a Singular Noun is used to represent the whole class of thing to which it belongs.
 - The lotus is a lovely flower.
 - Can the Leopard change its spots?
6. Before names of Rivers, gulfs, seas, group of islands, mountain ranges. e.g. the Ganga, the Himalaya, the Pacific Ocean, etc.

Note: "The" is not used before the names of individual peaks and mountains. e.g. (x) the Mount Everest, (x) the Kanchenjunga, etc.

7. Before the names of certain well-known books. Like... the bible, the Ramayana, the Geeta, etc.

Note: "The" is dropped when the author's name is prefixed to the name of the book. e.g. Homer's Iliad, Valmiki's Ramayana, etc.

8. Before a proper noun when it is used as a common noun.
- Kalidas is the Shakespeare of Sanskrit.
 - Virat Kohli is the Sachin Tendulkar of now a days.
9. Before an adjective in the superlative degree.
- The corruption of the best becomes the worst.
 - The longest day has the shortest night.
10. Before an adjective to make it a noun in the plural.
- The rich must help the poor.
 - The educated should teach the illiterate.
11. As an adverb in such sentences as:
- The more the merrier.
 - The more you speak, the less I understand.

Cases Where Articles Should not be Used

1. Before proper nouns.
 - Tagore was a truly great poet.
 - Delhi is the capital of India.
2. Before abstract nouns.
 - Wisdom is better than riches.
 - Patience and perseverance can conquer all obstacles.
3. Before material nouns.
 - Iron and steel are controlled commodities.
 - This pillar is made of reinforced concrete.
4. Before a common noun used in its widest sense.
 - Man is mortal.
 - Animals have an undeveloped brain.
5. In certain prepositional phrases.
 - The ship was riding at anchor.
 - We can travel by road.

6. In certain verbal phrases.
- He sent word that he was going to Bombay.
 - Don't take offence so easily.
7. Before titles used in opposition to a proper noun.
- Phillip, king of Spain, planned to invade England.
 - My brother is Manager of Dustoor & Co. Ltd.

3.6 PREPOSITIONS

A preposition is a word that shows the relationship between two things. Generally, it is placed before a noun or pronoun to show its relation to some other word in the sentence. Sometimes it also comes after the word which it governs.

1. The preposition is always placed at the end of the sentence when its object is the Relative Pronoun "that".
 - Here is the book that you were looking for.
 - This is a song that I am very fond of.
2. The preposition is usually placed at the end, when its object is an Interrogative Pronoun.
 - What are you talking about?
 - Whom are you thinking of?
3. The preposition is placed at the end, when its object is a Relative Pronoun, understood and not stated.
 - There is the man I was speaking of.
 - That is the poet I was referring to.

List of commonly used prepositions

about	beside	inside	to	at
above	besides	like	toward	except
across	between	near	under	over
after	beyond	of	underneath	without
against	until	along	despite	before
by	off	on	up	for
among	down	out	with	past
around	during	outside	within	behind
from	since	below	in	through
beneath	into	throughout		

List of commonly used prepositional phrase

along with	in place of	because of	Due to
in spite of	instead of	except for	on account of
in addition to	out of	in case of	up to
in front of	with the exception of	by means of	In order to
owing to	on behalf of	for the sake of	in the course of
with regard to			

Preposition of Time

- **On** : It is used with days.
 - o I will see you on Monday.
 - o The week begins on Sunday.
- **At** : It is used with noon, night, midnight, and with the time of day.
 - o My plane leaves at noon.
 - o The movie starts at 6 p.m.
- **In** : It is used with other parts of the day, with months, with years, with seasons.
 - o He likes to read in the afternoon.
 - o The days are long in August.
 - o The book was published in 1999.
 - o The flowers will bloom in spring.
- **Since, for, by, from - to, from - until, during, (with) in** : They express extended time.
 - o She has been gone since yesterday. (She left yesterday and has not returned.)
 - o I'm going to Paris for two weeks.
 - o The movie showed from August to until October.
 - o I watch TV during the evening.
 - o We must finish the project within a year.

Prepositions of Place

- **In** : It describes the point itself.
 - o There is a wasp in the room.
- **Inside** : It expresses something contained.
 - o Put the present inside the box.

- **On** : It talks about the surface.
 - o I left your keys on the table.
- **At** : It talks about general vicinity.
 - o She was waiting at the corner.
- **Over, above** : They are used when the object is higher than a point.
 - o He threw the ball over the roof.
 - o Hang that picture above the couch.
- **Under, underneath, beneath, below** : They are used when the object is lower than a point.
 - o The rabbit burrowed under the ground.
 - o The child hid underneath the blanket.
 - o We relaxed in the shade beneath the branches.
 - o The valley is below sea-level.
- **Near, by, next to, between, among, opposite** : They are used when the object is close to a point.
 - o She lives near the school.
 - o There is an ice cream shop by the store.
 - o An oak tree grows next to my house.
 - o The house is between Elm Street and Maple Street.
 - o I found my pen lying among the books.
 - o The bathroom is opposite the kitchen.
- #3# **To introduce object of verbs**
 - **At** : With verbs glance, laugh, look, rejoice, smile, and stare
 - o She took a quick glance at her reflection.
 - (exception with mirror : She took a quick glance in the mirror.)
 - o You didn't laugh at his joke.
 - o I'm looking at the computer monitor.
 - o We rejoiced at his safe rescue.
 - o That pretty girl smiled at you.
 - o Stop staring at me.
 - **Of** : With verbs approve, consist, and smell
 - o I don't approve of his speech.
 - o My contribution to the article consists of many pages.
 - o He came home smelling of alcohol.

- **Of/About** : With verbs dream and think
 - o I dream of finishing college in four years.
 - o Can you think of a number between one and ten?
 - o I am thinking about this problem.
- **For** : With verbs call, hope, look, wait, watch, and wish
 - o Did someone call for a taxi?
 - o He hopes for a raise in salary next year.
 - o I'm looking for my keys.
 - o We'll wait for her here.
 - o You go buy the tickets, and I'll watch for the train.
 - o If you wish for an "A" in this class, you must work hard.

☞ Frequently Misused Prepositions

Prepositions may sometimes be confused because of slang and the general informality of talk. Here are some frequently misused prepositions.

- **Beside/ besides** : Beside means next to, whereas besides means in addition.
 - o The comb is beside the brush.
 - o Besides planning the trip, she is also getting the tickets.
- **Between/ among** : Generally, between is used when two items are involved; With three or more, among is preferred.
 - o Between you and me, he is among friends.
- **due to** : Due to should not be used as a preposition meaning because of.
 - o Because of (not due to) his speeding, we were all ticketed.
- **Inside of / outside of** : The "of" is always unnecessary.
 - o Stay inside the house.
 - o The man stayed outside (not outside of) the post office.

☞ 3.7 Model Auxiliaries

Shall, Should, will, would, can, could, may, might, must, ought, need, dare are called modal auxiliaries. These are also termed as defective verbs, because some parts are wanting in them. They have no-s in the third person singular; they have no infinitive and ing forms. These modal auxiliaries have three common characteristics.

1. They are never used alone. A principal verb is either present or implied.
 - I can fly a plane.
 - He should learn swimming.

2. The modal auxiliaries have a single form throughout the present tense, whatever be the person.
 - I can swim.
 - He can swim.
3. The modal auxiliaries do not have the infinitive or participle forms.

You cannot say : to shall, to must, to may, etc.

Let us try to understand the usage of different modal auxiliaries.

☞ 3.7.1 Shall

☞ With the first person

1. I shall leave for Calcutta tomorrow.
2. We shall discuss the matter with the principal.
3. We shall invite them to dinner.

Here, shall expresses the strong possibility or near certainty of an action or event which is to take place in the future.

☞ With the second and third person

1. Shall in the second and third persons may express a command.
 - Thou shall not steal.
 - You shall go at once.
2. Sometimes it is used to make promise.
 - He shall be given a present if he passes this year.
 - You shall get a medal if you stand first.
3. It is also used to express a threat.
 - You shall regret this.
 - They shall pay for this in due course.
4. It sometimes expresses determination.
 - You shall apologies.
 - You shall obey me, as long as you work here.

☞ 3.7.2 Will

☞ With the first person

Will expresses determination on the part of the speaker, or a promise, threat or willingness.

1. Determination
 - I will do it, whatever happens.
 - We will not surrender.



2. **Promise**
 - I will do whatever I can do to help you.
 - I will try to get you a job in bank.
3. **Threat**
 - I will teach him a lesson.
 - We will dismiss you from service.
4. **Willingness**
 - All right, I will come with you.
 - We will attend the meeting.
5. **Will: the second and third person**
 - The train will leave at 7:50 P.M.
 - I am sure you will pass this time.

Here, will expresses simple future. The action or event which is almost certain to take place.

Note: The distinction between shall and will have been breaking down to some extent and are now strictly observed only by precise speakers. Shall has been steadily losing ground in the second and third persons. In the first person, shall is still being used to indicate the simple future.

3.7.3 Should

1. **Should** is the past tense of shall and is used as such in *Indirect speech*.
The captain said that players should assemble at college at 4 P.M.
2. **Should** expresses duty or obligation in all the three persons.
 - I should not be unfair to him.
 - We should have given him a helping hand.
3. **Should** is used in conditional clauses expressing possibilities, suppositions, etc.
 - If he should come, ask him to wait.
 - Should it rain, there will be no picnic.
4. **Should** express less possibility than shall.
 - I should be happy to meet Raj.
5. **Should** is used in main clauses which are preceded or followed by a clause expressing unreal conditions.
 - If I were you, I should accept the job.
 - No, Raj, I shouldn't do that, if I were you.
6. **Should** is the only Auxiliary that may be used after less.
 - Watch out, grey hat, you should fall into temptation.

- The police surrounded the house lest the criminal should escape.
7. **Should** is also used in the expression 'should like to' which is a polite form of making a statement.
 - I should like to congratulate the speakers on the high level of the debate we have had.
 8. **Should** also express possibility or likelihood.
 - I should be able to beat him.
 - You should be able to finish this work in time.

3.7.4 Would

1. **Would** is the past tense of will and is used as such in *Indirect speech*.
 - The manager said that the office would be closed on Friday.
2. **Would** express willingness.
 - The doctor said he would visit the patient.
 - He said he would try his best to help me.
3. **Would** express a customary action in the past.
 - After dinner the students would sit in the common room and chat for a while.
4. **Would** and **would like** to express a wish.
 - I would know what my duty is.
 - I would like to know what my duty is.
5. **Would** rather express choice or preference.
 - I would rather read a novel than see that useless picture.
 - She would rather die than marry him.
6. **Would** is used for asking polite questions.
 - Would you like a cup of coffee?
 - Would you, please, call me a taxi?
7. **Would** is used in the main clause, when preceded or followed by a subordinate clause expressing an impossible or improbable condition.
 - If I were a king, I would make you my queen.

3.7.5 Can

1. **Can** express ability.
 - He can run a mile in four minutes.
 - She can play tennis very well.

2. Can is also used in the sense of may to give permission, though may is more correct.
- You can take one of those books, if you like.
 - You can go now.

3.7.6 Could

1. Could is the past tense of can and is used to indicate ability that existed in the past.
 - In my younger days I could run four miles at a stretch.
 - Why couldn't you attend the meeting yesterday?
2. Could is used as the past tense of can in Indirect speech.
 - She said that she couldn't climb up the hill.
3. Could is used to express possibility, or uncertainty or something dependent on unreal conditions.
 - You could do it, if you tried hard.
4. Could is also used to ask polite questions.
 - Could I have a word with you?
 - Could you, please, take me to the principal?

3.7.7 May

1. May is used to express permission.
 - May I come in, please?
 - May I go home now?
2. May is also used to express possibility.
 - She may agree or she may not.
 - The war may come to an end soon.
3. May is used for expressing wish.
 - May his soul rest in peace.
 - May God bless you!
4. May is used in subordinate clauses that express purpose.
 - Eat that you may live, don't live that you may eat.

3.7.8 Might

1. Might is the past tense of may and is used as such in Indirect speech.
 - He said that he might stand for election to the assembly.
2. Might is used to indicate a more doubtful possibility than may.
 - I might pass.

- The patient might recover.
3. Might is used when you want to be extremely polite during a discussion or when you wish to express gentle reproach or admonition.
 - If I might interrupt you for a moment, Sir, how is this new scheme going to help restore normalcy?

3.7.9 Must

Must remain unchanged, or uninflected in form, whatever be its tense or the number and person of the subject. It can point to the present or future. It can refer to the past only when it is with the present perfect of the principal verb.

- He must have gone home.
 - We must be loyal to our country.
1. Must express compulsion or strong obligation or duty. It is much stronger than should.
 - He must apologise for his mistake.
 - We must be loyal to our country.
 2. It expresses necessity.
 - We must get up early and start on our way.
 3. It expresses probability or likelihood.
 - He must be mad to do this.
 - That must have been a shooting star.
 4. It signifies strong determination.
 - I must go to Kashmir in the summer, whatever happens.
 - You must insist on being given your full share.

3.7.10 Ought

- Ought was originally the past tense of owe; but now it generally points to present and future time. It differs from other auxiliaries in being followed by the to-form of the infinitive and not the simple form. Ought is not as forceful as must, but is stronger than should. Ought to express duty, necessity, fitness, moral obligation, etc.
 - o They ought to help him.
 - o He ought to attend office regularly.
 - o You ought to obey your parent.
- When ought to refers to past time, it is followed by the perfect infinitive.
 - o He ought to have helped him.
 - o We have done things which we ought not to have done.

3.7.11 Need

1. Need is used both as a principal verb and as an auxiliary. As a principal verb it is used in the sense of requirement.

- He needs my help.
 - We need two more players for the team.
2. But as an auxiliary need is uninflected and is commonly used with not.
- He need not ask my permission.
 - You need not mention this to anyone else.
3. Sometimes it is used with hardly.
- I need hardly say that I am very grateful.
4. It can be used with only.
- He need only say what he wants.
5. Need is usually used in questions without not.
- Need he wait any longer?
 - Need I come again?
6. Need without not is also used in the following kinds of statements.
- You need pay only RS. 50/- as the first installment.
 - I don't think we need copy all these figures.
7. When referring to past time, need is followed by the perfect infinitive.
- He need not have lost his temper.
 - They need not have come all this way.

3.7.12 Dare

1. Dare is used both as a principal verb and as an auxiliary. As a regular verb it is used in the sense of defy, challenge or face boldly and is regularly inflected.
- He does not dare to swim the channel.
 - He dares you to do it.
2. As an auxiliary, dare is uninflected and is commonly used with not, or in interrogative sentences, and only occasionally in positive statements.
- He dare not do so.
 - I dare not take such a risk.
 - Dare he say that to the boss?
 - How dare he do such a thing?

3.8 REDUNDANCIES

- Redundancy is when we use two or more words together that mean the same, for example, 'adequate enough'.
- Every word you use should add something new to your piece of writing. When you use a redundant phrase you are using two or more words that mean the same thing. They add nothing new. A benefit of reducing redundancies in writing is that it helps make your writing more clear and concise.

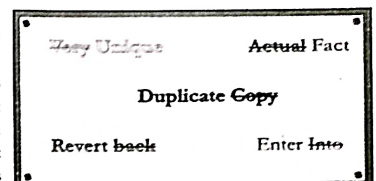


Fig. 3.8.1

- Sentences that are wordy take longer to read. Looking for redundant phrases in your paper or article is an important part of the editing process. Don't slow down your reader. Help them quickly absorb the information you are providing.
- In conversation it may happen that you use words with same meaning when you are spontaneous but in writing one must take care of using words. Here is a list of words that people generally use together without noticing the mistake they are doing.
 1. **Absolutely certain or sure/essential/guaranteed** : Someone who is certain or sure is already without doubt. Something that is essential is naturally absolute. Abandon *absolutely* in such usage.
 2. **Actual experience/fact** : An experience is something that occurred. Fact is something confirmed to have happened. Actual is redundant in these instances.
 3. **Add an additional** : To add is to provide another of something. Additional is redundant.
 4. **Added bonus** : A bonus is an extra feature, so added is redundant.
 5. **Advance notice/planning/reservations/warning** : Notices, planning, reservations, and warnings are all, by their nature, actions that occur before some event, so advance is redundant.
 6. **As for example** : As implies that an example is being provided, so omit "an example."
 7. **Ask a question** : To ask is to pose a question, so question is redundant.
 8. **At the present time** : "At present" means "at this time," so avoid the verbose version.
 9. **Basic fundamentals/essentials** : Fundamentals and essentials are by their nature elementary, so remove basic.
 10. **(Filled to) capacity** : Something filled is done so to capacity, so describing something as "filled to capacity" is repetitive.
 11. **Came at a time when** : When provides the necessary temporal reference to the action of coming; "at a time" is redundant.
 12. **Close proximity/scrutiny** : Proximity means "close in location," and scrutiny means "close study," so avoid qualifying these terms with close.
 13. **Collaborate/join/meet/merge together** : If you write of a group that collaborates or meets together, you imply that there's another way to collect or confer. To speak of joining or merging together is, likewise, redundant.

14. **Completely filled/finished/opposite** : Something that is filled or finished is thoroughly so; completely is redundant. Something that is opposite isn't necessarily diametrically opposed, especially in qualitative connotations, but the modifier is still extraneous.
15. **Consensus of opinion** : A consensus is an agreement but not necessarily one about an opinion, so "consensus of opinion" is not purely redundant, but the phrase "of opinion" is usually unnecessary.
16. **(During the) course (of)** : During means "in or throughout the duration of", so "during the course of" is repetitive.
17. **Definite decision** : Decisions may not be final, but when they are made, they are explicit and therefore definite, so one should not be described as "a definite decision."
18. **Difficult dilemma** : A dilemma is by nature complicated, so omit difficult as a modifier.
19. **Direct confrontation** : A confrontation is a head-on conflict. Direct as a qualifier in this case is redundant.
20. **End result** : A result is something that occurs at the end, so omit end as a modifier of result.
21. **Enter in** : To enter is to go in, so throw in out.
22. **Estimated at/about/roughly** : An estimate is an approximation. About and roughly are superfluous.
23. **False pretence** : Pretence is a deception, so false is redundant.
24. **Few in number** : Few refers to a small number; do not qualify few with the modifier "in number."
25. **Final outcome** : An outcome is a result and is therefore intrinsically final.
26. **First began, new beginning** : A beginning is when something first occurs, so first and new are superfluous terms in these cases.
27. **For a period/number of days** : Days is plural, so duration is implied; "a period of" or "a number of" is redundant. It's better to specify the number of days or to generalize with many.
28. **Foreign imports** : Imports are products that originate in another country, so their foreign nature is implicit and the word foreign is redundant.
29. **Forever and ever** : Ever is an unnecessary reduplication of forever.
30. **Free gift** : A gift is by definition free (though cynics will dispute that definition), so free is extraneous.
31. **Invited guests** : Guests are intrinsically those who have an invitation, so invited is redundant.
32. **Major breakthrough** : A breakthrough is a significant progress in an effort. Though major is not directly redundant, the notable nature of the event is implicit.
33. **[Number] a.m. in the morning/p.m. in the evening** : The abbreviations a.m. and p.m. already identify the time of day, so omit "in the morning" or "in the evening."
34. **Past history/record** : A history is by definition a record of past occurrences, and a record is documentation of what has already happened. In both cases, past is redundant.
35. **Plan ahead** : To plan is to prepare for the future. Ahead is extraneous.
36. **Possibly might** : Might indicates probability, so omit the redundant qualifier possibly.
37. **Postpone until later** : To postpone is to delay. Later is superfluous.

38. **Protest against** : To protest is to communicate opposition. Against is redundant.
39. **Repeat again** : To repeat is to reiterate an action, so again is unnecessary.
40. **Revert back** : Something that reverts returns to an earlier state. Back is superfluous.
41. **Same identical** : Same and identical are just that (and that). Omit same as a qualifier for identical.
42. **Since the time when** : Since indicates a time in the past; "the time when" is superfluous.
43. **Spell out in detail** : To spell out is to provide details, so "in detail" is repetitive.
44. **Still remains** : Something that remains is still in place. Still is redundant.
45. **Suddenly exploded** : An explosion is an immediate event. It cannot be any more sudden than it is.
46. **Therapeutic treatment** : Treatment in the sense of medical care is by nature therapeutic, so the adjective is redundant.
47. **Unexpected surprise** : No surprise is expected, so the modifier is extraneous.
48. **Unintended mistake** : A mistake is an inadvertently erroneous action. The lack of intention is implicit.
49. **Usual custom** : A custom is something routinely and repeatedly done or observed, and usual is redundant.
50. **Written down** : Something written has been taken down. Down is superfluous.

For developing effective writing skills one must master the use of vocabulary in a sentence.

4.1 SENTENCE STRUCTURE

- In English grammar, sentence structure is the arrangement of words, phrases, and clauses in a sentence. The grammatical function or meaning of a sentence is dependent on this structural organization, which is also called syntax or syntactic structure.
- In traditional grammar, the four basic types of sentence structures are the simple sentence, the compound sentence, the complex sentence, and the compound-complex sentence. The type of sentence is determined by how many clauses, or subject-verb groups, are included in the sentence.

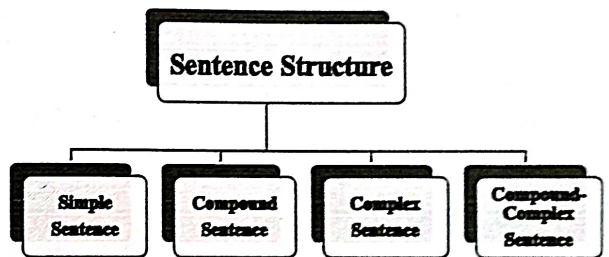


Fig. 4.1.1

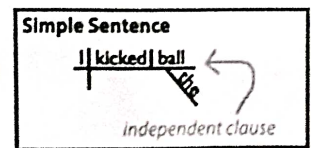
Type of Sentence Structure	Parts		
	Independent Clause	Dependent Clause	Uses Conjunctions?
Simple	One	None	Sometimes
Compound	Two or More	None	Always
Complex	One or more	One or more	Usually
Compound-Complex	One or more	One or more	Always

4.1.1 Simple Sentence

A simple sentence consists of one independent clause.

For example

1. I like ice cream.
2. Earth is round.



CHAPTER

4

Basic Writing Skills

University Prescribed Syllabus

Basic Writing Skills: Sentence Structures, Use of phrases and clauses in sentences, Importance of proper punctuation, Creating coherence, Organizing principles of paragraphs in documents.

- 4.1 Sentence Structure4-2
 - 4.1.1 Simple Sentence4-2
 - 4.1.2 Compound Sentence4-3
 - 4.1.3 Complex Sentence4-3
 - 4.1.4 Compound-Complex Sentence4-3
- 4.2 Phrase and its Types4-4
 - 4.2.1 Noun Phrase4-4
 - 4.2.2 Verb Phrase4-5
 - 4.2.3 Adjective Phrase4-5
 - 4.2.4 Adverb Phrase4-5
 - 4.2.5 Prepositional Phrase4-6
- 4.3 Clause and its Types4-6
 - 4.3.1 Main Clause / Independent Clause4-7
 - 4.3.2 Subordinate Clause / Dependent Clause4-7
 - 4.3.2.1 Noun Clause4-7
 - 4.3.2.2 Adjective Clause4-7
 - 4.3.2.3 Adverb Clause4-7
- 4.4 Paragraphs4-8
 - 4.4.1 Classification4-8
 - 4.4.2 Full Stop (.)4-9
 - 4.4.3 Comma (,)4-10
 - 4.4.4 Quotation Marks (")4-11
 - 4.4.5 Apostrophe (')4-12
 - 4.4.6 Dash (—)4-12
 - 4.4.7 Em-dash (—)4-13
 - 4.4.8 En Dash (—)4-13
 - 4.4.9 Hyphen (-)4-13
 - 4.4.10 Parenthesis ()4-14
 - 4.4.11 Parentheses / Brackets ()4-15
 - 4.4.12 Curly braces / Brackets { }4-16
 - 4.4.13 Ellipsis (...)4-16
- 4.5 Organization of Paragraph4-17
- 4.6 Organizing Principles of Paragraph4-18
 - Chapter Ends4-19

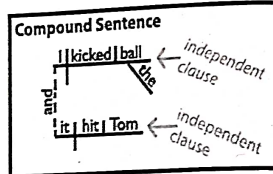
- Radha will not attend the meeting.
- My father is a doctor.

4.1.2 Compound Sentence

A compound sentence contains two or more independent clauses joined by a conjunction or semi-colon.

For example

- My father is a doctor and my mother is a teacher.
- I like red colour but my sister like blue.
- Radha went to school but Krishna went to playground.

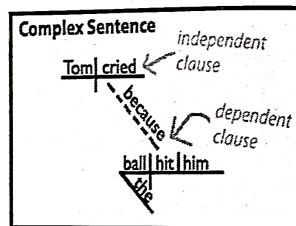


4.1.3 Complex Sentence

A complex sentence contains of an independent clause plus a dependent clause. It is generally connected with subordinating conjunctions like...after, although, as, because, before, how, if, once, since, than, that, though, till, until, when, where, whether, while

For example

- We missed our train as we were late.
- Do you know a man who just left the shop?
- We left for station when the bell rang.
- Our dog barks when he sees unknown people.



4.1.4 Compound-Complex Sentence

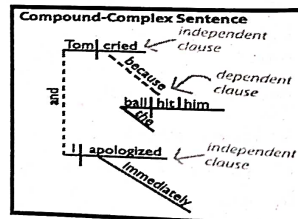
A compound-complex sentence consists of at least two independent clauses and one or more dependent clauses.

For example

- Ram didn't accompany her sister for picnic because he was ill so her sister was unhappy.
- He left in a hurry to catch the train but he missed it due to heavy traffic so he came back.

Source

<https://www.english-grammar-revolution.com/sentence-structure.html>



4.2 PHRASE AND ITS TYPES

A phrase is a group of words that stand together as a single unit typically as a part of a clause or sentence. It is a group of words which has no finite verb in it and acts to complete the sentence for making it meaningful.

"A phrase is a small group of words that form a meaningful unit within a clause."

...Oxford Dictionary

"In linguistic analysis, a phrase is a group of words (or possibly a single word) that functions as a constituent in the syntax of a sentence, a single unit within a grammatical hierarchy."

...Osborne, Timothy, Michael Putnam, and Thomas Gross (2011)

A phrase functions as a noun, verb, adverb, adjective or preposition in a sentence. The function of a phrase depends on its construction (words it contains). On the basis of their functions and constructions, phrases are divided into various types i.e. noun phrase, verb phrase, adverb phrase, adjective phrase, and prepositional phrase.

Phrase Definition and Examples

Phrase: a group of two or more words functioning as a meaningful unit within a sentence or clause.

4.2.1 Noun Phrase

A noun phrase consists of a noun and other related words (modifiers/determiners) which modify the noun. It functions like a noun in a sentence. A noun phrase consists of a noun as the head word and other words which come after or before the noun. The whole phrase works as a noun in a sentence.

For example

- Krishna likes to read American authors.
- The boy with red shirt is crying.

Tech-Neo Publications.....Where Authors inspire innovation

...A SACHIN SHAH Venture

3. Radha was searching for yesterday's newspaper.
4. A man on the roof was shouting.
5. The girl with curly hair bought precious gift.

4.2.2 Verb Phrase

A verb phrase is a combination of main verb and its auxiliaries (helping verbs) in a sentence. A verb phrase can consist of main verb, its auxiliaries, its complements and other modifiers. Hence it can refer to the whole predicate of a sentence.

For example

1. He is eating an apple.
2. She has finished her work.
3. You should study for the exam.
4. She has been sleeping for two hours.
5. We should clean our house daily.

4.2.3 Adjective Phrase

An adjective phrase is a group of words that functions like an adjective in a sentence. It consists of adjectives, modifier and any word that modifies a noun or pronoun. An adjective phrase functions like an adjective to modify a noun or a pronoun in a sentence.

For example

1. Ashok is a well-behaved man.
2. He is a man of friendly nature.
3. Kareena is a woman of gorgeous style.
4. She leads a very interesting life.
5. A lot of people do not sleep at night.

4.2.4 Adverb Phrase

An adverb phrase is a group of words that functions as an adverb in a sentence. It consists of adverbs or other words (preposition, noun, verb, modifiers) that make a group which works like an adverb in a sentence. An adverb phrase functions like an adverb to modify a verb, an adjective or another adverb.

For example

1. The horse runs at a good speed.
2. I was in a hurry then.
3. I ran as fast as possible.
4. He works very slowly.
5. He sat in a corner of the room.

4.2.5 Prepositional Phrase

A prepositional phrase consists of a preposition, objects of preposition (noun or pronoun) and may also consist of other modifiers. It starts with a preposition and mostly ends with a noun or pronoun. Whatever prepositional phrase ends with is called object of preposition. A prepositional phrase functions as an adjective or adverb in a sentence.

For example

1. He sacrificed his life for the sake of his country.
2. In the end, we all have to die.
3. He is on the way.
4. By working aimlessly, you will not get success.
5. In spite of working hard, he was insulted by his boss.

4.3 CLAUSE AND ITS TYPES

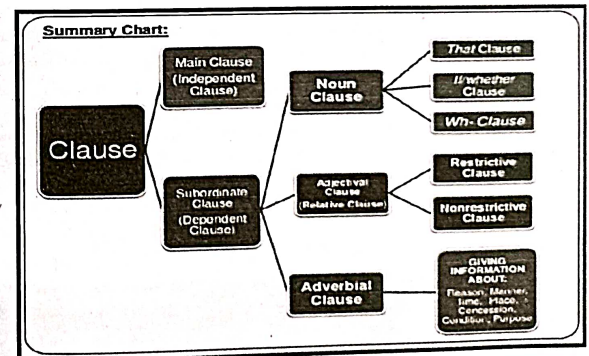
A clause is comprised of a group of words which includes a subject and a finite verb. A clause contains only one subject and one verb. The subject of a clause can be mentioned or hidden, but the verb must be apparent and distinguishable.

A Clause "a group of words containing a subject and predicate and functioning as a member of a complex or compound sentence."

...Merriam-Webster

Clauses are mainly divided in to two types.

1. Main Clause.
2. Subordinate Clause.



4.3.1 Main Clause / Independent Clause

A main clause is a clause that contains a subject and an object. They make sense on their own.

For example

1. I like red colour.
2. Lata reads the whole novel.
3. My father is a teacher.
4. I want to buy a new watch but I don't have enough money. (two clauses)
5. Can you do it for me?

4.3.2 Subordinate Clause / Dependent Clause

A subordinate clause contains a subject and a verb but it depends on the main clause for making sense as it does not make complete sense on its own. For example, "I will go to the market if you come with me" is a complex sentence. It has a main clause 'I will go to the market' and a subordinate clause 'if you come with me'. The main clause 'I will go to the market' makes complete sense on its own. But, the subordinate clause 'if you come with me' does not make complete sense on its own and depends on the main clause for its complete meaning.

Based on the function they perform in the sentence, clauses can be categorized as:

- | |
|---------------------|
| 1. Noun Clause |
| 2. Adjective Clause |
| 3. Adverb Clause |

4.3.2.1 Noun Clause

Noun Clause is a group of words which contains a Subject and Predicate of its own, and does the work of a noun. For example, "I like what I see" as a way of saying "I like cakes". The highlighted portion is a clause that is functioning as noun.

4.3.2.2 Adjective Clause

Adjective Clause usually comes after the noun it qualifies and is made up of several words which, like all clauses, will include a subject and a verb. It answers the adjective questions 'What kind? How many? Or which one?' For example, "The umbrella which has a broken handle is mine." The underlined portion is a clause that is functioning as an adjective.

4.3.2.3 Adverb Clause

Adverb Clause is a group of words which contains a Subject and Predicate of its own, and does the work of an adverb. It answers the adverb questions How? When? Where? Or Why? For example, "You may sit wherever you like." The underlined portion is a clause that is functioning as an adverb.

4.4 PUNCTUATIONS

4.4.1 Capitalization

1. Capitalize the first word of a quoted sentence.
 - o He said, "Treat her as you would your own daughter."
 - o "Look out!" she screamed. "You almost ran into my child."
2. Capitalize a proper noun.
 - o Golden Gate Bridge
3. Capitalize a person's title when it precedes the name. Do not capitalize when the title is acting as a description following the name.
 - o Ms. Patel, the chairperson of the company, will address us at noon.
4. Capitalize the person's title when it follows the name on the address or signature line.
 - o Sincerely,
 - o Ms. Desai, Chairperson
5. Capitalize the titles of high-ranking government officials when used with or before their names. Do not capitalize the civil title if it is used instead of the name.
 - o The president will address Congress.
 - o All senators are expected to attend.
 - o The governors, lieutenant governors, and attorneys general called for a special task force.
 - o Governor Fortinbrass, Lieutenant Governor Poppins, Attorney General Dalloway, and Senators James and Twain will attend.
6. Capitalize any title when used as a direct address.
 - o Will you take my temperature, Doctor?
7. Capitalize points of the compass only when they refer to specific regions.
 - o We have had three relatives visit from the South.
 - o Go south three blocks and then turn left.
 - o We live in the southeast section of town. (Southeast is just an adjective here describing section, so it should not be capitalized)
8. Always capitalize the first and last words of titles of publications regardless of their parts of speech. Capitalize other words within titles, including the short verb forms Is, Are, and Be.
 - o The Day of the Jackal
 - o What Color Is Your Parachute?
 - o A Tale of Two Cities

Exception Do not capitalize little words within titles such as a, an, the, but, as, if, and, or, nor or prepositions, regardless of their length.

9. Capitalize federal or state when used as part of an official agency name or in government documents where these terms represent an official name. If they are being used as general terms, you may use lowercase letters.
 - o The state has evidence to the contrary.
 - o That is a federal offense.
 - o The State Board of Equalization collects sales taxes.
 - o We will visit three states during our summer vacation.
 - o The Federal Bureau of Investigation has been subject to much scrutiny and criticism lately.
 - o Her business must comply with all county, state, and federal laws
10. You may capitalize words such as department, bureau, and office if you have prepared your text in the following way:
 - o The Bureau of Land Management has some jurisdiction over Indian lands. The Bureau is finding its administrative role to be challenging.
11. Do not capitalize names of seasons.
 - o I love autumn colors and spring flowers.
12. Capitalize the first word of a salutation and the first word of a complimentary close.
 - o Dear Ms. Chauhan,
 - o My dear Mr. Shah,
 - o Very truly yours,
13. Capitalize words derived from proper nouns.
 - o I must take English and math. (English is capitalized because it comes from the proper noun England, but math does not come from mathland)
14. Capitalize the names of specific course titles.
 - o I must take history and Algebra.
15. After a sentence ending with a colon, do not capitalize the first word if it begins a list.
 - o These are my favorite foods: chocolate cake, spaghetti, and artichokes:
16. Do not capitalize when only one sentence follows a sentence ending with a colon.
 - o I love Shakespeare's Drama: his book, *Midsummer Night's Dream*, is beautiful.
17. Capitalize when two or more sentences follow a sentence ending with a colon.
 - o I love Shakespeare's Drama: His book, *Midsummer Night's Dream*, is beautiful. Also, Puck is clever.

4.4.2 Full Stop (.)

1. Use a period at the end of a complete sentence that is a statement.
 - o I know that you would never break my trust intentionally.

2. If the last word in the sentence ends in a period, do not follow it with another period.
 - o I know that M.D. She is my sister-in-law.
 - o Please shop, cook, etc. I will do the laundry.
 - o Use a period after an indirect question.
 - o He asked where his suitcase was.

4.4.3 Commas (,)

1. To avoid confusion, use commas to separate words and word groups with a series of three or more.
 - o My Rs. 10 million estate is to be split among my husband, daughter, son, and nephew.
2. Use a comma to separate two adjectives when the word *and* can be inserted between them.
 - o He is a strong, healthy man.
3. Use a comma when an -ly adjective is used with other adjectives.
 - o Fenil was a lonely, young boy.
4. Use commas before or surrounding the name or title of a person directly addressed.
 - o Will you, Aash, do that assignment for me? Yes, Doctor, I will.
5. Use a comma to separate the day of the month from the year and after the year.
 - o Kajal met her husband on December 5, 2003, in Mumbai, India.
6. Use a comma to separate the city from the state and after the state. Some businesses no longer use the comma after the state.
 - o I lived in San Mumbai, India, for twenty years.
7. Use commas to surround degrees or titles used with names. Commas are no longer required around *Jr.* and *Sr.* Commas never set off *II*, *III*, and so forth.
 - o Mr. Patel, M.D., knew Sam Sunny Jr. and Charles Starr III.
8. Use commas to set off expressions that interrupt the flow of the sentence.
 - o I am, as you have probably noticed, very nervous about this.
9. When starting a sentence with a weak clause, use a comma after it. Conversely, do not use a comma when the sentence starts with a strong clause followed by a weak clause.
 - o If you are not sure about this, let me know now.
 - o Let me know now if you are not sure about this.
10. Use a comma after phrases of more than three words that begin a sentence. If the phrase has fewer than three words, the comma is optional.
 - o To apply for this job, you must have previous experience.
 - o On February 14 many couples give each other candy or flowers.

11. If something or someone is sufficiently identified, the description following it is considered nonessential and should be surrounded by commas.
- Fenil, who has a limp, was died in an auto accident.
12. Use a comma to separate two strong clauses joined by a coordinating conjunction—*and, or, but, for, nor*. You can omit the comma if the clauses are both short.
- I have painted the entire house, but he is still working on sanding the doors.
 - I paint and he writes.
13. Use the comma to separate two sentences if it will help avoid confusion.
- I chose the colors red and green, and blue was his first choice.
14. If the subject does not appear in front of the second verb, do not use a comma.
- He thought quickly but still did not answer correctly.
15. Use commas to introduce or interrupt direct quotations shorter than three lines.
- He actually said, "I do not care."
 - "Why," I asked, "do you always forget to do it?"
16. Use a comma to separate a statement from a question.
- I can go, can't I?
17. Use a comma to separate contrasting parts of a sentence.
- That is my money, not yours.
18. Use a comma when beginning sentences with introductory words such as *well, now, or yes*.
- Yes, I do need that report.
 - Well, I never thought I'd live to see the day...
19. Use commas surrounding words such as *therefore* and *however* when they are used as interrupters.
- I would, therefore, like a response.
 - I would be happy, however, to volunteer for the Red Cross.
20. Use either a comma or a semicolon before introductory words such as *namely, that is, i.e., for example, e.g., or for instance* when they are followed by a series of items. Use a comma after the introductory word.
- You may be required to bring many items, e.g., sleeping bags, pans, and warm clothing.

4.4.4 Question Mark (?)

1. Use a question mark only after a direct question.
 - Will you go with me?
 - I asked if he would go with me.
2. Use a question mark when a sentence is half statement and half question.
 - You do care, don't you?

4.4.5 Semicolon (;)

1. Use a semicolon in place of a period to separate two sentences where the conjunction has been left out.
 - Call me tomorrow; I will give you my answer then.
 - I have paid my dues; therefore, I expect all the privileges listed in the contract.
2. It is preferable to use the semicolon before introductory words such as *namely, however, therefore, that is, i.e., for example, e.g., or for instance* when they introduce a complete sentence. It is also preferable to use a comma after the introductory word.
 - You will want to bring many backpacking items; for example, sleeping bags, pans, and warm clothing will make the trip better.
 - As we discussed, you will bring two items; i.e., a sleeping bag and a tent are not optional.
3. Use either a semicolon or a comma before introductory words such as *namely, however, therefore, that is, i.e., for example, e.g., or for instance* when they introduce a list following a complete sentence. Use a comma after the introductory word.
 - You will want to bring many backpacking items; for example, sleeping bags, pans, and warm clothing.
4. Use the semicolon to separate units of a series when one or more of the units contain commas.
 - This conference has people who have come from Navsari, Surat; Valsad, Vapi; Bharuch and Ankleshvar.
5. Use the semicolon between two sentences that are joined by a conjunction but already have one or more commas within the first sentence.
 - When I finish here, I will be glad to help you; and that is a promise I will keep.
 - If she can, she will attempt that feat; and if her husband is able, he will be there to see her.

4.4.6 Colon (:)

1. Use the colon after a complete sentence to introduce a list of items when introductory words such as *namely, for example, or that is* do not appear.
 - You may be required to bring many items: sleeping bags, pans, and warm clothing.
 - I want the following items: butter, sugar, and flour.
2. A colon should not precede a list unless it follows a complete sentence; however, the colon is a style choice that some publications allow.
 - There are three ways a waitress can make a good impression on her boss and her customers:
 - (a) Dress appropriately.
 - (b) Calculate the bill carefully.
 - (c) Be courteous to customers.
3. Use a colon instead of a semicolon between two strong clauses (sentences) when the second clause explains or illustrates the first clause and no coordinating conjunction is being used to connect the clauses. If only one sentence follows the colon, do not capitalize the first word of the new sentence.

If two or more sentences follow the colon, capitalize the first word of each sentence following.

- o I enjoy reading: novels by Chetan Bhagat are among my favorites.
 - o Garlic is used in Italian cooking: It greatly enhances the flavor of pasta dishes. It also enhances the flavor of eggplant.
4. Use the colon to introduce a direct quotation that is more than three lines in length. In this situation, leave a blank line above and below the quoted material. Single space the long quotation. Some style manuals say to indent one-half inch on both the left and right margins; others say to indent only on the left margin. Quotation marks are not used.
- o The author of *Touched*, Jane Straus, wrote in the first chapter: Georgia went back to her bed and stared at the intricate patterns of burned moth wings in the translucent glass of the overhead light. Her father was in "hyper mode" again where nothing could calm him down.
 - o He'd been talking nonstop for a week about remodelling projects, following her around the house as she tried to escape his chatter. He was just about to crash, she knew.
5. Use the colon to follow the salutation of a business letter even when addressing someone by his/her first name. Never use a semicolon after a salutation. A comma is used after the salutation for personal correspondence.
- o Dear Ms. Desai:

4.4.7 Exclamation Mark (!)

1. Use exclamation points to show emphasis or surprise. Do not use the exclamation point in formal business letters.
- o I'm truly shocked by your behavior!

4.4.8 Dash

4.4.8.1 En Dash (–)

An en dash, named for the width of a typesetter's n key, is a little longer than a hyphen.

1. It is used for periods of time when you might otherwise use *to*.
- o The years 2018–2019
 - o January–June
2. An en dash is also used in place of a hyphen when combining open compounds.
- o North Gujarat–Kutch border
 - o a high school–college conference

4.4.8.2 Em Dash (—)

An em dash is longer than an en dash.

1. Use an em dash sparingly in formal writing. Don't use it just because you are uncertain about correct punctuation. In informal writing, em dashes may replace commas, semicolons, colons, and parentheses to indicate added emphasis, an interruption, or an abrupt change of thought.

- o You are the friend the only friend who offered to help me.
- o Never have I met such a lovely person before you.
- o I pay the bills she has all the fun.
- o I need three items at the store dog food, vegetarian chili, and cheddar cheese.
- o My agreement with Fenil is clear he teaches me English and I teach him Gujarati.

4.4.9 Hyphen (-)

1. To check whether a compound noun is two words, one word, or hyphenated, you may need to look it up in the dictionary. If you can't find the word in the dictionary, treat the noun as separate words.
- o eye-shadow
 - o eye-opener
2. Phrases that have verb, noun, and adjective forms should appear as separate words when used as verbs.
- o The engine will eventually break down.
 - o Please clean up your room.
3. Compound verbs are either hyphenated or appear as one word. If you do not find the verb in the dictionary, hyphenate it.
- o To air-condition the house will be costly.
 - o We were notified that management will downsize the organization next year.
4. Generally, hyphenate between two or more adjectives when they come before a noun and act as a single idea.
- o friendly-looking man
 - o brightly lit room
5. When adverbs other than -ly adverbs are used as compound words in front of a noun, hyphenate. When the combination of words is used after the noun, do not hyphenate.
- o The well-known actress accepted her award.
 - o A long-anticipated decision was finally made.
 - o He got a much-needed haircut yesterday.
 - o His haircut was much needed.
6. Remember to use a comma, not a hyphen, between two adjectives when you could have used *and* between them.
- o I have important, classified documents.
 - o Jay received a lovely, fragrant bouquet on Valentine's Day.
7. Hyphenate all compound numbers from *twenty-one* through *ninety-nine*.
- o The teacher had thirty-two children in her classroom.
 - o Only twenty-one of the children were bilingual.

8. Hyphenate all spelled-out fractions.
- o You need one-third of a cup of sugar for that recipe.
 - o More than one-half of the student body voted for removing soda machines from campus.

4.4.10 Apostrophe (')

1. Use the apostrophe with contractions. The apostrophe is always placed at the spot where the letter(s) has been removed.
 - o don't, isn't
 - o You're right.
 - o She's a great teacher.
2. Use the apostrophe to show possession. Place the apostrophe before the *s* to show singular possession.
 - o One boy's hat
 - o Ms. Desai's house
 - o Dr. Ramanujan's appointment
 - o Mrs. Lely's books
3. Use the apostrophe where the noun that should follow is implied.
 - o This was his father's, not his, jacket.
4. To show plural possession, make the noun plural first. Then immediately use the apostrophe.
 - o Students' books
 - o Actresses' bungalows
5. Do not use an apostrophe for the plural of a name.
 - o We visited the Taj Mahal in Agra.
 - o The Patels have two cats and a dog.
6. With a singular compound noun, show possession with 's at the end of the word.
 - o my mother-in-law's bag
7. If the compound noun is plural, form the plural first and then use the apostrophe.
 - o my two brothers-in-law's car
8. Use the apostrophe and *s* after the second name only if two people possess the same item.
 - o Mr. Patel and Mr. Desai's home is constructed of redwood.
9. Never use an apostrophe with possessive pronouns: *his, hers, its, theirs, ours, yours, and whose*. They already show possession so they do not require an apostrophe.
 - o This book is hers, not yours.
 - o Yours faithfully

10. The only time an apostrophe is used for *it's* is when it is a contraction for *it is* or *it has*.
 - o It's a nice day.
 - o It's your right to refuse the invitation.
 - o It's been great getting to know you.
11. The plurals for capital letters and numbers used as nouns are not formed with apostrophes.
 - o She consulted with three M.D.s.
12. Use the possessive case in front of a gerund (*-ing* word).
 - o Alex's skating was a joy to behold.
 - o This does not stop Joan's inspecting of our facilities next Thursday.
13. If the gerund has a pronoun in front of it, use the possessive form of that pronoun.
 - o I appreciate your inviting me to dinner.
 - o I appreciated his working with me to resolve the conflict.

4.4.11 Parentheses / Brackets ()

1. Use parentheses to enclose words or figures that clarify or are used as an aside.
 - o He finally answered (after taking five minutes to think) that he did not understand the question.
 - o I expect five hundred rupees (rs.500).
2. Use full parentheses to enclose numbers or letters used for listed items.
3. Periods go inside parentheses only if an entire sentence is inside the parentheses.

4.4.12 Quotation Marks/Inverted Commas (" ")

1. Periods and commas always go inside quotation marks, even inside single quotes.
 - o The sign changed from "Walk," to "Don't Walk," to "Walk" again within thirty seconds.
 - o She said, "Hurry up."
2. The placement of question marks with quotes follows logic. If a question is in quotation marks, the question mark should be placed inside the quotation marks.
 - o She asked, "Will you still be my friend?"
 - o Do you agree with the saying, "All's fair in love and war"?
3. When you have a question outside quoted material AND inside quoted material, use only one question mark and place it inside the quotation mark.
 - o Did she say, "May I go?"
4. Use single quotation marks for quotes within quotes. Note that the period goes inside all quote marks.
 - o He said, "Danish said, 'Do not treat me that way.'"

5. Use quotation marks to set off a direct quotation only.
 - o "When will you be here?" he asked.
 - o He asked when you will be there.
6. Do not use quotation marks with quoted material that is more than three lines in length.
7. When you are quoting something that has a spelling or grammar mistake or presents material in a confusing way, insert the term *sic* in italics and enclose it in brackets. *Sic* means, "This is the way the original material was."
 - o She wrote, "I would rather die than [*sic*] be seen wearing the same outfit as my sister."
 - o Should be than, not then.

4.4.13 Ellipsis (...)

- There are many methods for using ellipses. The three-dot method is the simplest and is appropriate for most general works and many scholarly ones. The three- or four-dot method and an even more rigorous method used in legal works require fuller explanations that can be found in other reference books.
- Use ellipsis marks when omitting a word, phrase, line, paragraph, or more from a quoted passage.
 1. Use no more than three marks whether the omission occurs in the middle of a sentence or between sentences.
 - **Original sentence** The regulation states, "All agencies must document overtime or risk losing federal funds."
 - **Rewritten using ellipses** The regulation states, "All agencies must document overtime. . ."
 - **Original sentence from Lincoln's Gettysburg Address** "Four score and seven years ago our fathers brought forth, upon this continent, a new nation, conceived in liberty, and dedicated to the proposition that all men are created equal."
 - **Rewritten using ellipses** "Four score and seven years ago our fathers brought forth. . . a new nation, conceived in liberty. . ."
 2. When you omit one or more paragraphs within a long quotation, use ellipsis marks after the last punctuation mark that ends the preceding paragraph.

4.5 COHERENCE IN WRITING

Coherence in writing is the logical bridge between words, sentences, and paragraphs. Coherent writing uses devices to connect ideas within each sentence and paragraph. Main ideas and meaning can be difficult for the reader to follow if the writing lacks coherence. In this lesson, you will see some examples and learn some tips for making your writing coherent between words, sentences, and paragraphs.

Coherence between Words

- Between each word, coherence can be created by parallelism. Parallel structure means using similar grammatical constructions between words in sentences. Parallelism is particularly important for words in lists. If you're writing a list of things someone likes to do, then each activity in the list should take the same grammatical form.

- For instance, if one verb in the list takes on the '-ing' gerund form, like 'running,' then the other verbs in the list should also be in the gerund form. An incoherent structure would be to say:

For example

- (x) Sarah likes to jump, running, and skate.
- (✓) Sarah likes jumping, running, and skating.
- (✓) Sarah likes to jump, run, and skate.

Coherence between Sentences

- Coherence can be created between sentences through repetition and transitional devices. Repetition of words across sentences helps to reiterate the same ideas between sentences. One way to use repetition to create coherence is to repeat the same word or phrase at the end of one sentence and the beginning of the next sentence to show how the ideas connect. Here is an example of sentences that create coherence through repetition:
- The most important part of an essay is the thesis statement. The thesis statement introduces the argument of the essay. The thesis statement also helps to create a structure for the essay.
- In this example, the repetition of the phrase 'thesis statement' helps to unify the three sentences. It is a phrase that ends the first sentence and transitions into the next sentence by starting with that same phrase.
- Another way to create coherence between sentences is through transitional devices. There are many types of transitional devices that show time and help ideas flow smoothly. Transitional words, such as 'first', 'later', and 'then', are a few examples of transitional devices that show time to help ideas flow more smoothly. Transitional devices are like signposts that tell the reader what is coming up ahead and where the discussion is going.

Coherence between Paragraphs

- Transitional words can also be used between paragraphs. Words such as: Therefore, However, Yet, Thus, First, Later, Then, can not only be used between sentences but can also be used between paragraphs to create coherence. There are some other ways like consistent paragraph structure and point of view which also help to create coherence between them.
- Generally a structure of a coherent paragraph includes topic sentence which focuses on the main ideas. It usually appears at the beginning of the paragraph. The topic sentence is followed by supporting sentences which develop the ideas. And finally, concluding sentences which generalizes and summarizes the ideas. Transitional words help to bridge between the paragraphs. Appropriate transitional words make the writing effective as well as easy to understand.

4.6 ORGANIZING PRINCIPLES OF PARAGRAPH

- Paragraphs are the building blocks of papers/essays. A paragraph can be defined as group of sentences that are coherently connected with each other. Paragraphs can be of varying lengths, but they must present a coherent argument unified under a single topic. There are many different ways to organize a paragraph. The organization you choose will depend on the controlling idea of the paragraph.
- The structure of a paragraph parallels the structure of an essay in order as well as content. Both contain a coherent argument, supporting evidence/analysis, and a conclusion. Specifically, the contents of a paragraph are as follows:

- The **Topic Sentence** serves two functions: first, it functions as the thesis of your paragraph; second, it pushes the thesis of your essay forward and presents an arguable point. The topic sentence is usually the first or second sentence of a paragraph. Occasionally, you may find it interesting or necessary to place the topic sentence at the end of the paragraph, but don't make a habit of it!
- **Supporting Evidence/Analysis** makes your claim digestible. You need to find a balance between evidence you provide (facts, quotations, summary of events/plot, etc.) and analysis (interpretation of evidence). If your paragraph is evidence-heavy, you haven't presented an argument; if it is analysis-heavy, you haven't adequately supported your claim.
- The **Concluding Observation** closes your paragraph with an observation that is more than just summary of the contents of the paragraph. The concluding observation provides a final idea that leads to the next step in your argument. The observation is usually the last or second-to-last sentence in the paragraph.

The following paragraph has been broken down into its constituent parts:

Topic Sentence	That means by which environmentalists seek to achieve their political goals demonstrate a willingness to operate within traditional political channels. [point arguable : some people may believe environmentalists largely use antidemocratic strategies.]
Supporting Analysis and Evidence	Like many other special interest groups, advocates for the environmentalist movement use lobbying tactics such as contributing financially to the campaigns of environmentally friendly candidates. Lobbying provides a source of political influence and power. As one analyst of environmental politics notes in "making some commitment to work within the political system [environmental lobby groups] succumb to pressure to play 'by the rules of the game' in the compromise world of Washington, D.C." (Vig and Kraft 70) [blend of supporting evidence/analysis]
concluding observation	Some might argue that environmentalists have taken a distinctly anti American approach to policy change, claiming that lobbying is inherently undemocratic in its bias towards certain segments of the population ; however, lobbying remains a consistently legitimate form of political activism. [more than just summary, the point is arguable and could easily lead to another point]

Source: Strunk, William, and E.B. White. *The Elements of Style*, fourth edition. Boston : Allyn and Bacon, 2000.

Chapter Ends...



CHAPTER 5 Nature and Style of Writing

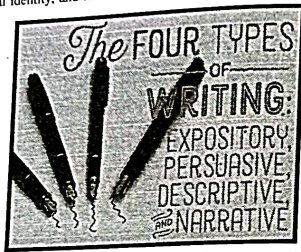
University Prescribed Syllabus

Nature and Style of Writing : Describing, Defining, Classifying, Writing introduction and conclusion.

5.1	Style of Writing	5-2
5.1.1	Expository	5-2
5.1.2	Descriptive	5-2
5.1.3	Persuasive	5-3
5.1.4	Narrative	5-3
5.2	Essentials of Writing	5-4
5.2.1	Completeness	5-4
5.2.2	Consciousness	5-4
5.2.3	Clarity	5-4
5.2.4	Correctness	5-4
5.2.5	Coherence	5-4
5.2.6	Objectivity	5-4
5.3	Defining	5-5
5.4	Describing	5-5
5.5	Classifying	5-6
5.6	Writing Introduction and Conclusion	5-6
5.6.1	Tips for Writing Introduction and Conclusion	5-7
	• Chapter Ends	5-8

5.1 STYLE OF WRITING

- Writing style can be considered as a manner through which writer can express thought in language, characteristic of an individual, period, school, or nation. As Bryan Ray notes, style is a broader concern, one that can describe "readers' relationships with, texts, the grammatical choices writers make, the importance of adhering to norms in certain contexts and deviating from them in others, the expression of social identity, and the emotional effects of particular devices on audiences.
- Ray, Brian (2015). *Style: An Introduction to History, Theory, Research, and Pedagogy*. Fort Collins, CO: U of Colorado P. WAC Clearinghouse. p. 16. ISBN 978-1-60235-614-6.
- There are four main types of writing: expository, descriptive, persuasive, and narrative. Each of these writing styles is used for a specific purpose. A single text may include more than one writing style.



5.1.1 Expository

- Expository is most commonly used writing style. The main purpose of expository writing is to explain. It is a subject-oriented writing style, in which authors focus on telling you about a given topic or subject without voicing their personal opinions as it focuses on accepted facts about a topic, including statistics or other evidence. It is based long on facts and short on storytelling and literary flourishes.
- For example:
 - o News articles
 - o Nonfiction books
 - o Textbooks
 - o Scientific and medical research
 - o Instruction manuals
 - o Cookbooks

5.1.2 Descriptive

- The main purpose of descriptive writing is to describe. When an author writes in a descriptive style, they are painting a picture in words of a person, place, or thing for their audience. The author might employ metaphor or other literary devices in order to describe the author's impressions via their five senses. But the author is not trying to convince the audience of anything or explain the scene - merely describe things as they are.

- For example:
 - o Poetry
 - o Journal/diary writing
 - o Descriptions of Nature
 - o Fictional novels or plays

5.1.3 Persuasive

- Persuasive writing is a style of writing mainly used for academic purpose. Author chooses this kind of writing style when his/her purpose is to convince his audience.
- Persuasive writing contains the author's opinions and biases, as well as justifications and reasons given by the author as evidence of the correctness of their position. Any "argumentative" essay you write in school should be in the persuasive style of writing.
- For example:
 - o Cover letters
 - o Editorial newspaper articles
 - o Reviews of items
 - o Letters of complaint
 - o Advertisements
 - o Letters of recommendation

5.1.4 Narrative

- The main purpose of narrative writing is to tell story. Narrative writing is used in almost every longer piece of writing, whether fiction or nonfiction. The author will create different characters and tell you what happens to them. Novels, short stories, novellas, poetry, and biographies can all fall in the narrative writing style. When an author writes in a narrative style, they are not just trying to impart information, they are trying to construct and communicate a story, complete with characters, conflict, and settings. Simply, narrative writing answers the question: "What happened then?"
- For example:
 - o Oral histories
 - o Novels/Novellas
 - o Poetry (especially epic sagas or poems)
 - o Short Stories
 - o Anecdotes

5.2 ESSENTIALS OF WRITING

- The non-verbal signs, ideas or impression that the receiver receives from a piece of writing is much more important than the words used in it. Good writing depends on the way one uses the words in it as well as clarity and use of proper structure. For mastering effective writing skill one should study following essentials which help the writer to master the accuracy in writing.

5.2.1 Completeness

Completeness is the basic need of any writing. It provides the reader the complete ideas or information which the writer wants to convey. One can make a list of things or information or points that s/he wants to add in the writing so that it won't be missed.

5.2.2 Consciousness

Conciseness in writing refers to the act of providing all the necessary information in minimum possible word or sentences. A concise writing includes all the necessary and straightforward information in minimum words. It is always clear cut and to the point.

5.2.3 Clarity

Clarity in writing means the clarity in information that the writer wants to convey. Effective writing depends on the clarity of ideas. One should use simple and familiar words which does not create any misunderstanding in the minds of the reader. Even the writer should use proper linking words that there should not be any misinterpretation from that.

5.2.4 Correctness

- Correctness in writing gives the impression of clarity in thoughts. Correctness in writing includes correct use of grammar, spelling, format, layout, facts, figures, language, etc.
- Improper use of grammar, language, or wrong spellings may create difficulties or misunderstanding. Sometimes wrong use of language change the meaning of the sentence and the reader may not be able to get the ideas what exactly the writer wants to convey.

5.2.5 Coherence

Coherence refers to the logical arrangement of the sentences. If the sentences in a paragraph are logically connected it makes it easy and clear understanding.

5.2.6 Objectivity

Any piece of writing must be written keeping in mind its purpose and the readers. Try to think about reader's point of view while writing. But at the same time it doesn't mean that one should use flavored language to please the reader. Rather a writer should explain the facts in a convincing way.

5.3 DEFINING

- The origin of the word 'define' lies in the Medieval Latin Language. It has been derived from the word 'definire' which means to limit, to determine or to explain.
- If we try to understand 'Defining' as a writing process in the light of the above meaning, we can conclude as: Defining is a writing process in which the author tries to limit the meaning of the word and let that word be specific to some special meaning for its better understanding and usage. Defining can also be a helping tool to determine the meaning of the word in particular way. Through this process, the author explains the words and ideas in such a detail that it can be acquired by the reader easily.

How to define a word ?

1. Focus on your grammar.
2. Don't try to use unfamiliar words, as reader is looking for the meaning for the simplification of the word. Don't make it complicated by using hard or ornamented language.
3. Use simple sentence structure, as reader would find it easy to understand and explain.
4. Try to reduce redundancy in your definition writing, it may create confusion to reader.
5. Keep it Short and Simple.
6. Try to draw attention of the reader towards necessary details and characteristics of the word.

5.4 DESCRIBING

The primary purpose of descriptive writing is to describe a person, place or thing in such a way that a picture is formed in the reader's mind. Capturing an event through descriptive writing involves paying close attention to the details by using all of your five senses. It helps to improve writing by making it more interesting and engaging to read.

Characteristics of descriptive writing

1. Good descriptive writing includes many vivid sensory details that paint a picture and appeals to all of the reader's senses of sight, hearing, touch, smell and taste when appropriate. Descriptive writing may also paint pictures of the feelings the person, place or thing invokes in the writer.
2. Good descriptive writing often makes use of figurative language such as analogies, similes and metaphors to help paint the picture in the reader's mind.
3. Good descriptive writing uses precise language. General adjectives, nouns, and passive verbs do not have a place in good descriptive writing. Use specific adjectives and nouns and strong action verbs to give life to the picture you are painting in the reader's mind.
4. Good descriptive writing is organized. Some ways to organize descriptive writing include: chronological (time), spatial (location), and order of importance. When describing a person, you might begin with a physical description, followed by how that person thinks, feels and acts.

5.5 CLASSIFYING

In rhetoric and composition, classification is a method of paragraph or essay development in which a writer arranges people, objects, or ideas with shared characteristics into classes or groups. A classification essay often includes examples and other supporting details that are organized according to types, kinds, segments, categories, or parts of a whole.

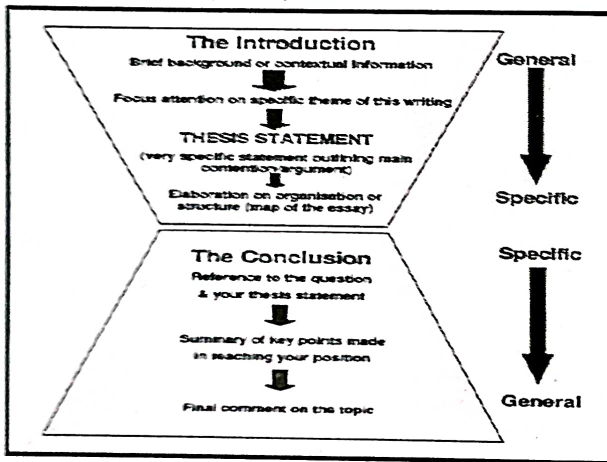
—Richard Nordquist

Three Steps to Effective Classification

1. Sort things into useful categories.
2. Make sure all the categories follow a single organizing principle.
3. Give examples that fit into each category.

5.6 WRITING INTRODUCTION AND CONCLUSION

— Introductions and conclusions play a special role in the academic essay, and they frequently demand much of your attention as a writer. A good introduction should identify your topic, provide essential context, and indicate your particular focus in the essay. It also needs to engage your readers' interest. A strong conclusion will provide a sense of closure to the essay while again placing your concepts in a somewhat wider context.



Source: https://services.unimelb.edu.au/_data/assets/pdf_file/0007/468862/Writing_introductions_and_conclusions_for_essays_Update_051112.pdf

5.6.1 Tips for Writing Introduction and Conclusion

Introduction

- An introduction is typically the first paragraph of your paper. The goal of your introduction is to let your reader know what he or she can expect from your paper. The introduction of a persuasive essay or paper must be substantial. Having finished it, the reader ought to have a very clear idea of the author's purpose in writing.
- Generally, introductions begin with some brief background or contextual information of your paper/essay. Keep in mind following tips for writing effective introduction.
 1. Find a startling statistic that illustrates the seriousness of the problem you will address.
 2. Quote an expert.
 3. Mention a common misperception that your thesis will argue against.
 4. Give some background information necessary for understanding the essay.
 5. Use a brief narrative or anecdote that exemplifies your reason for choosing the topic. In an assignment that encourages personal reflection, you may draw on your own experiences; in a research essay, the narrative may illustrate a common real-world scenario.
 6. In a science paper, explain key scientific concepts and refer to relevant literature. Lead up to your own contribution or intervention.
 7. In a more technical paper, define a term that is possibly unfamiliar to your audience but is central to understanding the essay.

Sample Introduction

Hook

Focused topic and context

Do you use social media, apps, or YouTube? Modern American youth are flooded with opportunities to access information and entertainment, often at the touch of a fingertip. Although many of these technological outlets have a negative connotation of "wasted brain space", not all technology and screen time should be considered of little worth, or purely for mindless entertainment. In fact, because of technology's widespread appeal and accessibility, it can be easily academic or educational purpose into a daily routine. Technology's ability to captivate and engage a targeted audience can be harnessed and redirected from mindless entertainment into powerful tools which are not limited to amusement alone. Games, television, and apps can be used to appeal to a child's intellect while developing technical skills; this create a wealth of opportunities to enhance the behavioural and scholastic development of an adolescent. The use of technology and screen time can be positive for children as it allows children to excel academically by experiencing the expanding definitions of classrooms and literacy as a whole, improves low-performing development skills, and can supplement in-class education for more academically-advanced students.

Thesis statement

EF Conclusion

- A conclusion works to remind your reader of the main points of your paper and summarizes what you want your reader to "take away" from your discussion.
 - It should bring together different sections of your essay as well as the significance of your writing. It should reiterate the main points but never introduce new ideas or things not discussed in the body of the paper and bring the argument home. It should clearly state the final comment on your paper/thesis/essay. Keep in mind following tips for writing effective conclusion.
1. If your essay deals with a contemporary problem, warn readers of the possible consequences of not attending to the problem.
 2. Recommend a specific course of action.
 3. Use an apt quotation or expert opinion to lend authority to the conclusion you have reached.
 4. Give a startling statistic, fact, or visual image to drive home the ultimate point of your paper.
 5. If your discipline encourages personal reflection, illustrate your concluding point with a relevant narrative drawn from your own life experiences.
 6. Return to an anecdote, example, or quotation that you introduced in your introduction, but add further insight that derives from the body of your essay.
 7. In a science or social science paper, mention worthwhile avenues for future research on your topic.

EF Sample Conclusion

Rephrased thesis statement

The use of technology and screen time has been proven to create a well-around and positive educational experience for children and adolescents. Technology supplements in-class education, improves low-performing developmental skills, and allows children to excel academically by embracing the expanding the definition of a classroom environment and education. When the tool of technology is used to supplement formal education, it can be invaluable in aiding the positive development of a student's growing mind. Television programming can introduce new ideas or reinforce those which have already been presented, making concepts more familiar and contextual. Social skills can be learned by being presented to low-performing children via tablet apps or videos, which allows for development growth in a convenient and easily accessible way. The definition of a classroom itself has changed, and online learning is a space in which high-performing students can flourish. As society embraces the inclusion of technology in everyday life, the field of education should not be an exception; to exclude technology from educational and social development could arguably be detrimental to a child's outcome as an adult.

Summary of main ideas within the paper

Significance of the argument

Source: <https://writingcenter.ashford.edu/introductions-conclusions>

CHAPTER

6

Writing Practices

University Prescribed Syllabus

Writing Practices : Comprehension, Précis Writing, Letter Writing, Email etiquette, Abstract, Memo writing.

6.1	COMPREHENSION	5-3
6.1.1	Sample Comprehension	5-4
6.2	PRÉCIS WRITING	5-5
6.2.1	Points to be Taken Care while Writing Précis	5-5
6.2.2	Sample Précis	5-7
6.3	LETTER WRITING	5-8
6.4	TYPES OF FORMAL LETTERS	5-9
6.4.1	Complaint	5-9
6.4.2	Enquiry	5-9
6.4.3	Claim	5-9
6.4.4	Adjustment	5-9
6.4.5	Sales	5-9
6.4.6	Cover Letter	5-9
6.4.7	Placing Order	5-9
6.4.8	Cancelling Order	5-10
6.5	ELEMENTS OF LETTER	5-10
6.5.1	Heading	5-11
6.5.2	Date	5-11
6.5.3	Inside Address	5-11
6.5.4	Subject	5-12
6.5.5	Salutation	5-12
6.5.6	Message	5-13
6.5.7	Complimentary Close	5-13
6.5.8	Signature Block	5-13

6.6	FORMATS OF LETTER	6-13
6.6.1	Block Format	6-13
6.6.2	Modified Block Format	6-17
6.6.3	Semi Block Format	6-19
6.6.4	Simplified Format	6-21
6.7	EMAIL ETIQUETTES	6-22
6.7.1	Conciseness	6-22
6.7.2	Clear Subject Line	6-22
6.7.3	Follow the Rules of Grammar	6-23
6.7.4	Use Perfect Format	6-23
6.7.5	Don't Use Capital Letters Only	6-23
6.7.6	Don't use Sticker and Icons	6-23
6.7.7	Don't Forget Your Signature	6-23
6.7.8	Do Proofread Your Message	6-23
6.7.9	Don't Assume the Recipient knows What You are Talking about.....	6-23
6.7.10	Do Reply to All Emails	6-24
6.7.11	Don't Shoot from the Lip	6-24
6.8	COMPONENTS OF EMAIL	6-24
6.8.1	Header	6-24
6.8.2	Body of Email	6-25
6.8.3	Signature Block	6-25
6.8.4	Attachment	6-25
6.8.5	Benefits of using Email Conversation	6-26
6.9	ABSTRACT WRITING	6-28
6.10	TYPES OF ABSTRACT	6-28
6.10.1	Critical Abstract	6-28
6.10.2	Descriptive Abstract	6-28
6.10.3	Informative Abstract	6-28
6.10.4	Highlight Abstract	6-28
6.11	MEMO WRITING	6-29
6.12	Format of Memo	6-29
6.13	TYPES OF MEMORANDUM	6-32
6.13.1	Information Memo	6-32
6.13.2	Problem-Solving Memo	6-32
6.13.3	Persuasion Memo	6-32
6.13.4	Internal Memo	6-33
•	Chapter Ends	6-33

6.1 COMPREHENSION

A comprehension test is based on a short passage or article. A student who has to answer the comprehension questions has to understand and grasp the meaning of the passage or article. The understanding power and level of the student is evaluated in a comprehension test. Hence it is important for students to read the comprehension carefully first and then only answer the questions. The passage or article has to be understood perfectly well before questions are answered. For this students should keep in mind following points.

Instructions to be read with extra care

While reading instructions, always take extra care. At times, the questions are tricky leading the student to misunderstand or miss out important points. Consider the context of the answer first. All questions which you know should be answered first. You can eliminate questions you are not too sure about.

First read the questions

Make it a habit to go through the questions first. This will help you to look for relevant answers while reading the passage. Process of fetching answers can be hastened by doing this. If the passage is read first and then the questions, the chances of losing time are more as you will be reading everything again.

Check marks allotted to each question

There is no point in dedicating too much time on a question that is worth very few marks. Make sure that questions with more marks are answered first and then quickly finish off the ones with the least marks.

Allocate appropriate time

You will have to note down the time required for answering every question and accordingly stick to that time, so that all the questions can be attempted in due time.

Highlighting keywords

Once you have read the questions and have started reading the passage, make sure you highlight any headings, phrases, keywords etc that can help in answering the questions. This method will help you save a lot of time, searching through the passage again.

Avoid copying text directly

While writing down the answers you should not copy chunks of text directly.

Review what you have written

To check for avoidable mistakes you must review the paper again at least twice once you are done with answering the questions. If sentences have to be reframed or corrected, then this can be done. In case of answering multiple choice questions, and in case of doubt, importance to reviewing must be given.

Use quotation marks wherever necessary

Quotation marks will have to be used if at all you will be making use of quotations from the passage. This also carries marks, so make sure you don't forget them quotation marks.

Avoid using any knowledge from outside the passage

- Make sure the comprehension is read at least twice. While answering the questions, the answers have to be from what is given in the passage itself as outside knowledge is not entertained in a comprehension. Avoid any answer that is not supported by relevant information from the passage or article or they will be rendered as incorrect.
- If these few important points and techniques are kept in mind then you will surely be able to attempt the examination and comprehension well and in the process score good marks.

6.1.1 Sample Comprehension

Passage - 1

- Philosophy of Education is a label applied to the study of the purpose, process, nature and ideals of education. It can be considered a branch of both philosophy and education. Education can be defined as the teaching and learning of specific skills, and the imparting of knowledge, judgment and wisdom, and is something broader than the societal institution of education we often speak of.
- Many educationalists consider it a weak and woolly field, too far removed from the practical applications of the real world to be useful. But philosophers dating back to Plato and the Ancient Greeks have given the area much thought and emphasis, and there is little doubt that their work has helped shape the practice of education over the millennia.
- Plato is the earliest important educational thinker, and education is an essential element in "The Republic" (his most important work on philosophy and political theory, written around 360 B.C.). In it, he advocates some rather extreme methods: removing children from their mothers' care and raising them as wards of the state, and differentiating children suitable to the various castes, the highest receiving the most education, so that they could act as guardians of the city and care for the less able. He believed that education should be holistic, including facts, skills, physical discipline, music and art. Plato believed that talent and intelligence is not distributed genetically and thus is found in children born to all classes, although his proposed system of selective public education for an educated minority of the population does not really follow a democratic model.
- Aristotle considered human nature, habit and reason to be equally important forces to be cultivated in education, the ultimate aim of which should be to produce good and virtuous citizens. He proposed that teachers lead their students systematically, and that repetition be used as a key tool to develop good habits, unlike Socrates' emphasis on questioning his listeners to bring out their own ideas. He emphasized the balancing of the theoretical and practical aspects of subjects taught, among which he explicitly mentions reading, writing, mathematics, music, physical education, literature, history, and a wide range of sciences, as well as play, which he also considered important.
- During the Medieval period, the idea of Perennialism was first formulated by St. Thomas Aquinas in his work "De Magistro".
- Perennialism holds that one should teach those things deemed to be of everlasting importance to all people everywhere, namely principles and reasoning, not just facts (which are apt to change over time), and that one should teach first about people, not machines or techniques.
- It was originally religious in nature, and it was only much later that a theory of secular perennialism developed.

- During the Renaissance, the French skeptic Michel de Montaigne (1533 - 1592) was one of the first to critically look at education. Unusually for his time, Montaigne was willing to question the conventional wisdom of the period, calling into question the whole edifice of the educational system, and the implicit assumption that university-educated philosophers were necessarily wiser than uneducated farm workers, for example.

- Q. 1 What is the difference between the approaches of Socrates and Aristotle?
1. Aristotle felt the need for repetition to develop good habits in students. Socrates felt that students need to be constantly questioned.
 2. Aristotle felt the need for rote-learning. Socrates emphasized on Socratic learning.
 3. There was no difference.
 4. Aristotle emphasized on the importance of paying attention to human nature. Socrates emphasized upon science.

☑ Ans. :

The first option is correct - their approaches were different and this difference is quite explicitly explained in the fourth paragraph.

- Q. 2 Why do educationists consider philosophy a 'weak and woolly field'?

1. It is not practically applicable.
2. Its theoretical concepts are easily understood.
3. It is irrelevant for education.
4. None of the above.

☑ Ans. :

The first option is correct because educationists believe that philosophical abstractions are not suitable for practical application.

- Q. 3 What do you understand by the term 'Perennialism', in the context of the given comprehension passage?

1. It refers to something which is of ceaseless importance.
2. It refers to something which is quite unnecessary.
3. It refers to something which is abstract and theoretical.
4. It refers to something which existed in the past and no longer exists now.

☑ Ans. :

The first option is correct because the term comes from the root word 'perennial' - which means ceaseless.

- Q. 4 Were Plato's beliefs about education democratic?

1. He believed that only the rich have the right to acquire education.
2. Yes.
3. He believed that only a select few are meant to attend schools.
4. He believed that all pupils are not talented.

☑ Ans. :

The second option is correct - Plato's beliefs were democratic but not his suggested practices.

Q. 5 Why did Aquinas propose a model of education which did not lay much emphasis on facts?

1. Facts are not important
2. Facts do not lead to holistic education
3. Facts change with the changing times
4. Facts are frozen in time

Ans.:

The third option is correct - facts do change with the changing times, hence, they are not of the utmost importance when aiming for holistic education.

6.2 PRÉCIS WRITING

The word *précis* is derived from French that means *summary* and *précis* writing means the art of summarizing. It can be defined as a clear, compact logical summary of a passage. It preserves only the essential or important ideas of the original.

According to Oxford Dictionary, "It is a short version of a speech or a piece of writing that gives the main points of ideas."

According to Cambridge Dictionary, "Précis is a short form of the text which briefly gives only the important parts."

6.2.1 Points to be Taken Care while Writing Précis

The goal of a *précis* is to preserve the core essence of the work in a manner that is both clear and concise. While writing a *précis*, the writer should take care of the points given below to make it an effective piece of work.

- **Read Carefully** : First read the passage twice or thrice carefully to summarize it. This will enable you to understand the main theme of the passage.
- **Underlining** : Underline and mark the important ideas and essential points from the original text.
- **Outline** : With the help of underlined ideas, draw the outline of your *précis*.
- **Omission** : Omit all the unnecessary information or the long phrases which could be replaced by one word. All the adjectives and the adverbs can also be omitted in order to make a good *précis*.

While making a *précis*, the writer should never omit the important points and ideas which are essential to be described.

- **Size** : Keep the fact in your mind that the length of the *précis* should be the one third of the original passage.
- **Indirect Speech** : A *précis* should be written in indirect speech. If there is direct speech in the passage, it should be changed into indirect speech.
- **Tense and Person** : It should be written in the third person and past tense. In the case of universal truth the present tense should be used.
- **Own Words** : A *précis* should be written in your own words and the writer should abstain from borrowing words from the original passage.
- **Précis of a Dialogue** : The *précis* of a dialogue or conversation should always be expressed in form of narrative.
- **Objective Approach** : A *précis* writer should adopt an objective approach. He should not add his personal ideas to a *précis*. Put all the important points and ideas in a logical order.
- **One Paragraph** : There could be two or more paragraphs in the original text. While making the *précis*, try to write all the ideas in one paragraph.

- **Rough Draft** : After omitting all the unnecessary ideas, the writer should prepare a rough draft to finalize it.
- **Final Draft** : Having read the rough draft and pointed out some mistakes which may be found in the rough draft, the writer can prepare the final draft.

6.2.2 Sample Précis

Sample 1

- Home is the young, who knows nothing of the world and who would be forlorn and sad, if thrown upon it. It is providential, shelter of the weak and inexperienced, who have to learn as yet to cope with the temptations which lies outside of it.
- It is the place of training of those who are not only ignorant, but have no yet learnt how to learn, and who have to be taught by careful individual trail, how to set about profiting by the lessons of teacher. And it is the school of elementary studies - not of advances, for such studies alone can make master minds. Moreover, it is the shrine of our best affections, the bosom of our fondest recollections, at spell upon our after life, a stay for world weary mind and soul, wherever we are, till the end comes. Such are attributes or offices of home, and like to these, in one or other sense or measure, are the attributes and offices of a college in a university.

Précis Summary

- Home shelters the young who are weak and unexperienced and unable to face the temptations in life. It is a centre of their elementary education and a nursery of sweet affections and pleasant memories.
- Its magic lasts forever. A weary mind turns to it for rest. Such is the function of a home and in some measure of the university.

Sample 2

- English education and English language have done immense goods to India, in spite of their glaring drawbacks. The notions of democracy and self-government are the born of English education. Those who fought and died for mother India's freedom were nursed in the cradle of English thought and culture.
- The West has made contribution to the East. The history of Europe has fired the hearts of our leaders. Our struggle for freedom has been inspired by the struggles for freedom in England, America and France. If our leaders were ignorant of English and if they had not studied this language, how could they have been inspired by these heroic struggles for freedom in other lands? English, therefore, did us great good in the past and if properly studied will do immense good in future.
- English is spoken throughout the world. For international contact our commerce and trade, for the development of our practical ideas, for the scientific studies, English is indispensable "English is very rich in literature," our own literature has been made richer by this foreign language. It will really be a fatal day if we altogether forget Shakespeare, Milton, Keats and Shaw.

Précis Summary

- Notwithstanding its various defects English education has done great good to India. The ideas of democracy and self-government are its gifts. Nursed on English education the Indian leaders were inspired by the Western thought, culture and freedom struggles.

- They fought for and won their motherland's freedom. Being spoken thought-out the world English is necessary for international contact, trade, commerce and science. English is rich in literature; its master mind cannot be neglected.

6.3 LETTER WRITING

- To share our thoughts, ideas or any information, letter is one of the best tools. In today's modern world communication can be done through various ways. But written communication has its own importance. If we are talking about ourselves it starts with when we send our job application, Curriculum - Vitae to the company for the job or we send our bio- data for personal purpose. In each case we are doing written communication. Written communication is considered more authentic than oral.
- Written communication is important because it works as a proof. Written communications can be done through letters, memos, reports, e-mails, etc. These are the various forms to share information.
- In informal way we write letters to keep in touch with our family members, friends to share our feelings.
- A letter is a medium of communication generally used in organizational correspondence. It is not just a means of contact between to individuals or organization, but it also establishes the healthy relationship between the two.
- Business or formal letters are generally written with some purpose, it may be to maintain or establish relationship between the organizations or to develop business with one another. In short in formal written communication, each letter has its particular importance.

For Example :

- One may write a letter to apply for a job.
- As a customer you may write a letter complaining regarding damaged consignment.
- One may also write a letter for getting some information.

Business letter are used for various purposes as mentioned below :

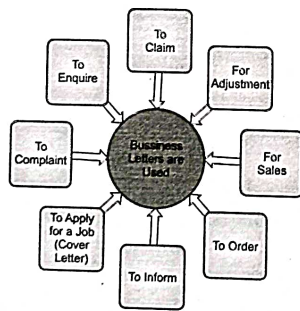


Fig. 6.3.1

6.4 TYPES OF FORMAL LETTERS

We have already discussed about the various purposes of writing a business letters. Depending on their purpose business letter can be divided into following types.

6.4.1 Complaint

A Letter of complaint is written when the customer is not satisfied with the product or prices or the mode of delivery. Customer may complaint regarding late delivery, damaged goods, shortage of goods, irregularity of service, low quality of product, etc.

6.4.2 Enquiry

A letter of Enquiry is written to get the information or details of something when one wants to buy goods or place an order. Letter of Enquiry may contain request for providing samples or demos. It also includes inquiry regarding mode of payment, mode of delivery, terms and conditions, discounts, warranty, guaranty, etc.

6.4.3 Claim

A letter of Claim is generally written by customer to claim the refund or adjustment for the delay or mistake in the delivery of product. One may claim for refund/ replacement of product or can cancel the order when the dealer is at fault.

6.4.4 Adjustment

A letter of adjustment is generally written by the dealer as a replay to the complaint by the customer. In this type of letter dealer requests the customer to replace the goods by accepting ones mistake. S/he may reject the complaint or reject the request of adjustment when the dealer is not at fault. Adjustment letter includes solutions of the complaint and the elurification of the mistake.

6.4.5 Sales

Sales letters are used for launching or informing about the new products. It can be used as a form of advertisement. But it is not used for large public. It has its targeted customer of companies.

6.4.6 Cover Letter

This type of letter is written when you are applying for job. It includes the details regarding the post for which you are applying, how did you come to know about the vacancy, and most important the list of enclosures which you have attached with the letter.

6.4.7 Placing Order

A letter of placing an order is written when one wants to buy some goods. In such letters the writer makes a deal with the supplier. It contains all the information regarding purchase and can be used as a legal document and that is why close attention must be required. This letter also includes the information regarding deadline for delivery, mode of payment and preferable mode of delivery.

6.4.8 Cancelling Order

This type of letter is written when the buyer of the product wants to cancel the order due to some problem. The buyer may cancel the order because of his/her personal problem of dissatisfaction regarding the product or the problem regarding terms and conditions.

6.5 ELEMENTS OF LETTER

These are the various reasons or purposes to write business letters. When we are talking about business letter it must be completely formal. To write any business letter the particular set pattern must be followed. In this chapter, we shall try to enhance our letter writing techniques by studying the pattern.

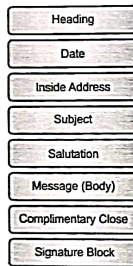


Fig. 6.5.1

6.5.1 Heading

Heading is generally referred as a letter head. It includes the name of the person or company (Sender) along with the contact details of the person or the organisation. These details may contain Name, Address, Phone No, Email, etc. Letter head may have these details either at the top of the page or at the bottom of the page.

Example of the Letter Head

A - One Engineering Pvt. Ltd.
 Plot No. 32, Phase II, G. I. D. C., Ankaleshwar - 393002.
 ☎ 232456, 232567 Email: contact@aoneengineering.com

If you are not using a letter head, you need to include these details in the letter to make it official or to give receiver an idea about the sender.

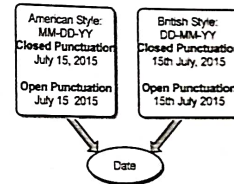
For example :

A - One Engineering Pvt. Ltd.
 Plot No. 32, Phase II
 G.I.D.C.
 Ankleshwar - 393002
 contact@aoneengineering.com

6.5.2 Date

There are different methods of writing dates into letters.

For example :



6.5.3 Inside Address

This part of the letter shows the name and the address of the receiver of the letter. It is separated from the date by at least one blank line.

For example :

To,
 The General Manager
 Lion Industries Ltd
 No.3-a, East Patel Nagar
 Mansarovar
 Mumbai - 400001

6.5.4 Subject

- It includes the subject of your letter. The subject should be well defined in a precise way.
- This would help the receiver to get the general idea of your letter and in huge organisation, written subject may help to direct the letter to the particular department for further consideration.
- Subjects are generally mentioned only in the formal letters, informal letters, generally, do not carry any subject line.

For example :

Subject : A Complain Letter for Damaged Furniture.

Subject : An Enquiry Letter for Some Furniture.

Subject : An Application for the Post of Computer Engineer.

6.5.5 Salutation

Salutation is a significant part of the letter. How you begin your letter creates impression on the reader. There are many different ways to address the receiver as per his/her designation or your intimacy with him/her.

For Example :

- If you know a person very well than: Dear + First Name, (Dear Sanjay.)
- If you don't know the contact person : Dear Sir, / Dear Madam,
- If you are acquainted with the person but just a formal relation : Dear + Mr./Ms. + Last Name, (Dear Mr. Mehta / Dear Ms. Deshpande.)
- If the contact person is of higher post or very senior : Respected Sir/ Respected Madam
- With 'Respected' you can also use First or Last Name.
- In informal conversation most use salutation is – Dear + First Name
- Mr. - Used for males
- Miss - Used for bachelor Girls
- Mrs. - Used for Married Ladies
- Ms. - Used when you are not sure whether the lady is married or not.

6.5.6 Message

This is the main area of information. It can include three or more paragraphs as per the requirement. This part of your letter will usually occupy the greatest amount of space, it should be single – spaced, with a blank line separating it from the presiding and following part of your letter. You should also separate each paragraph by a blank line.

First Paragraph

First paragraph includes just introductory information. It does not include your personal introduction but the reason why are you drafting the letter. That would be your introductory paragraph. If you are complaining for late delivery of goods then first paragraph will be :

We have placed our order no: SQ/20 for 200 brushes. You had assured us that the said goods will be delivered to us within 15 days. Long 20 days have been passed still we have neither received our goods nor any message from you.

Second Paragraph

Now second paragraph is the "Main Body" of letter. In this you will write about the main problem. If you are complaining then you will ask for the solution. If you are inquiring then you will raise inquiry regarding particular information.

For example :

Your silence surprises us. Please let us know in three days when are you going to supply us the said goods. Now if we don't any information from you we shall treat the order as cancelled.

Third Paragraph

Third paragraph is the "concluding paragraph" of the letter in which you try to find out solution or you will request to answer your letter as early as possible. For example :

I hope you will agree with me. As well as I expect prompt confirmation as early as possible.

6.5.7 Complimentary Close

This element is a single word or phrase, separated from a message by a blank line.

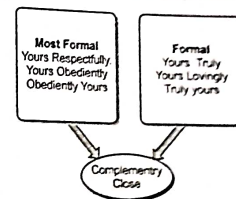


Fig. 6.5.3

6.5.8 Signature Block

The complimentary closing line is followed by the signature block, which includes your signature, name and title. Every letter must end with a signature block to give authenticity to the message of the letter.

For example :

Mr. Santosh Singh

Senior Executive

6.6 FORMATS OF LETTER

6.6.1 Block Format

This form is very popular and commonly used style of letter writing as it looks attractive and well-organized. It has following characteristics :

- All elements are aligned to the left margin.
- Each line starts from extreme left of the page.

- It follows open punctuation

_____	(Heading / Sender's Address)

12 th December, 2019	(Date)
_____	(Inside Address/ Receiver's Address)

Subject : _____	
Salutation,	
(Body) Introductory Paragraph	

Main Text	

Concluding Paragraph	

Complementary Close,	
Signature Block	

A sample complaint letter in block format

11, Royal Engineering
Val Haven, CT 95135
Mumbai-400001

21st July, 2015

Mr. Jose Fernandes
Customer Relationship Manager,
Hindustan Engineering Ltd.
Hyderabad- 500001.

Subject: A Complaint Letter for Late Delivery

Dear Sir,

I have ordered for 1200 brushes on 1st July 2015. My order no is JX/45. You had assured me that the goods will be delivered within 15 days. 20 days have been passed. Still I have neither received your goods nor any message from you.

Your silence surprises me. Please inform me in three days if you are going to supply me said goods. If I will not get any information from your side then we shall treat this order as cancelled.

I hope you will agree with my proposal and expect a prompt confirmation of my complaint.

Yours Sincerely,

Signature

Ken Thomas

A complaint letter in block format (Using Letter Head)

<p>APPLE FABRICS PVT LTD 65, Market Street Val Hava, CT 95135</p>
<p>30th June, 2004</p>
<p>Customer Service Cool Sports, LLC, 8423 Green Terrace Road Osterville, WA 65435</p>
<p>Dear Sir or Madam:</p> <p>I have recently ordered a new pair of soccer cleats (item #6542951) from your website on June 21. I received the order on June 26. Unfortunately, when I opened it, I saw that the cleats were used. The cleats had dirt all over it and there was a small tear in front of the part where the left toe would go. My order number is AF26168156.</p> <p>To resolve the problem, I would like you to credit my account for the amount charged for my cleats; I have already went out and bought a new pair of cleats at my local sporting goods store so sending another would result in me having two pairs of the same cleats.</p> <p>Thank you for taking the time to read this letter. I have been a satisfied customer of your company for many years and this is the first time I have encountered a problem. If you need to contact me, you can reach me at (555) 555-5555.</p> <p>Sincerely, Signature Ken Thomas</p>

6.6.2 Modified Block Format

Modified block layout differs from block format in the position of certain elements like heading, complimentary close, and signature block.

<p>(Heading/ Sender's Address)</p>
<p>12th December, 2019 (Date)</p>
<p>(Inside Address/ Receiver's Address)</p>
<p>Subject :</p>
<p>Salutation,</p>
<p>(Body) Introductory Paragraph</p>
<p>Main Text</p>
<p>Concluding Paragraph</p>
<p>Complimentary Close,</p>
<p>Signature Block</p>

Complaint letter in modified block format

Hi Tech Graphics
613, Circular Road
Bangalore - 560001
Phone:(080)2335718
Fax: (080) 2335717

10th November, 2019
The General Manager
Lion Furniture Industries Limited
No. 3-A, East Patel Nagar
Mansarovar
Mumbai - 400001

Subject : A Complaint about Damaged Furniture.

Respected Sir,

I have received my order no. 12567 of 6 computer table and 6 chairs. Thanks for sending the order on time. But I am very sorry to inform you that the furniture is found in damaged condition while opening the parcel. I want you to replace the order as early as possible.

Yours faithfully,
Ms. Santosh Singh
Senior Executive
Hi Tech Graphics

6.6.3 Semi Block Format

It resembles modified block layout style except that the start of each paragraph of message is indented.

(Heading/ Sender's Address)

12th December, 2019 (Date)

_____ (Inside Address/ Receiver's Address)

Subject : _____

Salutation,

(Body) Introductory Paragraph

Main Text

Concluding Paragraph

Complementary Close.

Signature Block

Enquiry letter in semi-block format

	Hi Tech Graphics 613, Circular Road Bangalore - 560001 Phone:(080)2335718 Fax: (080) 2335717
10 th November, 2019 The General Manager Lion Furniture Industries Limited No. 3-A, East Patel Nagar Mansarovar Mumbai - 400001	
Subject : An Enquiry Letter for Some Furniture.	
Respected Sir,	
We are planning to start a new branch of our company and for that we want to buy some furniture from your company.	
Kindly send us the prize list and terms and conditions of payment as early as possible.	
	Yours faithfully, Ms. Santosh Singh Senior Executive Hi Tech Graphics

6.6.4 Simplified Format

Though this format resembles block format, it is characterized by the following features :

- Omit salutation
- Often includes a subject line in capital letters
- Omits complimentary close

_____	(Heading/ Sender's Address)

12 th December, 2019 (Date)	
_____	(Inside Address/ Receiver's Address)

Subject : _____	(IN CAPITAL LETTERS)
(Body) Introductory Paragraph	

Main Text	

Concluding Paragraph	

Signature Block	

6.7.3 Follow the Rules of Grammar

There should be proper use of punctuations, grammar, vocabulary and spelling so that receiver can understand the message clearly. Wrong use of punctuations or spellings may change the meaning of the message and can create bad impression. It may be possible that while formal correspondence you may face many difficulty because of using wrong punctuations, spellings, etc.

6.7.4 Use Perfect Format

To get information from computer screen is comparatively difficult then paper. By adopting best lay-out you can make it easy for the reader.

You should keep small paragraph after few lines. There should be spacing of 1 line between two paragraphs. When you have given any point then number them or use bullets to make your points more clear.

6.7.5 Don't Use Capital Letters Only

It is advisable not use capital letters only as it seems unpleasant to the reader's eyes. There are possibilities that the readers may avoid or get bore of reading such messages.

6.7.6 Don't use Sticker and Icons

Nowadays the youngsters use special stickers, cartoons, icons, etc to express their mood, emotions, but these kinds of stickers are acceptable in informal communication. You should avoid using them while sending formal e-mails.

6.7.7 Don't Forget Your Signature

Every email should include a signature that tells the recipient who you are and how to contact you. Set it up to automatically appear at the end of each email. Include all of your contact details so the recipient doesn't have to look up your address, email or phone number.

6.7.8 Do Proofread Your Message

Don't be surprised if you're judged by the way you compose an email. For example, if your email is littered with misspelled words and grammatical errors, you may be perceived as sloppy, careless, or even uneducated. Check your spelling, grammar and message before hitting "send."

6.7.9 Don't Assume the Recipient knows What You are Talking about

Create your message as a stand-alone note, even if it is in response to a chain of emails. This means no "one-liners." Include the subject and any references to previous emails, research or conversations. It can be frustrating and time consuming to look back at the chain to brush up on the context. Your recipient may have hundreds of emails coming in each day and likely won't remember the chain of events leading up to your email.

6.7.10 Do Reply to All Emails

Give a timely and polite reply to each legitimate email addressed to you. Even if you do not have an answer at the moment, take a second to write a response letting the sender know you received their email. Inform the sender if their email was sent to the wrong recipient, too.

Tech-Neo Publications.....Where Authors inspire innovation

.....A SACHIN SHAH Venture

764 Freedom Lane
Clearwater Falls, FL 23619
September 27, 2013

Mr. John Anderson
The Manager
The Corner Cafe
233 Main Street
Clearwater Falls, FL 23619

SUBJECT: A REQUEST LETTER FOR DONATION

My name is Cathy Pettis and I'm the chair of the Clearwater Falls Elementary School Fundraising Committee. The committee is planning to hold a fundraiser next month to raise funds for this year field trips and we're looking for donors to help out with providing goods for the fundraising event.

If The Corner Cafe is willing to help donate some coffee and cups, we would greatly appreciate it. Our fundraiser will be held on the morning of October 18th and we're expecting around 200 people to show up.

Thanks for your time and consideration, if you need to contact me with any questions, feel free to call me at 555-555-5555, I'm available to speak between 10am-5pm on weekdays.

Signature

Cathy Pettis

6.7 EMAIL ETIQUETTES

The full form of e-mail is Electronic mail. It is one of the most latest & modern way to transmit information. It is the fastest and cheaper way to send your message than any other modes.

Following are the point one must keep in mind while writing email.

6.7.1 Conciseness

The information should be concise, means very clear, complete and reliable. It should not include unnecessary message, pictures, and videos. It should not be wasting the time of receiver while reading your mail.

6.7.2 Clear Subject Line

The subject line of your mail gives the clear indication to the reader why you have sent the mail. It clears the purpose behind sending the mail. The e-mail without subject line gives your negative impression to the reader.

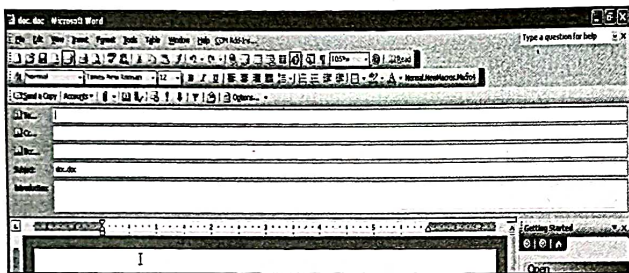
6.7.11 Don't Shoot from the Lip

Never send an angry email, or give a quick, flip response. Give your message some thoughtful consideration before sending it. If you feel angry, put your message into the "drafts" folder, and review it again later when you are calmer and have time to formulate an appropriate response.

6.8 COMPONENTS OF EMAIL

6.8.1 Header

The header of the email contains all the basic details of the message. In header we need to include the address of the receiver with it we can also include the addresses of the people who needed to be informed about it. Let's understand these parts in details.



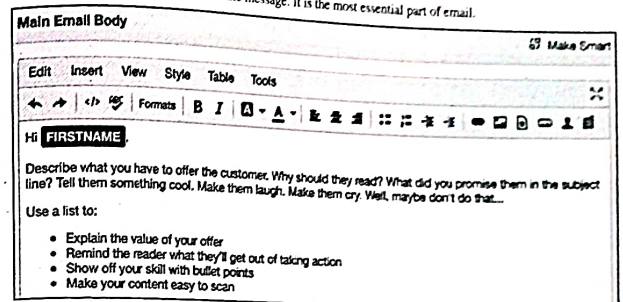
- To : Email address of the receiver/s
- Cc : Email Address of the person/s who need/s to be informed about the email
- Bcc : Email Address of the Person/s who needs to know about the message but the main receiver of email would not know about this person/s.
- Subject : The Subject of your Message.

Example :

TO	supervisor@abc.org
Cc	manager@abc.org
Bcc	generalmanager@abc.org
Subject	To Submit the Report on Production

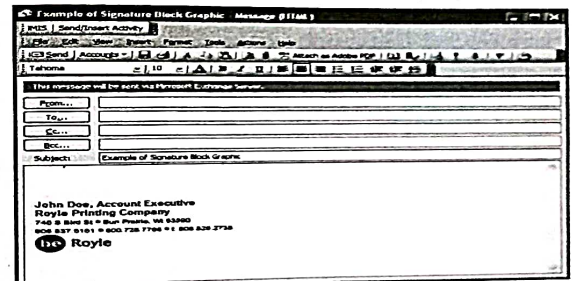
6.8.2 Body of Email

This part contains necessary details of the message. It is the most essential part of email.



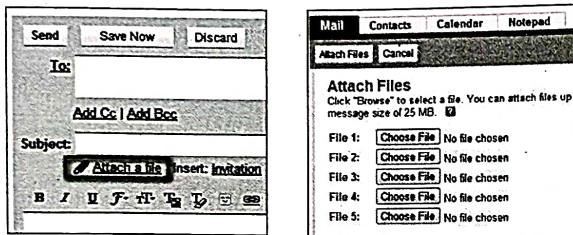
6.8.3 Signature Block

This is a part of the main body of email. It is included at the end of the message. Your formal closing should be apt. You can include details regarding your designation, company or your contact details in your signature.



6.8.4 Attachment

Another unique feature of email is that you can send other documents with it in the form of attachment. You can attach word, excel, pdf, images or any other files. Some providers allow limited size of attachments. You can attach files by clicking on attachment icon provided on the email panel.



6.8.5 Benefits of using Email Conversation

It can be formal as well as informal. To use this fastest mode one must have internet facility. The benefits are mentioned below.

1. E-mail communication saves time. As it is quick and very easy mode to convey your message. At a same time you can send your information to many people. It saves more time than any letter even though the distance is high.
2. E-mail is cheaper in cost compare to other modes of communication. The size of your message, pages distance do not affect the cost.
3. E-mail is very easy mode to convey the information. If you want to send photos, videos, resumes, testimonials, or anything it's very easy.
4. You don't need to keep extra records because the sent mails work as proof.
5. It is comparatively less formal than other modes.

1. Information by single click

You can get the information by single click anywhere and at any time. You don't require to wait for the postman or a courier boy to come and provide you the letters, etc. So it is easiest and fastest mode of communication to give and get messages in few minutes just by a single click.

2. Eco-friendly

E-mails can be considered as eco-friendly way of sharing messages as it saves wastages of papers, which helps to nurture the nature.

6.9 ABSTRACT WRITING

An abstract is a 150- to 250-word paragraph that provides readers with a quick overview of your essay/report/thesis/paper and its organization. It should express your thesis and your key points; it should also suggest any implications or applications of the research you discuss in the paper. In Short, it can be said that an abstract is a concise summary of entire thesis or paper and should include main findings as well as key points of the thesis/paper/report.

According to Carole Slade, an abstract is "a concise summary of the entire paper."

All abstracts should include :

- A statement of your main topic, purpose and objectives
- A brief description of the methodology
- An overview of the most significant findings or arguments
- A summary of your conclusions and recommendations

The abstract appears at the very beginning of a document, but it should be the last thing you write. In a dissertation or thesis, include it on a separate page, after the title page and acknowledgements but before the table of contents.

Steps for Writing Abstract

Abstracts should be formatted as a single paragraph in a block format and with no paragraph indentations. Use the active voice when possible, sometimes abstract may require passive voice. Get to the point and always use past tense because you are reporting on a study that has been completed.

1. Write your Paper First

Even though an abstract goes at the beginning of the work, it acts as a summary of your entire paper. Rather than introducing your topic, it will be an overview of everything you write about in your paper.

2. Review and understand any requirements for writing your abstract

The paper you're writing probably has specific guidelines and requirements, whether it's for publication in a journal, submission in a class, or part of a work project. Before you start writing, refer to the guidelines you were presented with to identify important issues to keep in mind.

3. Consider your audience

Abstracts are written to help readers find your work. For example, in scientific journals, abstracts allow readers to quickly decide whether the research discussed is relevant to their own interests. Abstracts also help your readers get at your main argument quickly.

4. Determine the type of abstract

Although all abstracts accomplish essentially the same goal, there are two primary styles of abstract: descriptive and informative. You may have been assigned a specific style, but if you weren't, you will have to determine which is right for you. Typically, informative abstracts are used for much longer and technical research while descriptive abstracts are best for shorter papers.

5. Explain the problem at hand

Abstracts state the "problem" behind your work. Think of this as the specific issue that your research or project addresses.

6. Explain your methods

This is the part where you give an overview of how you accomplished your study. If you did your own work, include a description of it here. If you reviewed the work of others, it can be briefly explained.

7. Describe your results

This is where you begin to differentiate your abstract between a descriptive and an informative abstract. In an informative abstract, you will be asked to provide the results of your study.

8. Give your conclusion

This should finish up your summary and give closure to your abstract. In it, address the meaning of your findings as well as the importance of your overall paper. This format of having a conclusion can be used in both descriptive and informative abstracts.

6.10 TYPES OF ABSTRACT**6.10.1 Critical Abstract**

A critical abstract provides, in addition to describing main findings and information, a judgment or comment about the study's validity, reliability, or completeness. The researcher evaluates the paper and often compares it with other works on the same subject. Critical abstracts are generally 400-500 words in length due to the additional interpretive commentary. These types of abstracts are used infrequently.

6.10.2 Descriptive Abstract

A descriptive abstract indicates the type of information found in the work. It makes no judgments about the work, nor does it provide results or conclusions of the research. It does incorporate key words found in the text and may include the purpose, methods, and scope of the research. Essentially, the descriptive abstract only describes the work being summarized. Some researchers consider it an outline of the work, rather than a summary. Descriptive abstracts are usually very short, 100 words or less.

6.10.3 Informative Abstract

The majority of abstracts are informative. While they still do not critique or evaluate a work, they do more than describe it. A good informative abstract acts as a surrogate for the work itself. That is, the researcher presents and explains all the main arguments and the important results and evidence in the paper. An informative abstract includes the information that can be found in a descriptive abstract but it also includes the results and conclusions of the research and the recommendations of the author. The length varies according to discipline, but an informative abstract is usually no more than 300 words in length.

6.10.4 Highlight Abstract

A highlight abstract is specifically written to attract the reader's attention to the study. No pretense is made of there being either a balanced or complete picture of the paper and, in fact, incomplete and leading remarks may be used to spark the reader's interest. In that a highlight abstract cannot stand independent of its associated article, it is not a true abstract and, therefore, rarely used in academic writing.

6.11 MEMO WRITING

- A memorandum is a short notice usually written by the management to address a certain policy or give a certain announcement or changes in an organization. In official instances, a memo is usually written by the organization heads, but even students at different levels of education may be examined on the same.
- So, whether you are a student or working-class, writing a memo is a very important skill that you cannot afford to miss. A memo can also be written in a business case where you are writing to confirm to your suppliers that you have received certain goods. This type of memo called a business memorandum.

Guidelines for Writing Memo

- It is good to know how to come up with the best memo so that whatever you are trying to pass across to your audience is clear. In most cases, a memo is usually used to address very critical matters and therefore it has to come out clear so that the content of the information being passed is not distorted. Below are some of the tips that you need to pay attention to while writing your memo:
- Make it as short as possible- the memo should not be lengthy because it will be tiresome to read. Most people would want to go through it with the shortest time possible but acquire all the information. You need to summarize as much as you can. The shorter your memo will be, the more the readers because most people are prone to be ignorant to lengthy notices.
- Use simple English- you should not use complex language while writing your memo because the readers may end up missing up important points and your memorandum will not have served its purpose. Avoid too much use of vocabularies in your work.
- Use a captivating heading- the heading of your memo should attract readers- you should be very selective in the words that you use for your heading because that is the first impression that your readers would come across. Others would just read the heading and leave, so it is your responsibility to make them curious to read the rest of the document. There are different ways that you can use to captivate the readers:
 1. Use bolding on emphasize- you should use bold letters in the action that expect your readers to take so that it can attract their attention and they will have gotten the message.
 2. Use a different color for the heading- you can decide to use a different color for your heading so that it can attract readers from a distance.
- Avoid simple grammar and spelling errors - you should be very cautious in memo writing because a simple spelling mistake may confuse the intended information that you needed to pass and that would be chaos especially if it is a critical matter that affects an organization. You should go through your memo after writing to ensure that everything reads as required.

6.12 Format of Memo

The format of your memo should adhere to the required rubric because one can be able to identify a memo from its format. In the notice board you may find several notices of which others are usually, meant for motivations purposes, so it is the format that will distinguish your memo from other notices.

The header

At the top of the page, you should indicate that it is a memo in capital letters. This helps to give identity to your document.

The recipient addresses

Immediately after the header, you should write the recipient address. Be official in writing the name of the recipient whether it is one person or a group of people. The address helps the readers to know whom the memo is being addressed to. You should also include other recipients if you wish your memo to address a different group of people. When you have more than one recipient, you can use the following format:

Memorandum

To:

Cc:

From:

Date

Subject

In this format, the cc will serve to address another recipient that you wish to address apart from your main.

The sender

After the recipient's address, you should indicate where the memo is coming from, write your name and your position if you have one so that the readers can be able to know you.

The date

After writing the senders name you should write the date in the right format so that the readers can be able to know when was the memo sent. The date is important because it distinguishes the old and new memos in the notice board.

The title

After the date, you should write the title of the memo. In the title, you should indicate what the memo is all about clearly. The title carries a heavy weight in your memo because it should tell the reader what the memo is all about in the shortest words.

On the formatting of the heading and the addresses you should :

- Ensure that the content is double spaced. This helps to improve the clarity of your document.
- Align all the content to the left side of your page- you should align the date and the addresses to the left side of the page.
- You should write the start of the address with capital letters. For example, when writing to your staff and you are the IT director of a certain company you will proceed on as follows :

To : All staff

From : The IT Director.

Date : 9/07/2018.

Subject : Promotions in Different Departments.

The body

The second part of the memo format is the body. You should keep your memo as short as possible by avoiding more stories in the body paragraphs. Below are some of the tips on how to come up with the best body for your memo :

- **Consider your readers :** Your readers, in this case, are the audience that you are writing to. You should use the right tone depending on what you are writing on. You should be able to note the needs of your audience because for instance if you are requesting something from your staff as the manager, you have to use polite language so that your staff can consider your request. You should ask yourself any question that your readers are likely to come up with after reading your memo and address them accordingly. You should also use a language that will suit the class of people you are addressing.
- **Go directly to the point :** After deciding on what you are going to write on, you should avoid the salutations available in other letter writing formats. The thesis for your memo should be your major issue.
- **Give a small background of the problem :** After addressing the change that you need you should proceed and give reasons for the implementation of that policy or rule. Explain to your audience the sole reason that led to coming up with that decision or what motivate you to that step. You can also mention the merits and the demerits of the change.
- **Support your issue :** After mentioning what you wanted of the readers, you can go on and give illustrations just to be clear on what you mean or improve their understanding. There are several ways in which you can support your points.
- **Use of lists :** You can use a list to indicate what you need to be done if there are several points.
- **Use of short subheadings :** You can use a short subheading just to clarify to your reader on the points you are addressing.
- **Give the actions that you need the readers to do :** After explaining what you need you should state the role of the readers in the implementation of your policies. You can also give the conditions that should apply to your reader. you can, for example, give a deadline to whatever you need to be done.
- **End your memo with a summary :** You need to summarize your points and state the cause of action needed by your readers. Try and be positive as much as you can while closing your memo.
- **The last thing is signing :** You can decide to sign at the end of the memo just to make it official. Signing of the memo makes it official.

Sample Memorandum**MEMORANDUM**

To : All students taking IT course at the university.

From : The department chair.

Date : July 7, 2018.

Subject : Submission of your final project.

It has come to our notice that some of you have not submitted their final year projects which is very crucial at this moment because it determines whether you will graduate or not. In the previous years, we have had the same incidents and students usually come back to me crying when they find out that their name is not on the graduation list.

The project will account for forty percent of your final grade and that is why it should be taken seriously. On that note the department has given out a deadline of 3rd August 2018, if you do not have submitted your project by then, you will have to wait 1 academic year to graduate. You are all advised to submit your project before the due date as we do not want you to suffer when it comes to graduation. Thanks in advance.

Yours sincerely,

Sign.....

Department chair.

6.13 TYPES OF MEMORANDUM

There are four types of memos you might have to write, each with its own organizational format: information, problem-solving, persuasion, and internal memo proposal.

6.13.1 Information Memo

Information Memo used to deliver or request information or assistance

- First paragraph provides main idea
- Second paragraph expands on the details
- Third paragraph outlines the action required

6.13.2 Problem-Solving Memo

Problem-solving Memo suggests a specific action to improve a situation

- First paragraph states the problem
- Second paragraph analyzes the problem
- Third paragraph makes a recommendation
- When making a recommendation, include not only the positive details
- But also the drawbacks and diffuse them yourself

6.13.3 Persuasion Memo

Persuasion Memo used to encourage the reader to undertake an action he or she doesn't have to take.

- First paragraph begins with an agreeable point
- Second paragraph introduces the idea
- Third paragraph states benefits to the reader
- Fourth paragraph outlines the action required
- Fifth paragraph ends with a call to action

6.13.4 Internal Memo

Internal Memo Proposal used to convey suggestions to senior management

- First paragraph states reason for writing
- Second paragraph outlines present situation and states writer's proposal
- Third paragraph describes advantage(s)
- Fourth paragraph mentions and diffuses disadvantage(s)
- Fifth paragraph ends with a call to action

Chapter Ends..

□□□