MODULE 3
TECHNICAL READING AND WRITING PRACTICES

1. EFFECTIVE TECHNICAL READING PRACTICE:

Introduction:

"Reading maketh a full man, conference a ready man, and writing an exact man." –Francis Bacon, the famous essayist, quotes in his essay 'Of Studies'.

Of all the four skills – listening, speaking, reading and writing – reading is probably the most crucial skill.

Effective reading skills are vital to achieve success not only in one's academic but also professional life. Also, it is observed that good readers are good communicators. It is a skill that cannot be ignored.

Have you ever read or written a novel, or a report, or a personal letter, or an email in a similar manner? The truth is that while reading, you employ different reading speeds and different approaches to them.

As a student, who has to read much for academic pursuance, and a future professional, there is a dire need to learn the skills and techniques of artful reading.

Benefits of Effective Reading:

- It can provide you with a 'comprehensible input' from the book or document that you read.
- It can enhance your general ability to use other language skills such as listening, speaking, and writing.
- It can enhance your vocabulary
- It helps you keep your mind focused on the material and prevents it from unnecessary distractions.
- It enables you to extract useful information much more efficiently within a limited time.
- It helps in building confidence as you start reading longer, and later, voluminous texts.
- It gives you pleasure and relaxation as books are the best and most reliable friends.
- It facilitates the development of various other skills, such as making predictions, comparing and contrasting facts, creating samples, hypothesizing, reorganizing the message as transmitted by the text, improving your critical thinking and hence developing a sharp acumen with passage of time.

Speed of Reading:

An average college student reads between 150 and 250 words per minute.
A 'good' reading speed is around 250 to 400 words per minute.

Purpose of Reading	No. of words (words per minute/wpm)
Reading for memorization	Fewer than 100
Reading for learning	100-200
Reading for comprehension	200-400
Skimming	400-700

*Some people even read 1000 wpm or more.

Understanding the role of speed in the reading process is essential. There is a close relation between reading speed and understanding. Proper reading training can help you increase both your rate of reading and comprehension.

Plodding (reading word by word) reduces understanding rather than increasing it.

To Summarize:

An Efficient Reader	An Inefficient Reader
Always reads for ideas or information	Tries to read words
Reads group of works/multi-phrases	Reads word by word
Quickly adjusts his/her speed of reading to the nature of text	Reads the text from the beginning till the end
Sets the purpose of reading right in the beginning	Reads everything and deliberately goes slow while reading
Reads smoothly	Reads the information again and again to figure out a clear understanding of the text
Visualizes ideas	Vocalizes or sub-vocalizes words while reading
Has a good vocabulary in that subject	Has limited vocabulary which hampers his/her speed and understanding
Continuously keeps improving his/her pace of reading	Rarely attempts speed reading
Properly tries to sort out the material as critical, interesting, analytical, etc.	Reads everything indiscriminately

Four Basic Steps to Effective Reading:

1. ***Figure out the purpose of reading a particular text.***
   You can identify suitable reading strategies and use your background knowledge of the topic in order to anticipate the contents.

2. ***Spot the parts of the text relevant to the identified purpose and ignore the rest.***
   This selectivity enables you to focus on particular elements of information from the text. So, you are able to sift through the information, which in turn reduces the amount of information you have to hold in short-term memory.

3. ***Choose the appropriate reading strategy that suits your purpose.***
   Select the strategy that is suited to the reading task in that particular context and use that strategy in an interactive manner. This will develop your understanding as well as confidence.

4. ***Test or assess your comprehension during reading and also when the reading task is completed.***
   Monitoring comprehension helps you to make out the inconsistencies and discrepancies in total comprehension of the text. At this step, you can also learn to use alternative strategies.

Overcoming common obstacles:

- **Lack of concentration**
  Poor concentration directly emanates from poor reading habits. If we are not used to reading, it often appears to be an unpleasant task when we are forced to do it. In such circumstances the mind begins to drift. However, since we know that there is no escape from reading, we need to cultivate an active interest in our reading assignments. Gradually, our concentration begins to improve if we consciously start taking interest in the reading activity.

- **Eye fixation**
  While reading, when one is unable to progress well beyond a thought, expression, or word, it is regarded as eye fixation. This is often caused because of lack of training, and cripples our reading efficiency. To overcome this, try to divide a sentence into certain thought units, and don't fixate on a particular word or expression for long.

- **Regression**
  Just like eye fixation, regression too creeps into our reading habits because of lack of training. When we are unable to understand an idea, we habitually go back to the part where it occurs in a passage. It clearly suggests incompetence in reading and comprehension skills. Enhanced reading habits with enthusiasm and interest can help you overcome this problem. For efficient and artful reading, you should make your eye move over at least 2-3 words in one go and let it glide over the text in a rhythm. Since reading is an intensive process, if trained well, the eye quickly moves to assimilate text.

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- **Reading aloud or turning the head from side to side**
Reading aloud sometimes leads to poor concentration while reading, as the primary objective here becomes proper articulation of certain words and expressions.
Similarly, moving or gliding a pen, pencil or scale through the text are also not worth imbibing, as any added activity besides reading and comprehension tends to affect your understanding of the concept. Ideally, our eyes should see and our mind should read the text before us.

- **Indiscriminate use of the dictionary**
Some damage to reading habits is also done because of lack of guidance about the proper utilization of the dictionary. Some of our students are even misled into cramming (intensive study) the dictionary they possess. Remember, a dictionary is not meant for this purpose, and you don't learn words by cramming them. For picking up more words, work conscientiously at least on some part of your reading material every day. Observe carefully how the words and expressions are used in a given context. Look up the meaning of all such words in the dictionary to understand their specific usage, and the words similar and dissimilar to them. It has to be followed by using all such words and expressions frequently in your speaking and writing tasks.

Another use of the dictionary is the tendency to refer to it the moment one comes across a word one finds difficult to understand. However, when we rush to look for the meaning of a word in the dictionary the moment we confront it, we lose our spontaneity in reading. Moreover, most of us start with a modest vocabulary; hence, the number of words which appear unfamiliar to us are many in number. Repeatedly looking into the dictionary for every word also makes us weary of the whole process of reading and we tend to give up very soon.

Types of Reading:

1. **Skimming:**
Skimming is used to quickly gather the most important information or 'gist' from the document or novel that you read. For this, you should make your eyes run over the text, nothing important information. You may also go through the contents of the chapters rapidly, picking out and understanding the key words and concepts, For example, while reading the newspaper in the morning, you quickly try to get the general news of the day and discover which articles you would like to read in more detail.

2. **Scanning**
Scanning is used to find a particular piece of information. In this type of reading, you allow your eyes to run over the text, looking for the specific piece of information that you need. You use scanning when you go through your schedule or meeting plans, look for specific advertisements or a specific information in a book, etc. This is the most effective way of getting information from magazines – scan the table of contents of indexes and turn directly to interesting articles to arrive at the specific information.

3. **Extensive Reading**
Extensive reading is used to obtain a general understanding of a subject. It includes reading of longer texts for pleasure, and business reports to know about the general trends. In this type of

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reading, you should not worry if you don't understand each and every word. You can use this type of reading to improve your general knowledge of business procedures, or to know the latest marketing strategy. Also, while you read a novel before going to bed, or magazine articles that interest you, you use your extensive reading skills.

4. **Intensive Reading**

Intensive reading is used on shorter texts in order to extract detailed information. It includes very close and accurate reading of details. You use this skill to grasp the details of a specific situation. In this case, it is important for you to understand each word, information or fact. When you read your text book for understanding the concepts or various theories, you have to read intensively. You are also require to read every single detail when you want to go for an insurance claim or want to sign a contract. Intensive reading skills help you understand and interpret the text, infer its central idea, observe the common thread that runs through it, and intuit its overall purpose and significance.

Methods of Reading:

- **Subvocalized Reading**

  It combines sight reading with internal sounding of the words as if spoken. It is a bad habit that slows down the pace of both reading and comprehension. However, some studies show that it helps the readers better, particularly while reading complex texts.

- **Speed Reading**

  It is a method for increasing reading speed without a reduction in comprehension or retention. With effort, you can acquire a speed of as much as 1000 words per minute.

- **Photo Reading**

  It is different from "regular reading" or "speed reading". It is a way to process and understand information than read it. It claims to process and store the information merely by looking at the page by use, the whole mind rather than only the left or right side of our brain.
  In this method, you use speed reading techniques with an additional technique of photo reading to increase your reading speed, comprehension, and retention.

- **Proof Reading**

  It is a kind of reading for detecting typographical errors in a printed text. One can learn to do it rapidly, and professional proof readers typically acquire the ability to do so at high rates, faster for some kind of material than for others.

- **Structure-Proposition-Evaluation (SPE)**

  Mortimer Adler popularized this method in his book *How to read a book*, mainly for non-fiction treatise, in which one reads writing in 3 phrases:
 A. For the structure of the work
 B. For the logical propositions or progression made, and
 C. For evaluation of the merits of the arguments and conclusions.
  This method suspended judgement of the work or its arguments until they are fully understood.

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- **Survey-Question-Read-Recite-Review (SQ3R)**
  This method involves immaculate and perfect reading, that is, you read so as to teach what is read or be able to explain or apply the knowledge obtained in other domains. In this method, the reader absorbs the information and uses it without having to refer to notes or the book again.

- **Multiple intelligence-base method**
  This method draws upon the reader's diverse ways of thinking and knowing to enrich his/her appreciation of the text. Reading is fundamentally a linguistic activity. Most readers use several intelligences, such as auditory, visual and logical intelligence, while reading, and making a habit of doing so in a more disciplined manner, that is, constantly or after every paragraph, which results in more vivid and memorable experience.

<u>**Exercise 1:**</u>
<u>**Partner Presentations**</u>

Instructions:
- Have each student write a one-page essay describing themselves in as much detail as possible.
- Encourage them to include as much as they can -- personality traits, hobbies, favorite foods, family history, and experiences.
- After they've finished, pair students up and have them exchange their essays.
- Give each student five minutes to read his or her partner's essay, and explain that each student will have to stand in front of the class and share as much as they can remember about his or her partner.
- Students can take notes while they read, but they will not be allowed to look at the essays while they present.

2. EFFECTIVE TECHNICAL WRITING PRACTICE:

Effective Writing can be defined as something which has a logical flow of ideas and is cohesive. This means it holds together well because there are links between sentences and paragraphs.

Structure of a paragraph:

- **Topic sentence/introducer:** The sentence that introduces the main idea in a paragraph is called the *topic sentence.*
  The topic sentence guides the readers and lets them know what the topic is about. So it performs two major functions. They are as follows:
  - ➢ Structural: It describes the shape of the argument.
  - ➢ Interpretive: It offers a conclusion or reaction or feeling.
- **Supporting details/developers:** These are the sentences that constitute the main body of the passage. They build up the topic and provide details regarding it.
- **The concluding sentence/terminator:** It winds up the discussion and hence is called the terminator.

Construction of a paragraph:

It is very important to construct a good, emphatic and effective paragraph. Some of the ways are as under:

- **Narrative Description:** The writer ventures to tell a story to the reader so that the message is communicated in an engaging manner.

- **Comparisons and Contrasts:** For developing paragraphs, two similar things are compared of two dissimilar things are contrasted. The purpose for employing this technique is to make the entire argument forceful and emphatic.

- **Sustained Analogy:** Using analogies is another way to draft emphatic passages. Comparisons and contrasts are also carried out through analogies. However, in its impact and appeal, this approach is more figurative and literary. Unlike simple comparisons and contrasts, analogies are used to compare things which are generally not from the same class. When such comparisons are used extensively, the device is termed as suitable analogy.

- **Cause and Effect:** Cause and effect is an important device with which we construct paragraphs on a variety of topics. Though this method, the paragraph attempts to establish a relationship between certain events and the reasons behind them. While using this method, authors are able to convince their readers in a scientific and logical manner.

- **Quotations and Paraphrasing:** Quoting authorities is an excellent way to develop a paragraph. It is not essential that the quotations are cited only from eminent personalities. Even common people are quoted to substantiate a point of view. When the words of the commoners are used, it is known as peer testimony.

- **Enumeration:** At times, we list a series of ideas in order to substantiate the topic sentence. This device, used quite often to construct a paragraph, is known as enumeration.

- **Definition:** Another way to develop a paragraph is to use definition. This method for developing a paragraph is particularly employed in those situations where the author intends to take up some topic, term, issue, or argument in a particular way. By taking reader through the definition of a particular word, the author is able to prepare his/her readers to follow the intended line of argument or thought.

- **Testimony:** Giving testimony is another way to develop a paragraph. Testimony can be of two types – peer testimony and expert testimony. Just as peer testimony, cited earlier in the discussion, expert testimony also lends credibility to the author's opinion. The author uses expert testimony, to drive his or her ideas. Through a series of quotation, the writer attempts to put the problem in the proper perspective. If the topic at hand is controversial, the author of the passage uses expert testimony extensively to make his reader understand the variegated nuances of the subject under perusal.

- **Facts, Figures, Instances and Examples:** Facts and figures compose a very important part of many a professional write up. Since facts, figures and examples can carry conviction and illustrate the point, authors generally prefer them for developing paragraphs. It is done so in order to create an immediate and intimate rapport with the reader. By citing factual data from the findings, paragraph builds up the entire edifice in a convincing manner. The figures that follow the topic sentence clearly illustrate the central idea.

- **Episodes:** Like facts, figures, instances, and examples, episodes also help the construction of a paragraph. At times, situations require writers to talk about various episodes in order to drive home their ideas in a convincing and emphatic manner. By using the episode in a narrative form, the paragraph builds up the environment and the author is able to illustrate the central idea of the paragraph.

- **Using Transitions and Connecting Devices:** Transitions are the expressions which connect different ideas expressed in a paragraph. Without learning to use them accurately, it is impossible to develop an impressive paragraph. In fact, different types of transitional words and phrases are meant for different purposes.

Transitional and Connecting Devices	Purpose
• Therefore, consequently, as a result	• Establish cause and effect
• For instance, for example, again, such as, specifically, especially, to illustrate	• Cite examples and illustrations
• Finally, to conclude, in conclusion, thus, so, on the whole, therefore	• Wind up an idea
• To sum up, to summarize, in a nutshell, in brief, in short	• Summarize the foregoing discussion

- **Extended Definitions:** It is written to explain a complex term used in a book, research paper, or a report. In fact, some of the terms may be so crucial as well as complex that without defining them of placing them in the context in which we expect our readers to do, it becomes difficult for us to establish proper communication with them. An extended definition often includes the literal meaning of the term used with all its characteristic features. Although it may be written in a variety of ways, the basic purpose of an extended definition however is to define, explicate and establish the basic features of a term before the writer ventures to take it up further.

Features of a Paragraph:

- **Unity:** Unity in a paragraph stands for the togetherness of ideas. Ideally, a paragraph should have one central idea – outlined through the topic sentence – and the subordinating ideas which help the main idea to come to the fore. This means that if the writer finds it important to introduce another equally important idea, he/she should switch over to another paragraph. This sometimes does not happen and hence it affects the unity of a paragraph.

- **Coherence:** Maintaining coherence in a paragraph is different from maintaining unity in it. In that sense, though loosely, the paragraph does hang onto the same idea and hence can be said to have maintained unity of idea. What it grossly lacks is coherence. While discussing all this, the author does not focus much on the continuity of thought and hence the passage does not seem to progress coherently from one point to the other.

- **Expansion and emphasis:** Alongside maintaining coherence and unity, it is also required that the idea that is introduced in a sentence is properly expanded and emphasized. Some paragraph fail to click with the reader, simply because the idea that is generated in the passage is not taken to its logical conclusion. Sometimes it is not the lack of expansion but the absence of emphasis that keeps a paragraph from achieving its intended purpose. Since a paragraph is written to put across certain ideas, it should be written in a convincing and emphatic manner. Sometimes, however, the paragraph fails to clearly articulate the purpose for which it is essentially constructed.

Descriptive Writing Techniques:

- **Expository:** Paragraphs are used for defining and introducing different concepts and ideas to the reader. For example, when you say 'Democracy is a form of governance in which people's urge for freedom and equality is respected', the statement is expository and defining in nature. If a paragraph is built on these lines, it would be known as an expository piece of writing.

- **Narrative:** This writing technique is very commonly employed by creative writers. It is essentially a story telling technique. For example, it is quite common to read something like 'When I entered the room, it seemed unusually quiet. They were all sitting there. Not speaking. Just looking down with their heads buried in their knees. More than the surprise, it gave me a shock and a wave of trepidation swept through me.'

- **Persuasive:** This is very commonly employed by marketing people. It is the heart and soul of write-ups such as sales letters and business proposals. In such writings, you often come across expressions such as 'All that you have to spare is a meagre amount of ₹500 per month to buy a life-long pleasure that comes of travelling and seeing unseen places. Just pay peanuts and let us do the rest. For almost nothing, the company takes care of all your travel programmes gets the booking of your travel tickets done through our agent; fixes hotels for you and arranges tour guides…'

- **Descriptive:** Of all the writing techniques, descriptive writing is the one that is most commonly employed by us. It is quite extensively used for describing an idea, object, process, procedure, event, product, features, functions, etc. Regardless of the profession, all of us have to use descriptive writing in order to make an idea, object, process, event, feature or function known to others. Since we all have to employ descriptive writing techniques, it won't be out of context for us to learn them in some detail.

Argumentative Paragraph: It argues against the view that is generally established. Authors writing such paragraphs normally choose to maintain a forceful and emphatic tone to context the view that is normally taken for granted.

Analytical Paragraph: It analyses a situation with the help of facts, figures and information and tried to draw inferences on the basis of these.

Exercise 2:
Rearrange the sentences in the following paragraph as per the paragraph structure.

Aruna was very intelligent student and loved tennis. Aruna is a writer. Aruna started writing articles for a local newspaper since she was in high school. She was born in Bengaluru. She pursued her passion and took up literature as her major field of study. She worked for several new papers and worked with many content writers and play writers. A couple of years later she released a novel, which was awarded the best-selling novel for that year. Now, she has released several novels and presented many motivational speeches across the country. She is one of the finest writers of this generation.

Exercise 3:
Read the following and identify the introducers, developers and terminators

1. Further, it is also important for a manager to be punctual and methodical.
2. Man is born free but he finds himself in chains everywhere.
3. To sum up, suffice it is to say that corruption has corroded our country.
4. Poetry developed as an art form much later than drama that has its roots in religious conventions.
5. Therefore, all we can do is just sit silently and pray.
6. Surprisingly enough, the police kept aloof throughout the incident.

Write a paragraph in about 250 words on each of the following topics

- A borderless world is just a dream.
- Adopting best practices to keep your city clean.
- Without education man is just a beast.

Exercise 5:
Given below are a beginning and an ending of a paragraph. Develop the remaining part of the paragraph.

Instructions: Read out the beginning of the paragraph and let the students build the remaining part so as to make sense to the developing paragraph and eventually connect to the ending of a paragraph.

"Eyes are considered the most significant organ of the human body…………. Hence, use your eyes well to win the audience."

3. **TECHNICAL REPORT WRITING**

Introduction: Report is an important form of business communication. Generating and analysing reports is a routine task in every professional's day-to-day activities. It is in fact hard to think of an organization where, as a professional, you would not be required to write some sort of a report. Whenever there is a decline in production or sales, frequent strikes in a company or a fire breaks out in the factory, the authorities ask for reports which consist of the data related to the problem, its interpretation and the findings arising out of such an analysis. Reports are thus written to analyse a situation, to offer an alternative method of operation, to study the growth rate of a company, to observe the trends in socio-political-psychological changes happening around us in all walks of life and so on and so forth.

Since reports acquire such inevitability in the professional world, it is mandatory for us to understand in detail how they are written, what their structure is and what makes them effective.

Comprehensive definition: A *business report* is a formal communication written for a specific purpose, conveying authentic information to a well-defined audience in a completely impartial and objective manner. Written in a conventional or usable form, it describes the procedures followed in the collection and examination of data, analyses the facts collected, derives conclusions from them and gives recommendations, if necessary.

Salient Features:

- **A formal piece of writing:** A report is a formal piece of writing. It is not a document where one expresses his/her ideas and feelings freely the way they come to him/her. A report is essentially written in accordance with certain rules and norms. The facts and ideas are recorded, analysed and sequence in a particular way. The elements to be included in a report follow a certain pattern.

- **A factual account:** A report is a factual account of data or information. Essentially, every report is a collection of data for the intended reader(s) who will make efficient use of it. The facts contained in a report may be an account of something that has already happened or something latest, an account of any new information, any plan for a course of action, etc. Facts should always be accurate and complete and arranged in a way to project clear meaning.

- **Written with a specific purpose:** A report is always written with a specific purpose. In fact, it originates with a need, desire or purpose, either to inform or to analyse. These are always written to help the intended reader(s) to keep track of information or to take important decisions or actions.

- **Written in an organized manner:** Since reports are based on facts, they have an organized structure. Generally reports follow a conventional or usable form. Hence, while writing report, a proper planning and presentation of data is quite important.

- **Written for a specific audience:** To keep abreast of current information, authorities need data or information. They demand the relevant information from a person who has this information. Thus, the person who generates a report is aware of its primary audience. Since the subject matter is related to the reader, it is interpreted for his/her awareness and future use. It helps the authority to take a

sound decision, to find solutions to the existing problems, and remain ahead of others. There are various types of reports, but each report is audience specific.

- **Written in an objective manner:** Reports are always written in an objective manner when a collection of facts is to be communicated. Not many shades of meaning may be bestowed to the report since it is written in an impartial and objective style. Data is analysed in relation to the problem. The facts are presented the way they are; no scope is left for personal evaluation.

- **Includes only relevant information:** A report includes only essential information. Therefore, redundant information is not generally a part of its structure. It consists of the information that helps readers save their time and make them understand what exactly they require to understand. In other words, reports give readers exactly what they want – neither an iota more nor and iota less.

Types:
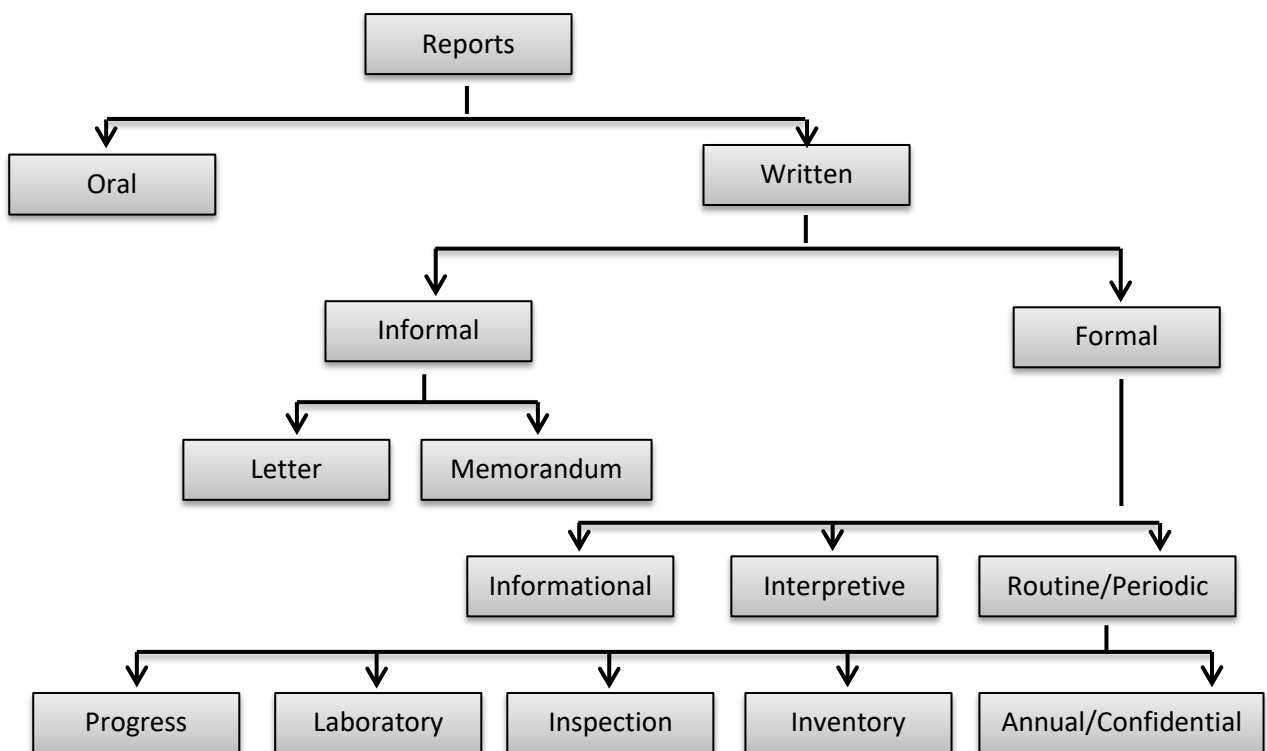
Fig. Classification of reports

1. **Informal Reports:** The ultimate purpose of an informal report is to fulfil an immediate requirement which does not require an elaborate analysis or presentation. So, these are shorter than formal reports. For instance, if a managing director wishes to know the current status of production or performance of employees in a particular department, the information can be presented in an informal report. Informal reports are also written by using the same format as that of a letter or a memorandum.

➢ **Letter reports:** The business letter format is very important for communicating formally in or outside an organization.

➤ **Memo reports:** A report that deals with a minor problem or provides facts of routine nature, using this inter-office memorandum format.

Criteria	Letter Report	Memo Report
Size	Longer than memo, i.e., comprises 4-5 pages	Shorter than letter report, i.e., usually one or two pages
Format	Uses letter layout	Uses interoffice memorandum format
Style	Less informal	More informal
Purpose	Both for internal and external communication	Only for internal communication
Content	Letter reports provide more details, arguments, evidences and possibly one important and one relevant illustration.	Memo reports are precise and specific

2. **Formal Reports:** They have a seriousness of purpose and content presenting elaborate data which cannot be informally presented. There are various types of formal reports.

A. **Informational reports:** This conveys information. It entails all the details related to the subject under discussion.
B. **Interpretive reports:** These are also known as analytical or investigative reports. These reports helps the readers analyse, interpret and evaluate facts and ideas.
C. **Routine/Periodic reports:** These reports are submitted at specific intervals in the routine of business affairs.
   - *Progress reports:* This informs about the status and process of a particular project undertaken by the organization during a specific period.
   - *Laboratory reports:* These reports are written by scientists and students those who work regularly in laboratories.
   - *Inspection reports:* These are the routine reports that are compiled only after thorough investigation of objects or products.
   - *Inventory reports:* This is computer-generated and requires the user to put in the relevant data regarding the stock on hand.
   - *Annual confidential report on employees:* These reports are submitted annually by the controlling officers about their subordinates. It evaluates their work performance and behaviour in their respective departments.

Use of graphic aids\illustration:

Effective business report writers stress on the layout of reports because a neatly furnished report not only enhances the appearance but also enables them to communicate effectively. Since most of the reports include complex, voluminous data, one can tell the story better by including graphic aids.

Graphic aids: These supplement the text, help you communicate the report in a more interesting and readable manner and help you give it a professional flair.

How to use graphic aids/illustrations?
- Illustrations should be neat, accurate and self-contained.
- Contents should be closely related to the text.
- They should be explained and placed as close to the first reference as possible.
- Size of the illustration should be big enough to be clearly visible.
- If you photocopy or directly copy from another source, you must give proper credit to your source.
- Illustrations should be numbered and captioned.
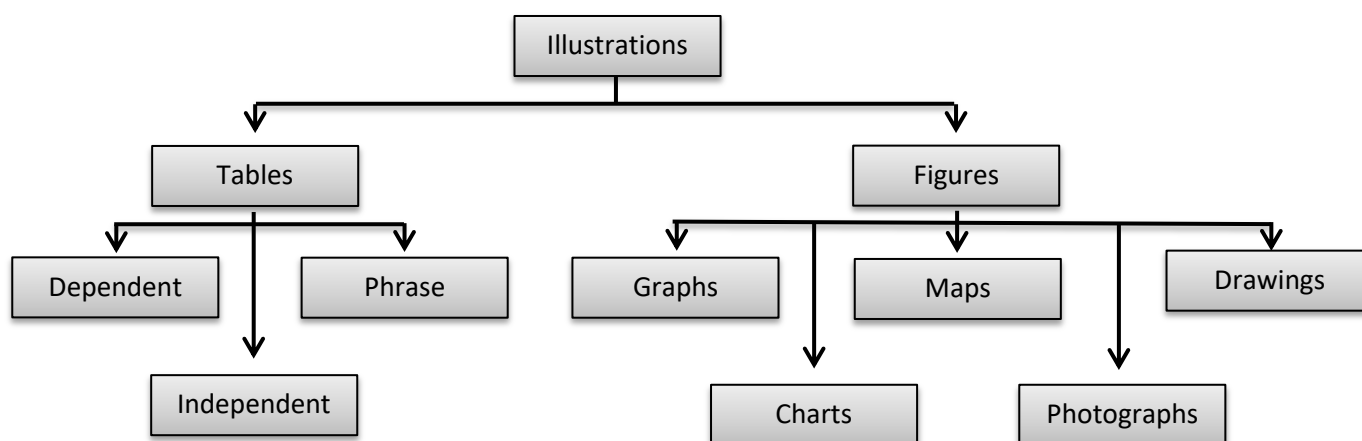
Fig. Various types of graphics

Independent table: It includes rows and columns giving the complete statistical information related to the issue under discussion.

Dependent table: It is closely associated with the text preceding and following it. It cannot be interpreted effectively independent of the text.

Phrase table: It consists of rows and columns. Instead of giving data in figures, provides information by using words and phrases.

Photographs: Sometimes you may be required to provide a photograph of a machine or site or building or equipment to illustrate a realistic and accurate view of your subject. It makes your verbal expression more powerful and assertive.

Maps: Maps are the other wonderful aids which help you depict geographical and spatial distribution.

Charts: Tables and graphs show quantitative analysis and relationship among various heads, whereas charts in a report give the non-quantitative information.

Graphs: These help the author in presenting the data in a creative, colourful and catchy manner. They are of various types - rectilinear, multiple line, bar, pie, semi-log, pictorial, scatter and surface.

Preparation and planning:

It is said, "To fail to prepare is to prepare to fail." This holds good for reports. The importance of preparation and planning in writing a report cannot be overemphasized. Often, however, we simply tend to ignore this aspect or dismiss it while writing a report, as we consider it too mechanical and not really worthwhile to be followed diligently. As a result, we happen to plough too quickly into the writing process itself and end up failing to let the reports realize their true objective.

Before you start writing a professional report, you must do the following:
➢ Set your objective.
➢ Assess your audience.
➢ Decide what information you will need and collect data.
➢ Prepare your skeletal framework, that is, form an outline.

Collectively, these activities constitute the planning stage of report writing, and the amount of time and thought you spend on them will make a vast difference to the effectiveness of all the work that will follow.

Data collection
The next step after defining your objective, scope and purpose is to collect relevant data. Recognizing the sources of information and collecting information become the primary tasks at this stage. Formal writing cannot depend on imagination and assumptions. It requires solid proof.
a. Encyclopaedias b. Textbooks c. Office records d. Files e. Journals f. Handbooks g. Manuals
h. Government Publications i. Internet j. Magazines k. Newspapers l. Computer databases

Methods of Data Collection:

- **Personal observation:** Some reports will be based on your personal observations. For example, you may be required to write a report on an experiment you conducted in the laboratory, a job you performed or an event to which you were an eye-witness. In all these situations, you rely on your sensory perceptions and hence you should develop careful observation.

- **Telephonic interview:** Another method of collecting data is interview-personal or telephonic. If the information you seek is of a routine nature and only brief answers are required from a small number of people, then you can contact them on telephone and save time on travelling. But often, you may not get as effective a feedback on the telephone as is possible through personal interviews.

- **Personal interview:** While collecting data by conducting personal interviews, you should be shrewd, observant and sensitive to the reaction of the person you are interviewing. You must be quick to readjust your approach and attitude to suit each case. You need to first secure a person's attention, excite his interest and establish a rapport so that he/she responds and cooperates in giving you the information you want and this depends on your knack of handling people.

- **Mail questionnaire:** When a wide geographical coverage is required to be covered and a large number of people have to be contacted, the most efficient and convenient method is to collect data through mail questionnaires.

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Analyzing and organizing the data

Once data collection is done and notes have been taken, the next step for the report writer is to analyse the data. As a report writer therefore, you should determine more valuable information from the data collected. Revise your questions and data; add new items to it if necessary. If the information does not fit into your purpose, do not use it.

The next step is to organize the data collected. An old but highly workable adage is that a writer should tell the audience what he or she is going to do, then do it and then tell the audience what has been done. This can be conveniently divided into the more typically labelled parts as the introduction, body and conclusion of a report.

Writing and revising

Keep the audience in mind and prepare a rough draft with everything relevant. In the first review, concentrate on blocks of ideas. In the second review, concentrate on finer details, matters of syntax and diction and write the final report in a specific form using a style sheet or manual.

Preparing an outline

Outline is an arrangement of works, phrases or sentences which indicates the nature and sequence of topics and sub-topics to be discussed in the report. Since thoughts do not always come in the order in which we like to put them in writing, an outline is required. It gives a framework and indicates the pattern of our report.

Structure of the formal report

As we have learnt that reports vary widely in length, structure, purpose, style, etc., there are various parts in a report that need to be well signposted in long formal reports and some of them are not essential in shorter reports.

The various elements in a report:

- **Front matter:** The front matter includes the cover, preface, title page, acknowledgements, frontispiece, table of contents, copyright notice, list of illustration and forwarding letter.
- **Main body:** The main body consists of introduction, conclusion, discussion and recommendations.
- **Back matter:** The back matter of a report would include appendices, bibliography, index, list of references and glossary.

Styles of report

An effectively written report is one that follows a logical flow of ideas and is cohesive. It contains proper links between and within its sentences, paragraphs and sections which make it easy for the reader to follow the message it conveys. Moreover, it uses language to keep track of the report's purpose and the reader's needs.

For maintaining a clear, concise and objective style for writing a report, follow these tips:

- Provide complete and accurate information
- Use plain, familiar and concrete words
- Avoid wordiness and redundancy
- Judiciously use active and passive voice

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- Follow emphatic word order
- Maintain parallelism in writing
- Prefer using verbs to long nouns
- Carefully use acronyms/abbreviations
- Avoid clichés
- Avoid circumlocution
- Maintain unity in paragraphs
- Avoid punctuation and grammatical errors

Exercise 6:

Think of some problem related to your campus. Perhaps the students want some classrooms to be opened earlier or kept open after college hours for preparation of extracurricular activities; maybe the library doesn't have an appealing list of casual books for reading. Identify a person on campus who should be able to give you some valid information regarding the problem and make an appointment to see that individual. Before you interview, prepare a list of 15 questions that you want answered. After your interview is over, tabulate the data to be used for your report.

Select the information you gather in either question number 2 or 3 above and organize the material into a carefully unified 500 word theme.

4. TECHNICAL PROPOSALS

Introduction: As a professional, one may face countless situations in which it is essential for you to prepare technical documents. These could range from reports, notices, letters and memos to proposals.

When a company thinks of a merger with another company, it may ask its personnel to submit a proposal reviewing the possible industrial a commercial developments that might make the merger desirable. If some multimedia laboratory wishes to approach various colleges and universities for setting up multimedia lab, they are required to understand the needs of the specific organisation and submit a proposal based on their requirement. Thus, a technical proposal is written offer from a person who has a selling idea to a prospective buyer. It intends to elicit business from a prospective buyer. Proposals have important place in business growth and professional relationships. The cut-throat competition in global business has made it essential for companies to look for new ideas to sustain their market and growth. Often, it is confused with business plan. However, a business plan is different from a business proposal. A business plan is usually drafted to get capital or the start-up venture. These plans cover your business structure, your products and services, your market research and marketing strategy and your complete budget and financial projections. A technical or business proposal however is written by some professional or expert who proposes to sort out a technical, business or managerial proposal of a prospective buyer. A proposal also identifies the prospective buyer's need to implement new ideas for enhancing efficiency, increasing productivity and improving performance in various professional operations.

Difference between Proposal, Report and Business Plan:

Proposal	Report	Business Plan
• It is written to someone who needs to sort out a technical, management or business problem or needs to implement new ideas to enhance efficiency and productivity in various professional operations	• Written to someone with authority to know the causes of the problem and possibly take a decision	• It is written to someone who needs to make a decision for profit making or strengthening its operational aspects
• It identifies a particular need, explains it thoroughly and recommends how this need can best be met	• Written to identify a specific problem, explain it and recommend action that will lead to a solution	• Like proposals, it identifies the workable idea, explains all aspects related to financial needs, target market, demographics and other information
• Formal but persuasive style	• Formal in style	• Persuasive

•It involves cost for the execution of proposed idea	•It only highlights the reasons based on the interpretation of data and make recommendations	• It is written to get capital for a start-up venture
•It is written to someone whose decision will directly benefit the writer in some way	•It is written to people who can take action or affect outcome	• Both the applicant and the approving authority aim at making profit
•It also deals with future professional possibilities. Since it is often put forth by experts and experienced professionals, there are less chances of failure	•It deals with some event or situation that occurred in the past	• Like proposals, it deals with future action but there are chances of failure as taken up by budding entrepreneurs

Purpose:
Whenever a new idea or workable solution for a problem or advice is proposed, it is called a proposal.

i. When the aim of the proposal is to modify or create something that requires a good understanding of technical knowledge and skills, it is called a technical proposal.
ii. A business proposal is a document that you submit to your company or another enterprise proposing a business arrangement dealing with any aspect of business, commerce or industry. These proposals help to appraise and improve the existing products and services to meet the ever changing demands of market. Sometimes these are also termed as sales proposals when they focus only on increasing the sale of a product or service of a company.
iii. When we intend to undertake a systematic research, we are required to submit a proposal outlining broadly the basis of the proposed research, its purpose, scope, significance, limitations, etc. Such proposals also include a reference to the procedures, methods and theories to be followed in conducting the research. Academic in nature ad written with scientific objectivity, such proposals are known as research proposals.

Importance:
The importance of technical proposals are:
i. Proposals serve as an indicator of the growth or progress of a company or organization.
ii. These proposals help to invite other companies or industries for strategic alliances, joint ventures, acquisitions and mergers.
iii. If your proposal presents your business ideas effectively, it may help the company improve its products and services to have the competitive edge.
iv. By sorting out a technical problem, proposals enhance productivity and improve performance.
v. Proposals help in securing technology partnership, fundraising, donation, event sponsorship, tenders or inviting others for participating in an event.
vi. Successful proposals usually ensure financial gains too for companies.
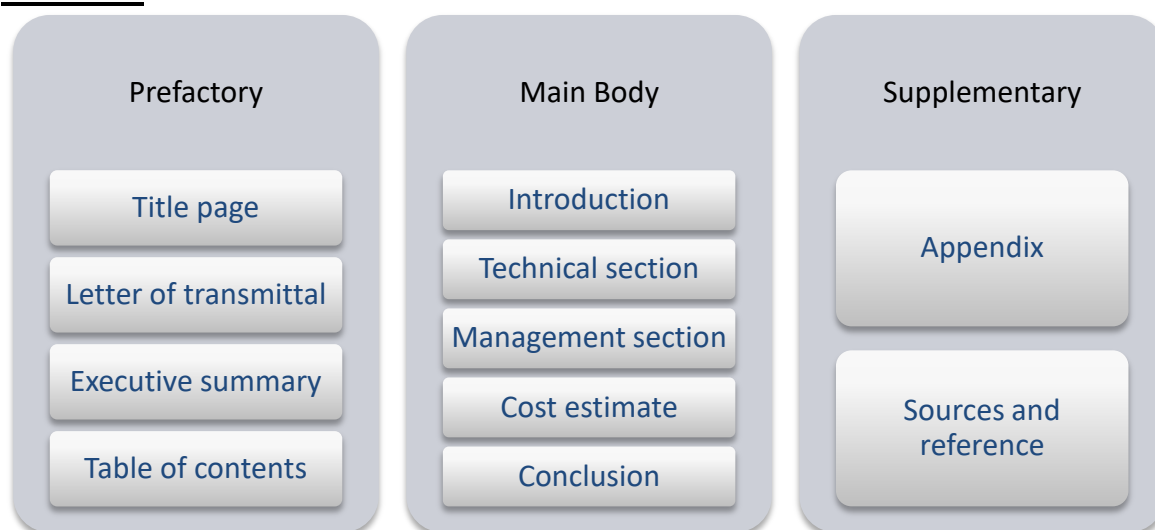
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vii. Research proposals help in creating new methods and procedures and opening new dimensions of concepts which in turn expands the horizon of knowledge.

Types:

The types of technical proposals are:

- **Solicited (invited):** Whenever a proposal is drafted in response to an advertisement or demand from an authority in a company or organization or outside the organization or agency, it is termed as a solicited proposal. These are invited proposals.
- **Unsolicited (uninvited):** Unsolicited proposals are more demanding and require greater imagination on the part of the bidder. In an unsolicited proposal – a non-invited proposal, we might have an idea for a product or service that would be of benefit to a particular organization.

Structure:

Prefactory	Main Body	Supplementary
Title page	Introduction	Appendix
Letter of transmittal	Technical section	
Executive summary	Management section	Sources and reference
Table of contents	Cost estimate	
	Conclusion	

i. **Title page:** It serves as a cover of the proposal. It consists of information such as the title of the proposal, the name of the organization, proposer's name and designation and date when the proposal is being submitted.

ii. **Letter of transmittal:** It transmits the proposal to the primary recipient. It reveals the topic, the purpose and its highlights and makes an appeal towards a favourable response.

iii. **Table of contents:** It is given immediately after the draft contract for quick location of major elements.

iv. **Executive summary:** It provides a brief background, purpose, scope, methodology, technical details, significance, re-emphasis, infrastructure facilities and also gives a budget summary of the project.

v. **Introduction:** Since an emphatic statement of purpose and a clear understanding of the problem are the most important aspects of your proposal, an introduction to the proposal should specify what your project intends to do.

vi. **Technical section:** This provides a solution which requires a technical plan. In this section, one has to analytically explain the technical terms, theoretical principles and methods to be followed.

vii. **Management section:** Once the need and efficiency of the proposed solution is established, convince the reader of your ability to deliver the goods.
  - Credentials of the task force involved
  - Company profile

- Execution plan

viii. **Cost estimate:** A good proposal invariably takes into account the monetary variables that finally decide whether the proposed idea actually takes off. In fact, without a clear, precise and detailed cost estimate, all our proposals are likely to remain confined to folded files. The cost estimate of a proposal includes fixed expenses such as purchase of land and equipment and recurrent expense such as raw material and transportation.

ix. **Conclusion:** A proposal usually ends with a realistic and detailed cost estimated, particularly when it is forwarded through a covering letter which is written in a persuasive and effective style.

x. **Appendix**: In order to help reader feel convinced about the author's claims, an appendix can be appended to a proposal.

xi. **Draft contract:** When some proposal is accepted, it is resubmitted with a draft contract. It gives a bird's-eye view of the most important information in the proposal.

<u>Sample Proposal:</u>

Oxbridge Institute of Technology and Science, Chennai
Department of Communication and Media Studies
27 January 2019

A Proposal For A Three-day Workshop on Communication Skills for effective Teaching

Objective:
The workshop aims at providing a platform for inculcating effective communication skills among teachers through an array of innovative strategies and a wide range of interesting activities. This, in turn would enhance the effectiveness of their teaching and improve the student-teacher relationship.

Day 1
9.00-10.00	Registration and inauguration
10.00-11.00	Innovation teaching-Sharing experiences
11.00-11.15	Tea break
11.15-1.00	Understanding and using body language-Nonverbal agenda
1.00-2.00	Lunch
2.00-3.00	Preparing PowerPoint presentation
3.00-4.00	Mock presentation followed by discussion
4.00-4.15	Tea break
4.15-5.00	Communication activities

Day 2
9.00-10.00	Strategies for group discussion and mock GD
10.00-11.00	GD practices followed by performance appraisal
11.00-11.15	Tea break
11.15-1.00	Oral presentation by participants

1.00-2.00	Lunch	
2.00-3.00	Emotional intelligence-Skills involved	
3.00-4.00	Mock presentation followed by discussion	
4.00-4.15	Tea break	
4.15-5.00	Emotional intelligence-Problems and solutions	

Day 3

9.00-10.00	Viewing the recorded presentation and self-assessment
10.00-11.00	Vocabulary enrichment
11.00-11.15	Tea break
11.15-1.00	Feedback and Valedictory

Cost estimate

Participants	: 25 teachers from various schools in Bangalore
Tentative date	: 29-31 May 2019
Resource Persons	: 5
Registration Fee	: ₹600/- per head

BUDGET

Folders (40)	= ₹2000.00
Learning material	= ₹3000.00
Tea and snacks	= ₹10000.00
Certificate production	= ₹2500.00
Miscellaneous	= ₹1000.00
Total	= ₹25000.00

(Dr Abha Mittal)

Department of Communication and Media Studies

Exercise 7:

You are the Vice President of operations for Mirch Masala food chain, Mumbai. You plan to open a new restaurant in Jaipur on Jaipur-Delhi highway. You prepare a proposal for this purpose to be submitted to the President of your organization. Now draft this proposal. Your proposal should consist of the following elements:

a. Title Page   b. Draft Contract   c. Introduction

d. Technical Section   e. Management Section   f. Cost Estimate

5. ACTIVE VOICE AND PASSIVE VOICE

Active voice: In most of the English sentences with an action verb, the subject performs the action denoted by the **verb.**

These examples show that the **subject** is *doing* the verb's action.

The man must have eaten fine hamburgers

      The **man** (subject) is doing the **eating** (verb)

Marilyn mailed the letter.

      Marilyn (subject) is doing the **mailing** (verb)

Colorful parrots live in the rainforest.

      Parrots (subject) are doing the **living** (verb).

Because the subject does or "acts upon" the verb in such sentences, the sentences are said to be in the **active voice.**

Passive voice: One can change the normal word order of many active sentences (those with a <u>direct object</u>) so that the subject is no longer *active*, but is, instead, being *acted upon* by the verb - or *passive.*

Note in these examples how the subject-verb relationship has changed.

Five hamburgers must have been eaten by the man

      Hamburgers (subject) was being **eaten** (verb).

The letter was mailed by Marilyn.

      The **letter** (subject) was being **mailed** (verb)

Because the subject is being "acted upon" (or is *passive*), such sentences are said to be in the **passive voice**.

NOTE:
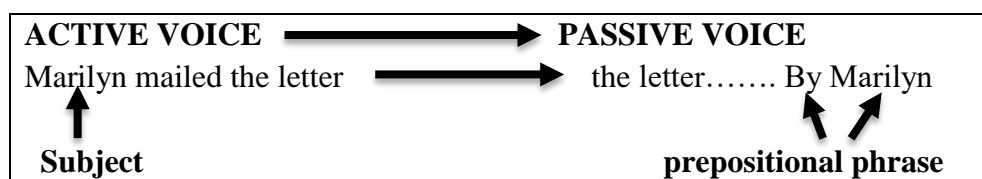   *Colourful parrots live in the rainforests*
      This sentence cannot be changed to passive voice because the sentence does not have a direct object.

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To change a sentence from active to passive voice, do the following:

1. Move the active sentence's direct object into the sentence's subject slot

```
ACTIVE VOICE  ──────────────►  PASSIVE VOICE
Marilyn mailed the letter  ──────────►  the letter
                    ▲                       ▲
            Direct object               subject
```

2. Place the active sentence's subject into a phrase beginning with the **proposition** by

```
ACTIVE VOICE  ──────────►  PASSIVE VOICE
Marilyn mailed the letter  ──────────►  the letter……. By Marilyn
        ▲                                          ▲    ▲
     Subject                               prepositional phrase
```

3. Add a form of the **auxiliary verb** *be* to the main verb and change the main verb's for

```
ACTIVE VOICE  ──────────────►  PASSIVE VOICE
Marilyn **mailed** the letter  ──────────►  the letter **was mailed** by Marilyn
         ▲                                          ▲    ▲
       Verb                               verb + be auxiliary
```
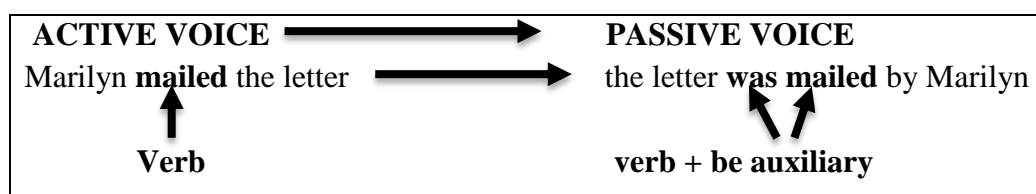
Because passive voice sentences necessarily add words and change the normal ***doer-action-receiver of action*** direction, they may make the reader work harder to understand the intended meaning.

As the examples below illustrate, a sentence in active voice flows more smoothly and is easier to understand than the same sentence in passive voice.

ACTIVE VOICE
At each concert, the soprano sang at least one tune from a well-known opera.
                      ▲   ▲   ▲
            Doer of action   action   receiver of the action

PASSIVE VOICE
At each concert, at least one tune from a well-known opera was sung by the soprano
                              ▲   ▲   ▲
            The receiver of action   action   doer of action

ACTIVE VOICE
Asbestos abatement teams will remove large chunks of asbestos-laden material from the hallways on the second and third floors.
                   ▲   ▲   ▲

<div align="center">

Doer of action   **action**   **receiver of the action**
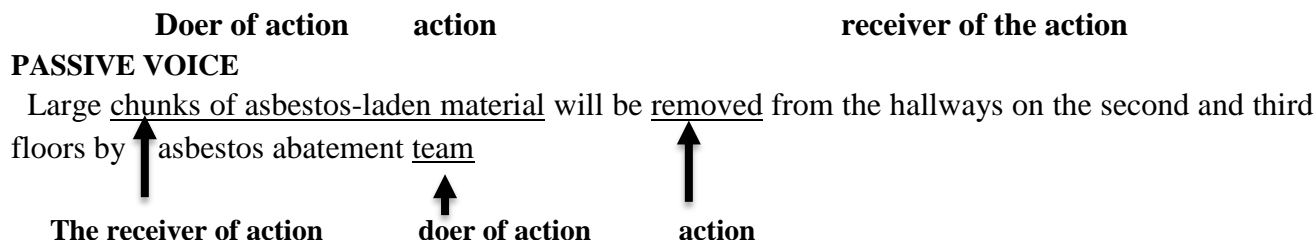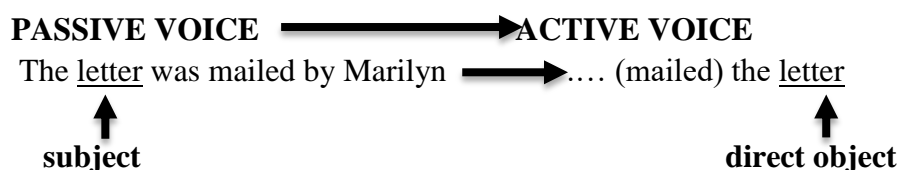</div>

PASSIVE VOICE

Large <u>chunks of asbestos-laden material</u> will be <u>removed</u> from the hallways on the second and third floors by <u>asbestos abatement team</u>

<div align="center">

**The receiver of action**   **doer of action**   **action**
</div>

It is generally preferable to use an ACTIVE voice. To change a passive voice sentence into an active voice sentence, simply reverse the steps shown above.

1. Move the passive sentence's subject into the active sentence's direct object slot

PASSIVE VOICE � ACTIVE VOICE

The <u>letter</u> was mailed by Marilyn ➝ .… (mailed) the <u>letter</u>

subject   **direct object**

2. Remove the auxiliary verb *be* from the main verb and change the main verb's form if needed

PASSIVE VOICE ➝ ACTIVE VOICE

The letter <u>was</u> mailed ➝ mailed the letter

Be auxiliary
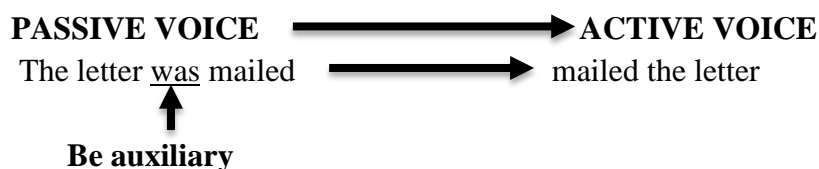
3. Place the passive sentence's object of the preposition *by* into the subject slot.

PASSIVE VOICE ➝ ACTIVE VOICE

By <u>Marilyn</u> ➝ <u>Marilyn</u> mailed

The object of the preposition by   **subject**

Because it is more direct, most writers prefer to use the active voice whenever possible.
The passive voice may be a better choice, however, when

- the doer of the action is unknown, unwanted, or unneeded in the sentence
  Examples:
  The ballots have been counted
  Sometimes our effort is fully appreciated

- the writer wishes to emphasize the action of the sentence rather than the doer of the action
  Examples:
  The high- jump record was finally broken last Saturday
  A suspect was questioned for sixteen hours by the police.

- the writer wishes to use passive voice for sentence variety.

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Exercise 8:
Convert the following into passive:

1. The footballer gifted his favorite soccer to the little boy.
2. Let him finish the book first.
3. They are to open a bookstore at the street corner.
4. What are you examining?
5. The car mechanic will repair the car.

Exercise 9:
Convert the following into active:

1. Let it be done now.
2. It was felt that the ball bearings were worn out.
3. It is said that the castle received its name in the sixteenth century.
4. The man was robbed and his belongings were taken away.
5. What was this accident caused by?

Exercise 10:
Convert the voice in the following sentence:

1. The tableaux must be decorated.
2. I remember my uncle taking me to the mountains.
3. Three kilos of rice is required by the cooks for the pulao.
4. They refused him leave.
5. Rice sells at fifty rupees by kilo.

6. **REPORTED SPEECH:**

What do you mean by reported speech?

Reported speech is how we represent the speech of other people or what we ourselves say. There are two main types of reported speech: direct speech and indirect speech.

Direct speech repeats the exact words the person used, or how we remember their words:

Barbara said, **"I didn't realize it was midnight."**

In indirect speech, the original speaker's words are changed.

Barbara said **she hadn't realized it was midnight**.

In this example, **I** become **she** and the verb tense reflects the fact that time has passed since the words were spoken: *didn't realize* becomes *hadn't realized*.

Indirect speech focuses more on the content of what someone said rather than their exact words:

"I'm sorry," *said Mark.* (direct)

Mark **apologized**. (indirect: report of a speech act)

In a similar way, we can report what people wrote or thought:

'I will love you forever,' *he wrote and then posted the note through Alice's door.* (direct report of what someone wrote)

He wrote **that he would love her forever**, *and then posted the note through Alice's door.* (indirect report of what someone wrote)

I need a new direction in life, *she thought.* (direct report of someone's thoughts)

She thought **that she needed a new direction in life**. (indirect report of someone's thoughts)

While converting a sentence from direct to indirect,

- Those of you   should be replaced by   those of us
- Their names to me   should be replaced by   our names to her/him
- You can   should be replaced by   we can
- Your speech   should be replaced by   our speech
- You   should be replaced by   us
- You will be   should be replaced by   we will be
- You can take   should be replaced by   we can take

Examples:

i. Mildred said, "I am busy today".
   ➢ Mildred said that she was busy that day.
   (**I am** becomes **she was** and **today** becomes **that day**.)

ii. "You have come first in your class," my friend told me.
    ➢ My friend told me that I had come first in my class.

(**You** becomes **I**; **your** becomes **my**. **Have** becomes **had**. **Have** can be retained if the statement is still relevant.)

iii.   Jack said to Rose, "You look nice in this dress."

➢   Jack told Rose that she looked nice in that dress.

- Words expressing nearness in time or places are generally changed into words expressing distance.

	Direct Speech Word	Indirect Speech Word
Change of place and time	Here	There
	Today	that day
	this morning	that morning
	Yesterday	the day before
	Tomorrow	the next day
	next week	the following week
	next month	the following month
	Now	Then
	Ago	Before
	Thus	So
	Last Night	the night before
	This	That
	These	Those
	Hither	Thither
	Hence	Thence
	Come	Go

• **Change in Pronouns:** The pronouns of the Direct Speech are changed where necessary, according to their relations with the reporter and his hearer, rather than with the original speaker. If we change direct speech into indirect speech, the pronouns will change in the following ways.

Rules	Direct Speech	Indirect Speech
The first person of the reported speech changes according to the subject of reporting speech.	She says, "I am in tenth class."	She says, "I am in tenth class."
The second person of reported speech changes according to the object of reporting speech.	He says to them, "You have completed your job."	He tells them that they have completed their job.
The third person of the reported speech doesn't change.	She says, "She is in tenth class."	She says that she is in tenth class.

• **Change in Tenses:** The past perfect and past perfect continuous tenses do not change.

Rules	Direct Speech	Indirect Speech
Simple Present Changes To Simple Past	"I always drink coffee", she said	She said that she always drank coffee.
Present Continuous Changes To Past Continuous	"I am reading a book", he explained.	He explained that he was reading a book
Present Perfect Changes To Past Perfect	She said, "He has finished his work"	She said that he had finished his work.
Present Perfect Continuous Changes To Past Perfect Continuous	"I have been to Spain", he told me.	He told me that he had been to Spain.
Simple Past Changes To Past Perfect	"Bill arrived on Saturday", he said.	He said that Bill had arrived on Saturday
Past Perfect Changes To Past Perfect (No Change In	"I had just turned out the light," he explained.	He explained that he had just turned out the light.

Tense)		
Past Continuous Changes To Past Perfect Continuous	"We were living in Paris", they told me.	They told me that they had been living in Paris.
Future Changes To Present Conditional	"I will be in Geneva on Monday", he said	He said that he would be in Geneva on Monday.
Future Continuous Changes To Conditional Continuous	She said, "I'll be using the car next Friday."	She said that she would be using the car next Friday.

- **Changes in Modals**

Rules	Direct Speech	Indirect Speech
CAN changes into COULD	He said, "I can drive a car".	He said that he could drive a car.
MAY changes into MIGHT	He said, "I may buy a computer"	He said that he might buy a computer.
MUST changes into HAD TO	He said, "I must work hard"	He said that he had to work hard.
These Modals Do Not Change: Would, could, might, should, ought to.		
Would	They said, "we would apply for a visa"	They said that they would apply for visa.
Could	He said, "I could run faster"	He said that he could run faster.
Might	John said, "I might meet him".	John said that he might meet him.
Should	He said, "I should avail the opportunity"	He said that he should avail the opportunity.
Ought to	He said to me, "you ought to wait for him"	He said to me that I ought to wait for him.

• **Changes for Imperative Sentences:** Imperative sentences consist any of these four things:
a. Order   b. Request   c. Advice   d. Suggestion

Most commonly used words to join clauses together are ordered, requested, advised and suggested. Forbid(s)/ forbade is used for the negative sentences.

Mood of Sentence in Direct Speech	Reporting verb in indirect verb
Order	Ordered
Request	requested / entreated
Advice	advised / urged
Never	told, advised or forbade (No need of "not" after "forbade")
Direction	Directed
Suggestion	suggested to
Warning	warn
(If a person is addressed directly)	called

Exercise 11:
Change the following expressions into indirect (reported) speech:

1. "Why do you always vex me like that?"
2. "Don't worry; I'll help you."
3. "May we go now?"
4. "Thank you very much."
5. "Let's watch a movie."

Exercise 12:
Change the following expressions into direct speech:

1. She asked where her umbrella was.
2. Martin asked us how we were.
3. He asked if he had to do it.
4. The mother asked the daughter where she had been.
5. She wanted to know what they were doing.

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Exercise 13:
Rewrite the following sentences in reported speech:

1. "Where does Peter live?" she asked.
2. His friend said, "You were right!"
3. They said, "We completed the report."
4. "The keys are in the shelf", he told his mom.
5. "Why can't you work a little longer?" her boss asked.

Exercise 14:
Rewrite the following sentences to the other speech:

1. They announced that they were buying a new house in the city.
2. He asked her if she was comfortable with the plan he made.
3. The shopkeeper said that the boxes cost ₹200 each.
4. Mala ordered Rohan to pick up the broken vase.
5. Angad told Misha that he wanted her to visit Bengaluru the other weekend.

7. ANALOGIES:

What is an Analogy?

An analogy is a literary technique in which two unrelated objects are compared for their shared qualities. Unlike a simile or a metaphor, an analogy is not a figure of speech, though the three are often quite similar. Instead, analogies are strong verbal devices used to make rational arguments and support ideas by showing connections and comparisons between dissimilar things.

Examples of Analogy

Analogies are commonly used to show important comparisons and make solid arguments. Here are some examples:

Example 1
Every choice you make is like spinning the wheel of fortune—sometimes you will get the result that you desire, while other times you will end up with something you always hoped to avoid.

Example 2
Raising children requires the same dedication you would give to a garden. Nurture them, feed them, introduce them to both light and dark, and have patience; and soon you will see them grow into blooming wonders.

In the first example, the writer could have said: "Every choice has a different consequence." But like similes, analogies make associations between things that wouldn't usually be compared (like choices to wheels of fortune and children to gardens).

These comparisons create better descriptions and sensory images in the minds of readers. On the other hand, analogies are more elaborate and informational than similes or metaphors, providing support for the comparisons made rather than just stating them as simple truths.

As you can see, the second example explains how children and gardens have similar qualities because they require similar growing conditions.

Example 3
Photosynthesis does for plants what digesting food does for animals. It is the process that lets them convert nutrients into the fuel needed to grow and develop.

You may also see analogies that compare *relationships* rather than individual things. But the analogy still works in the same way; it explains how the relationships share a similar quality of transforming nutrients.

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Types of Analogy

There are two types of analogies that are basically used. They are as follows:

a. Literal Analogy:
In a literal analogy, you are saying that one thing *really is* similar to another. This is the kind of analogy that you would draw if you wanted to make an argument or persuasion. For example, when scientists test a new medicine on laboratory mice, they are arguing that mice and humans *really are* similar in medically significant ways. Therefore, as the argument goes, if a medicine works on mice, it should also work on humans (or at least it's ready for human testing).

b. Figurative Analogy:
In a figurative analogy, you're simply drawing a comparison between two unrelated things to highlight a certain characteristic; you're not necessarily saying that the things are *truly* similar. Take, for example, the wheel of fortune example. If life were truly similar to a wheel of fortune you would have a lot less control over our choices and the consequences would be unpredictable.

The Importance of Analogy

As mentioned, analogies are used to make logical arguments and comparisons. Here are a few ways writers might use analogies:

1. *Make abstract ideas more concrete*
   There are some people – like teachers, professors, and technical writers – who explain difficult ideas for a living. It's a tough job! One way to make it easier is to draw analogies to things your readers or students are already familiar with. For example, a biology teacher might explain the immune system by saying, "What policemen do in a town, white blood cells do inside the body."

2. *Add depth and feeling to an image*
   Consider this example:
   She felt like a raft floating in the middle of a dark, endless ocean. Like her, the raft was floating along, alone, worn out, and unable to reach a steady place in which to settle.
   Notice what a powerful image this description brings to mind. Without the analogy, the author would just be saying "She was lonely and exhausted." How boring! The analogy makes her emotions seem dark and overwhelming – just as the ocean at night.

3. *Making a persuasive argument*
   Obviously, this is rare in poetry and fiction, where making an argument isn't the point. But in essays, literary analysis, and many other fields, persuasion is the name of the game – and analogy can be a powerful tool for that purpose. It's especially useful when you want to show the flawed reasoning in another person's argument:

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Exercise 15:
Directions: Complete each analogy by writing a corresponding word on the line.

1. Days are to a week as months are to a _____.
2. Slithering is to a snake as hopping is to a _____.
3. Husk is to corn as hull is to _____.
4. Medicine is to illness as law is to _____.
5. Significant is to meaningless as important is to _____.
6. Purchase is to keep as borrow is to _____.
7. Artefacts are to the museum as books are to the_____.
8. Water is to swimming as snow is to _____.
9. Nail is to wood as glue is to_____.
10. Odometer is to mileage as compass is to _____.

Exercise 16:
Direction: Look at the pair of words that are given in each incomplete analogy. Find and join the words to make two pairs of words:

1. Dresser is to wood as_____.
   a) graceful is to hear   b) window is to glass   c) mine is to sheep

2. _____ as piano is to play
   a) cobbler is to needle   b) kitchen is to pen   c) book is to read

3. Which is to witch as _____.
   a) see is to see   b) weather is to whether   c) leave is to left

4. Smile is to frown as _____.
   a) ugly is to beautiful   b) bird is to fly   c) paint is to water

5. _____ as hurrying is to rushing
   a) sad is to happy   b) glad is to sorry   c) happy is to joyful

6. Thumb is to hand as _____.
   a) dull is to blunt   b) diamond is to ring   c) stove is to water

7. _____ as pan is to cook
   a) towel is to dry   b) alert is to sit   c) kitchen is to picnic

8. Carpenter is to furniture as _____.
   a) tailor is to cleaning   b) mason is to wall   c) engineer is to needle.

9. _____ as microphone is to speech
   a) sleep is to sofa   b) noise is to speak   c) spoon is to soup

10. Helmet is to head as _____
    a) mask is to face   b) open is to up   c) positive is to credit

8. WORDS CONFUSED/MISUSED

It often happens that we get confused while using certain words. Hence, it is essential to know their meaning. These confusions occur in the use of homographs, homophones, homonyms and sometimes through misconception.

Word	Meaning	Example
Accident	An unfortunate happening	The driver was seriously injured in the car accident.
Incident	An event	An incident in his life changed his views on money.
Adopt	To take as someone's own	The childless couple visited the orphanage to adopt a child.
Adapt	To make suitable to	Only those creatures survived the holocaust that adapted themselves to the sudden rise in temperature.
Adept	Expert	Smith is an adept in repairing vintage cars.
Deceased	Dead	His parents are deceased.
Diseased	Suffering from a disease	This dog is diseased.
Draught	Flow of air in a room	There was a draught and I shivered.
Drought	A long period with no rain	Maharashtra has been hit by a severe drought.
Emigrant	A person who leaves his country to live in another	The Jews were mass emigrants from Eastern Europe.
Immigrant	A person who has come to another country to live permanently	My uncle is an immigrant in America.
Further	To a greater degree	I could not walk any further.
Farther	A greater distance	Srinagar is farther than Delhi.
Later	At a time in future	I will meet him later this evening.
Latter	Second of two things	Of the two scenes in the film, I liked the latter.
Lose	To miss something	They are going to lose the book.

Loose	Not firmly fixed	My shirt is loose.
Principal	Head or Chief	The principal has convened a meeting of the faculty.
Principle	A rule	The principles of morality forbid it.
Quite	To a great degree	You are quite right in saying so.
Quiet	Calm	They were in quiet surroundings.
Stationary	Not moving	The cart was stationary.
Stationery	Materials for writing	Samantha has opened a stationery shop.
Jealous	Angry or unhappy	They are jealous of his newly acquired riches.
Zealous	Full of enthusiasm	The players ran towards the pitch zealously.

Exercise 17:

Read the passage below and underline the words used incorrectly. Note down the correct substitutions.

The pilot was embraced to see the steward in the cockpit. Although he had evolved his authority to the navigator for much minutes, he had insured nobody would come seeing for him as the plain cruised smoothly at a latitude of forty thousand feet.

_____   _____   _____   _____

_____   _____   _____

Exercise 18:

Find the words that are often confused with the words noted below. Use each of the words individually, along with the words they are confused, in sentences to bring out their meaning.

1. Altar
2. Bridal
3. Discrete
4. Lightning
5. Childish

9. COLLOCATIONS:

Collocations are very common in English, and learning them is important. A collocation is two or more words that often go together, like "hard work" or "make a mistake". Collocations sound "right" or "natural" to native speakers, so the more collocations you know and use, the more natural your English will sound. The "father" of collocation is usually considered to be *J.R. Firth*, a British linguist who passed away in 1960. It was he that first used the term "**collocation**" in its linguistic sense.

It is important to learn collocations because they are important for the naturalization of one's speech. Besides, they broaden one's scope for expression. **Collocation** refers to how words go together or form fixed relationships.

A collocation is made up of two or more words that are commonly used together in English. It is a combination of words that are usually used together; other combinations that may mean the same thing would seem 'unnatural'.

Collocations include noun phrases like 'stiff wind' and 'weapons of mass destruction', phrasal verbs such as 'to get together' and other stock phrases such as 'the rich and famous'.

Common collocations in English:

- *make the bed* - I need to ***make the bed*** every day.
- *do the homework* - My son ***does his homework*** after dinner.
- *take a risk* - Some people don't ***take enough risks*** in life.
- *give someone advice* - The teacher ***gave us some advice*** on taking tests.

Types of Collocations:

o **adverb + adjective**	completely satisfied (NOT ~~downright~~ satisfied)
o **adjective + noun**	excruciating pain (NOT excruciating ~~joy~~)
o **noun + noun**	a surge of anger (NOT a ~~rush~~ of anger)
o **noun + verb**	lions roar (NOT lions ~~shout~~)
o **verb + noun**	commit suicide (NOT ~~undertake~~ suicide)
o **verb + expression with a preposition**	burst into tears (NOT ~~blow up in~~ tears)
o **verb + adverb**	wave frantically (NOT wave ~~feverishly~~)

1. adverb + adjective
- Invading that country was an ***utterly stupid*** thing to do.
- We entered a ***richly decorated*** room.
- Are you ***fully aware*** of the implications of your action?

2. adjective + noun
- The doctor ordered him to take ***regular exercise.***
- The Titanic sank on its ***maiden voyage.***
- He was writhing on the ground in ***excruciating pain.***

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3. noun + noun
- Let's give Mr. John a ***round of applause.***
- The ***ceasefire agreement*** came into effect at 11 am.
- I'd like to buy two ***bars of soap***, please.

4. noun + verb
- The ***lion*** started ***to roar*** when it heard the ***dog barking***.
- ***Snow was falling*** as our ***plane took off.***
- The ***bomb went off*** when he started the car engine.

5. verb + noun
- The prisoner was hanged for ***committing murder.***
- I always try to ***do my homework*** in the morning, after ***making my bed.***
- He has been asked to ***give a presentation*** about his work.

6. verb + expression with a preposition
- We had to return home because we ***had run out of money.***
- At first her eyes ***filled with horror***, and then she ***burst into tears.***
- Their behavior was enough to ***drive anybody to crime.***

7. verb + adverb
- She ***placed*** her keys ***gently*** on the table and sat down.
- Mario ***whispered softly*** in Jamie's ear.
- I ***vaguely remember*** that it was growing dark when we left.

Exercise 19:
Fill in the blanks with appropriate verbs that would complete the collocation:

1. If you park there, you will have to _____ a fine.
   a) pay   b) take   c) have

2. He _____ no attention to my request.
   a) paid   b) took   c) had

3. I _____ a cough to catch her attention.
   a) gave   b) paid   c) took

4. Although the doctors tried hard, they couldn't _____ his life.
   a) save   b) bring   c) take

5. Abbreviations _____ space and hence they are common in newspaper headlines.
   a) catch   b) save   c) take

6. Do you _____ a dairy?
   a) have   b) save   c) keep

7. Few people can _____ a secret.
   a) keep   b) save   c) have

8. He still _____ in touch with most of his old school mates.
   a) keeps   b) saves   c) take

9. I asked her what her problem was but she _____ quite.
   a) kept   b) took   c) saved

10. They _____ close to hitting each other.
    a) came   b) took   c) brought

Exercise 20:
Use appropriate words and fill in the blanks to form a meaningful sentence:

1. The meeting took almost five hours so it was impossible to _____ attention all the time.

2. The problem is difficult to _____ under control.

3. It took us all day to clean up the office after the burglary- the thieves _____ a terrible mess.

4. I don't think we should _____ a decision yet, we should wait.

5. Only 31% of the students who _____ the final exam passed it.

6. I think we should look for a new supplier- the one we have at the moment _____ us too many problems.

7. Could you _____ me a favour and post these letters on your way home?

8. I've told him ten times that he's got the wrong telephone number. I'll _____ crazy if they call again.

9. The company offers its employees free language training but not many people _____ advantage of it.

10. Our personnel assistant is leaving next month-she's _____ a baby.

10. THE LISTENING COMPREHENSION:

Listening comprehension encompasses the multiple processes involved in understanding and making sense of spoken language. These include recognizing speech sounds, understanding the meaning of individual words, and/or understanding the syntax of sentences in which they are presented.

Listening comprehension can also involve the prosody with which utterances are spoken (which can, e.g., change intended meaning from a statement to a question), and making relevant inferences based on context, real-world knowledge, and speaker-specific attributes (e.g., to what information the speaker has access and about what he/she is likely to be talking).

Exercise 21:
Audio - The Campaign For Real Chocolate. Listen to the audio and fill in the blanks:

Start of the campaign: _____(1)
Aim: to promote real chocolate made with _____(2) and _____(3)
Good chocolate contains only _____(4) of sugar and up to _____(5) of cocoa
Poor quality chocolate contains: up to _____(6) sugar and only 5% cocoa. Cocoa butter can help reduce blood cholesterol levels.
Benefits of eating good quality chocolate: It has many _____(7) and _____(8) and has anti - depressant effects; helps to stimulate _____(9)
How to find out the quality of a piece of chocolate:
• Good aroma
• _____ (10) colour indicating the amount of cocoa contained
• Snapping sound when broken
• _____(11) easily; is smooth and _____(12) to taste.

11. **SPOTTING ERRORS:**

In spotting the errors, you are presented with a paragraph/sentence containing certain errors which you need to rectify. Usually, these errors are related to parts of speech, genders, infinitives, participles, the form of tenses, use of articles etc. Hence, you need to be well acquainted with all the rules of grammar to solve spotting errors questions.

Rules to Solve Spotting Errors Questions

Errors based on Nouns

A noun is a word used to identify any of a class of people, places or things. Some of the nouns, be it singular or plural, follow certain rules to complete a sentence. These are mentioned below:

1. Some nouns which are singular in form but are used as plural nouns are followed by a plural verb. These include- Cattle, Peasantry, People, Vermin, Police and Clergy.

    Example:
    *The cattle __is__ grazing near the farm. (**Incorrect**)*
    *The cattle __are__ grazing near the farm. (**Correct**)*

2. Some nouns which are used as plural nouns are always followed by a plural verb. These include- Scissors, Stockings, Trousers, Specs, Shorts, Goods and Employees.

    Example:
    *Where __is__ my stockings? (**Incorrect**)*
    *Where __are__ my stockings? (**Correct**)*

3. Some collective nouns are used as both singular and plural depending on the meaning. When these nouns refer to a unit, a singular verb is used; otherwise, plural will be used. These include- Team, Public, Government, Committee, Jury and Audience.

    Example:
    *The company __was__ founded in the year 1992 (**Correct**)*
    *The company __were__ founded in the year of 1992 (**Incorrect**)*

4. There are some nouns which are always followed by a singular verb. These include- Poetry, Machinery, Ethics, Mathematics, Physics, Classics, Innings, Stationery, News, Abuse, Economics and Business.

    Example:
    *Ethics __are__ important. (**Incorrect**)*
    *Ethics __is__ important. (**Correct**)*

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Errors based on Pronouns

A pronoun is a word that takes place of the noun (for example- He, She, They, Someone, Who). Some of the pronouns follow certain rules to complete a sentence which is mentioned below:

1. A pronoun should always agree with its antecedent in person, number, and gender. An antecedent is a noun that a pronoun is replacing or referring to.
   Example:
   *All students must do **their** homework. (Correct)*
   *Each student must bring **their** books (Incorrect)*
   *Each student must bring **his** books. (Correct)*

2. The pronoun 'one' should always be followed by ones.
   Example:
   - *One must finish **his** task in time. (Incorrect)*
   - *One must finish **one's** task in time. (Correct)*

3. There is always confusion regarding the usage of pronouns- who and whom. Who and whoever are subjective pronouns whereas, whom and whoever are objective? To put it simply, 'who' denotes the subject of the verb and 'whom' works as an object in the sentence.
   Example:
   - ***Whom** is the project leader? (Incorrect)*
   - ***Who** is the project leader? (Correct)*
   - ***Who** are you talking to? (Incorrect)*
   - ***Whom** are you talking to? (Correct*

Errors based on Adjectives

An adjective is a word naming an attribute of a noun such as sweet, bad etc. Some of the adjectives follow certain rules to complete a sentence which is mentioned below-

1. Comparative adjectives are used to compare differences between the two. Some of these adjectives such as Superior, Inferior, Prior etc are always followed by 'to'.
   Example:
   *He is superior **to** me in position. (Correct)*
   *He is superior **than** me in position. (Incorrect)*

2. Do not use adjectives in place of adverbs.
   Example:
   *She drove **quicker** than everybody else. (Incorrect)*
   *She drove **quickly** than everybody else. (Correct)*

Errors based on Adverbs

Adverbs refer to words that modify the meaning of an adjective or verb. Some of the adverbs follow certain rules to complete a sentence which is mentioned below-

1. Some of the adverbs having the same meanings create confusion in the minds of people, these are mainly- less and fewer. 'Less' is used to describe quantity whereas 'fewer' is used to denote numbers.
   Example:
   *__Less__ than thirty children each year develop the disease. (**Incorrect**)*
   *__Fewer__ than thirty children each year develop the disease. (**Correct**)*
   *People want to spend __fewer__ time in traffic. (**Incorrect**)*
   *People want to spend __less__ time in traffic. (**Correct**)*

2. Some of the adverbs such as little, a little, the little, are used in different places.
   'Little' has a negative meaning which means hardly any.
   Example:
   *There is __a little__ hope of his recovery. (**Incorrect**)*
   *There is __little__ hope of his recovery. (**Correct**)*

   'A little' has positive attributes and means some (though not much).
   Example:
   *__Little__ knowledge is a dangerous thing. (**Incorrect**)*
   *__A little__ knowledge is a dangerous thing. (**Correct**)*

   'The little' means 'not much', but all that is.
   Example:
   *__A little__ honey in the pot might prove useful. (**Incorrect**)*
   *__The little__ honey in the pot might prove useful. (**Correct**)*

Miscellaneous Errors:

1. Words beginning with the letter 'h' such as Honest, Honor, Heir, Hour etc. are silent. Hence, we use 'an' article before them instead of 'a'.
   Example:
   *We are __a hour__ late. (**Incorrect**)*
   *We are __an hour__ late. (**Correct**)*

2. Prepositions such as Since and For are often mistaken. 'Since' indicates a point of time whereas 'for' indicates the length of time.
   Example:
   *I have been reading this book __since__ 3 hours. (**Incorrect**)*
   *I have been reading this book __for__ 3 hours. (**Correct**)*

Exercise 22:
The following sentence may contain an error. You have to find that part of the sentence which contains the error. If there are no errors, choose E as your answer.

1. I have been living in this city since last several years but have never experienced any discrimination.
    a) have been living   b) in this city   c) since last several years
    d) have never experienced   e) No error

2. There was a big argument about if we should move to a bigger house.
    a) There was   b) argument about   c) if we should   d) move to   e) No error

3. I found this bangle while digging in the backyard. I don't know who it belonged to.
    a) I found   b) while digging in   c) in the backyard
    d) who it belonged to   e) No error

4. The judge paid a lot of attention to that the master had abused the boy both physically and emotionally.
    a) The judge paid   b) a lot of attention   c) attention to that
    d) master had abused   e) No error

5. By next Christmas, we will have been here for eight years.
    a) By next Christmas   b) will have been   c) here   d) for eight years   e) No error

Exercise 23:
Find out the error in the following sentences:

1. It is raining when I got home last night.
2. My sister is annoying today, but usually she is nice.
3. I have not ate anything today.
4. If I am a child, I would play outside.
5. Everyone have seen that movie.
6. If we will be late, they will be angry.
7. My father is thinking that I should stop smoking.
8. Look! It is snow.
9. I fell asleep while I watched TV.
10. I have lived in Canada since 10 months.
11. There is a warm country.
12. I have not an iPhone.
13. I haven't ever been to Korea.
14. The students have a good time in class today.
15. John probably isn't going to come to school tomorrow.
16. If the world ended tomorrow, I will be very sad.
17. I still did my homework at 10:30 pm last night.
18. He can speak Japanese because he was born in Canada.
19. Lee afraid of snakes.
20. The students were not interested in the lesson because it was bored.

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12. SENTENCE IMPROVEMENT EXERCISES:

Exercise 24:
Directions: In the following questions, some part of the sentence is underlined. Which of the options given below the sentence should replace the part underlined to improve the quality of the sentence?

1. The tribunal has <u>postponed</u> the hearing to December 15.
   a. Delayed   b. Pushed   c. Adjourned   d. No improvement

2. The workers are <u>very determined</u> on fighting for their dues.
   a. No improvement   b. Have seriously planned   c. Hellbent   d. Have decided

3. I will buy the house <u>provided</u> it is quite sound.
   a. Unless   b. Whether   c. Until   d. No improvement

4. It was fortunate that the time bomb had <u>burst</u> only after the crowd had dispersed.
   a. Exploded   b. No improvement   c. Blown up   d. Erupted

5. The amount multiplies <u>over</u> a period of time.
   a. Within   b. In   c. By   d. No improvement

6. The police found a <u>human body</u> in the forest.
   a. Corpse   b. No improvement   c. Carcass   d. Copse

7. The teacher asked him to copy the material word <u>for</u> word.
   a. By   b. No improvement   c. Before   d. After

Exercise 25:
Directions: In the following questions, some part of the sentence is underlined. Which of the options given below the sentence should replace the part underlined to make the sentence grammatically correct?

1. The smooth passage of the insurance bill through the Lok Sabha *__is the best news which India has have in recent years.__*
a) Is the best news that India has in recent years.
b) Is the best news which India has had in recent years.
c) Is the best news that India has had in recent years.
d) Is the best news India has in recent years.
e) No correction required.

2. A good boss does not waste his valuable time *__finding faults with his subordinates.__*
a) Finding fault with his subordinates.
b) To find faults with his subordinates.
c) To find faults in his subordinates.
d) Finding faults of his subordinates.
e) No correction required.

3. Attached to this application *__is an affidavit form and three sheets__* of blank paper.
a) Are an affidavit form and three sheets.
b) Are an affidavit form and three sheets.
c) Is an affidavit form and three sheets.
d) Is a affidavit form and three sheets.
e) No correction required.

4. ***Her supporters rallied for her defense*** when the government brought the bill seeking to bar any person of foreign origin from holding the high offices.
a) Her supporters rallied of her defense.
b) Her supporters rallied in her defense.
c) Her supporters rallied up in her defence.
d) Her supporters rallied to her defense.
e) No correction required.

5. ***But if you persist in asking me not to complain,*** I will complain against you.
a) If you keep persisting at asking me not to complain.
b) But if you persist in asking me to not complain.
c) But if you persist on to ask me not to complain.
d) But if you keep persisting on asking me not to complain.
e) No correction required.

13. CLOZE TEST:

A **cloze test** is an exercise, test, or assessment consisting of a portion of language with certain items, words, or signs removed (cloze text), where the participant is asked to replace the missing language item. Cloze tests require the ability to understand context and vocabulary in order to identify the correct language or part of speech that belongs in the deleted passages. This exercise is commonly administered for the assessment of native and second language learning and instruction.

Exercise 26:

I do remember it. And I'm grateful. But I can't help feeling that a woman capable of taking other people's lives and juggling with them as if they were India-rubber balls as she did with ours, is likely at any moment to break out in a new place. My gratitude to her is the sort of (1) _____ [hat tip] you would feel toward a cyclone if you were walking home late for dinner and it caught you up and deposited you on your doorstep. Your Aunt Lora is a human (2) _____[storm]. No, on the whole, she's more like an earthquake. She has a habit of splitting up and altering the face of the world whenever she feels like it, and I'm too well satisfied with my world at present to (3) _____[enjoy] the idea of having it changed."

Little by little the garrison of the studio had been (4) _____ [small slice] down. Except for Steve, the community had no regular members outside the family itself. Hank was generally out of town. Bailey paid one more visit, then seemed to consider that he could now absent himself altogether. And the members of Kirk's bachelor circle stayed away to a man.

Q1. A) Tippy
   B) Gratitude
   C) Excellence
   D) Battle

Q2. A) Cyclone
   B) Giant
   C) Chin
   D) Hunter

Q3. A) Good
   B) Relish
   C) Delicious
   D) Happy

Q4. A) Slice
   B) Whittled
   C) Cut
   D) leveled

Exercise 27:

Recent discoveries have (1) _____ that Indians of early days (2) _____ to have been (3) _____ civilised (4) _____ many ways. They had massive public buildings and comfortable dwelling houses (5) _____ mostly of brick. They had (6) _____ arrangements (7)_____ good sanitation, and an elaborate drainage system. They knew how to write (8)_____ their language, which has not yet been (9) _____ was not alphabetic but syllabic (10) _____ the Sumerian language

1. a) shown   b) derived   c) seen   d) reflected
2. a) intend   b) decided   c) appear   d) behave
3. a) intermittently b) highly   c) positively   d) rarely
4. a) on   b) under   c) through   d) in
5. a) designed   b) formulated   c) built   d) construct
6. a) less   b) ignored   c) made   d) started
7. a) against   b) by   c) from   d) for
8. a) but   b) because   c) while   d) since
9. a) written   b) deciphered   c) formed   d) talked
10. a) across   b) closely   c) before   d) like

14. THEME DETECTION EXERCISE:

In theme detection, the problems are related to the passages. From the passage, read the data carefully and decide the primary point the creator is attempting to make. What conclusion can be drawn from the contention? Every passage is trailed by five statements. One statement supports the creator's contention superior to the others do.

Exercise 28:
Directions: Choose the correct answer.

1. The attainment of individual and organizational goals is mutually interdependent and linked by a common denominator – employee work motivation. Organizational members are motivated to satisfy their personal goals, and they contribute their efforts to the attainment of organizational objectives as a means of achieving these personal goals.

   The passage best supports the statement that motivation:
   a) encourages an individual to give priority to personal goals over organizational goals.
   b) is crucial for the survival of an individual and organization.
   c) is the product of an individual's physical and mental energy.
   d) is the external force which induces an individual to contribute his efforts.
   e) makes organization and society inseparable.

2. Deforestation results from removal of trees without sufficient reforestation; however, even with reforestation, significant biodiversity loss may occur. There are many causes, ranging from slow forest degradation to sudden and catastrophic wildfires.

   The passage best supports the statement that:
   a) A model study shows that reforesting the Lower Mississippi Alluvial Valley can significantly reduce runoff from agricultural lands.
   b) A new study warns that the world's largest tropical desert, the Sahara, has suffered the catastrophic collapse of its wildlife.
   c) It's not just the total number of species preserved that matters; it's the number of key species.
   d) In developing countries, massive deforestation is ongoing and is shaping climate and geography.

3. Due to the enormous profits involved in smuggling, hundreds of persons have been attracted towards this anti-national activity. Some of them became millionaires overnight. India has a vast coastline both on the Eastern and Western Coast. It has been a haven for smugglers who have been carrying on their activities with great impunity. There is no doubt, that from time to time certain seizures were made by the enforcement authorities, during raids and ambush but even allowing these losses the smugglers made huge profits.

   The passage best supports the statement that
   a) smuggling hampers the economic development of a nation.
   b) smuggling ought to be curbed.
   c) authorities are taking strict measures to curb smuggling.
   d) smuggling is fast increasing in our country owing to the quick profit it entails.

4. Though the waste of time or the expenditure on fashion is very large, yet fashion has come to stay. It will not go, come what may. However, what is now required is that strong efforts should be made to displace the excessive craze for fashion from the minds of these youngsters.

The passage best supports the statement that:
a) fashion is the need of the day.
b) the excessive craze for fashion is detrimental to one's personality.
c) the hoard for fashion should be done away with so as not to let down the constructive development.
d) work and other activities should be valued more than the outward appearance.